
Glasgow City Schools Health and Wellbeing Survey 2010

*Glasgow City Report
(Final Version)*

Prepared for



November 2011

Traci Leven Research
2 Kirkhouse Avenue, Blanefield, Glasgow G63 9BT
01360 770362

www.levenresearch.co.uk

Contents

Chapter		Page
1	Introduction and Methodology	1
	1.1 Introduction	1
	1.2 Survey Methodology	2
	1.3 This Report	3
2	Pupil Profile	6
	Summary of Key Indicators	6
	2.1 Age and Gender	6
	2.2 Stage	6
	2.3 Ethnicity	6
	2.4 Sexual Orientation	7
	2.5 Family Composition	7
	2.6 Parents' Employment Status	9
	2.7 Free School Meal Entitlement	9
	2.8 Family Health Problems and Caring Responsibilities	9
	2.9 Internet Access	10
	2.10 Money	11
3	Physical Activity, Diet and Sleep	13
	Summary of Key Indicators	13
	3.1 Physical Activity	13
	3.2 Diet	17
	3.3 Sleep	20
4	Smoking, Alcohol and Drugs	21
	Summary of Key Indicators	21
	4.1 Smoking	21
	4.2 Exposure to Environmental Tobacco	22
	4.3 Alcohol	23
	4.4 Drugs	27
5	Health, Feelings and Worries	30
	Summary of Key Indicators	30
	5.1 Illness and Disability	30
	5.2 Oral Health	31
	5.3 Feelings about Health	32
	5.4 Worries	32
	5.5 People to Talk To	33
	5.6 Relationships	34
	5.7 Self-Esteem	35
	5.8 Strengths and Difficulties	35
6	Behaviours, Attitudes and Expectations	39
	Summary of Key Indicators	39
	6.1 Bullying	39
	6.2 Offensive Behaviour	39
	6.3 Antisocial Behaviour	41
	6.4 Truancy	42
	6.5 Activities	42
	6.6 The Future	43

7	Services for Young People	46
	Summary of Key Indicators	46
	7.1 Youth Clubs	46
	7.2 Health Services	46
	7.3 Glasgow Young Scot Card	47
	7.4 Culture and Leisure Services	48
8	Trends	50
	8.1 Introduction	50
	8.2 Pupil Profile Trends	51
	8.3 Trends for Physical Activity and Diet	51
	8.4 Trends for Smoking, Alcohol and Drugs	52
	8.5 Trends for Health, Feelings and Worries	53
	8.6 Trends for Behaviours	54
	8.7 Trends for Services for Young People	55
9	Conclusion	57
	Appendix: Annotated Questionnaire	A1

1 Introduction and Methodology

1.1 Introduction¹

1.1.1 In 2006/7, NHS Greater Glasgow & Clyde (NHSGGC) commissioned a school health & wellbeing survey with S1-S4 pupils across 28 secondary schools in Glasgow City. The findings from that survey supported a series of health summits across Glasgow which, in turn, supported local health improvement planning for young people.

1.1.2 Since the first survey was undertaken, local authorities and schools have been immersed in the implementation of the 'Schools (Health Promotion & Nutrition) (Scotland) Act 2007', and the effective delivery of 'Curriculum for Excellence', both of which have enormous potential to improve the health & wellbeing of children and young people in the school setting.

1.1.3 In 2010, Glasgow City Community Health Partnership agreed to support a follow-up to the 2006/7 survey. The study was commissioned by NHSGG&C in early 2010, and the fieldwork carried out by George Street Research in the autumn of that year.

1.1.4 Support from the Glasgow City Director of Education Services resulted in the participation of all 30 secondary schools in Glasgow. The total secondary school population in Glasgow City is around 26,000, across S1-S6. This survey is based on a sample of 9,995 (S1-S4) pupils.

1.1.5 The aims of the study in 2010 were to gather current demographic information on the pupil population, gather trend data on key areas of health, and gain an understanding to individual pupil perceptions of their health & wellbeing. The survey included questions on the following topics:

- Demographics – including age, gender, family composition, deprivation and ethnicity
- Physical Activity, Diet & Sleep
- Smoking, Alcohol & Drugs
- General health
- Mental health & wellbeing
- Self-esteem, bullying and anti-social behaviour
- Future aspirations
- Services aimed at young people

1.1.6 The survey questionnaire can be found in the appendix.

1.1.7 The main findings from the survey data have been prepared by 'Traci Leven Research' and presented as a Glasgow City report. The main report presents the findings for all pupils together and examines differences by the following key variables:

- Gender
- School stage
- Deprivation
- Ethnicity

¹ This section has been prepared by the Research & Evaluation Team, Public Health Resource Unit, NHS Greater Glasgow & Clyde

- 1.1.8 It is hoped that this survey will provide useful data for a range of professionals to identify areas of practice or interventions that will improve health outcomes and support future planning for the health improvement of children and young people.

1.2 Survey Methodology²

- 1.2.1 The questionnaire from 2006/7 was revised to include new areas that are known to influence health such as financial issues; to remove questions where the information was not used; to shorten the questionnaire to make it more manageable for pupils. Some core questions remained in the questionnaire and these will be used to monitor changes in behaviour, knowledge and attitude since 2006/7.
- 1.2.2 The Health Improvement Lead for Schools linked with the Director of Education to inform them about the questionnaire and the survey administration. The Director of Education sent a letter to each head teacher in Glasgow City mainstream high schools encouraging them to take part in the survey. The Health Improvement Lead for schools sought the support of the Health Improvement Seniors (Schools) which provide a link between health and education.
- 1.2.3 NHSGGC commissioned George Street Research to conduct the fieldwork on their behalf. George Street's responsibilities were to contact the head teacher and arrange a convenient time to deliver, administer and return the paper questionnaires. Completed questionnaire were entered into SNAP, verified and data exported to SPSS for the purpose of analysis.
- 1.2.4 All 30 secondary schools in the city were contacted and provided with an information pack which gave details about the project, its aims, the support available from the research team, and what would be expected from the schools. Parents were lettered through pupil post to inform them that the survey was taking place and to give the opportunity to opt out from the survey. Pupils were given an information sheet to inform them of the survey aims, stress their individual anonymity and let them know how the results would be used.
- 1.2.5 Most schools opted to administer questionnaires to pupils in classes such as PSE (which were not organised by ability). In a few cases schools organised large numbers of pupils to complete the questionnaire in gymnasium or dining hall settings. In a number of instances the Health Improvement Senior (Schools) provided additional support for the questionnaire administration.
- 1.2.6 At all stages of the fieldwork the survey manager liaised with schools to check on their procedures, timetable, and sample selection (to ensure it was representative of the pupil population).
- 1.2.7 Returned questionnaires from each school were sorted by year group and were checked against the school roll and year group totals. Completed questionnaires were processed and verified by George Street.
- 1.2.8 The majority of pupils coped with the questionnaire. However, while administering the questionnaire it was noted by the research team that in many of the schools,

² This section has been prepared by the Research & Evaluation Team, Public Health Resource Unit, NHS Greater Glasgow & Clyde

small numbers of pupils failed to complete the questionnaires in the time available. All 30 Glasgow secondary schools took part in the survey giving a school response rate of 100%. In terms of the *questionnaire* response rate, the number of questionnaires returned was 8282³ out of a potential 9995 representing a response rate of 83% (50% of S1 to S4 pupils).

- 1.2.9 Response rates from individual year groups varied to some extent (see Table 1.1). Nonetheless, the total number of survey respondents was evenly distributed across the year groups: S1 (25%); S2 (25%); S3 (26%); S4 (24%).

Table 1.1: Survey Responses by Year Group

Year Group	50% Sample	Actual Responses	Response Rate
S1	2,404	2,065	86%
S2	2,525	2,049	81%
S3	2,594	2,162	83%
S4	2,472	2,006	81%
TOTAL	9,995	8,282	83%

1.3 This Report

- 1.3.1 This report has been prepared by Traci Leven Research. It presents findings for the whole Glasgow City area from 8,282 pupils in 30 secondary schools.

Analysis

- 1.3.2 Analysis was conducted in two stages:
- 1 Compute basic frequencies for each question in the questionnaire.
 - 2 Establish whether there were significant differences between groups for four key independent variables (using the **99.9% confidence level**; $p \leq 0.001$).
- 1.3.3 The four key independent variables used for analysis are shown below together with the number and percentage of pupils in each group.

³ 8,315 questionnaires were returned in the survey, but 33 of these were subsequently removed due to pupils providing subversive and nonsense responses.

Table 1.2: Key Independent Variables Used For Analysis

Key Variables	Description	Numbers and (%):
Gender	Males compared to females	Males: 4,035 (49%) Females: 4,236 (51%) Total: 8,271 (100%)
Stage	Lower school (S1-S2) compared to Upper School (S3-S4)	Lower school: 4,114 (50%) Upper school: 4,168 (50%) Total: 8,282 (100%)
Deprivation	Six most deprived schools and six least deprived schools, with free school meal entitlement used as a proxy measure of deprivation.	Least deprived: 1,764 (59%) Most deprived: 1,240 (41%) Total: 3,004 (100%)
Ethnicity	Responses to the ethnicity question, aggregated into five categories (see below).	White British: 6,843 (84%) Other White: 281 (3%) Black: 175 (2%) Asian: 572 (7%) Other: 236 (3%) Total: 8,107 (100%)

1.3.4 The composition of the ethnic groups was:

White British – White British/Scottish

Other White – White Irish, White Traveller of Irish Heritage, White Romany or Gypsy, any other White background

Black – African, any other Black background

Asian - Indian, Pakistani, Bangladeshi, any other Asian background

Other – Mixed White and Black Caribbean, Mixed White and Black African, Mixed White and Asian, any other mixed race background, Chinese, any other ethnic background.

Reporting Conventions

1.3.5 Subsequent chapters begin with a summary of key indicators contained within the chapter. Each of these chapters reports findings following these conventions:

- Firstly, a description of basic frequencies.
- Secondly, reporting *only* those key variables (identified above) which exhibit statistical significance ($p \leq 0.001$).

Tables and Figures

1.3.6 All non-responses have been removed from analysis. Not all pupils answered each question; therefore the base number varies. Unless otherwise indicated, 'don't know' responses have been excluded from the analysis. Base numbers for each question can be found in the annotated questionnaire in the Appendix.

1.3.7 The sum of responses in tables and text may not equal 100% due to rounding.

- 1.3.8 Where percentages are less than 0.5 but more than 0, the conventional '<1%' has been used. A '0%' means exactly zero.
- 1.3.9 Both percentages and frequencies are given for each finding. Where frequencies are less than five pupils, these are presented as '<5' rather than the exact count.

2 Pupil Profile

Summary of Key Indicators

Indicator	%	N
% of pupils who care for a family member with an illness/disability or drug or alcohol problem	17%	1,257
% of pupils who have access to the internet at home	95%	7,444
% of pupils who have savings	77%	5,801

2.1 Age and Gender

2.1.1 Forty nine percent of respondents (4,035 pupils) were boys and 51% (4,230) were girls. Fifty six percent (4,631 pupils) were aged 13 or under. Most pupils (94%, 7,731 pupils) were aged between 12 and 15. Table 2.1 shows the breakdown by age and gender.

Table 2.1: Age and Gender of Pupils

Age:	Boys	Girls	All
11	5.6%	5.8%	5.7%
12	24.3%	24.9%	24.6%
13	26.3%	25.5%	25.9%
14	24.9%	25.4%	25.2%
15	18.2%	18.1%	18.1%
16	0.6%	0.3%	0.4%
17	0.2%	0.0%	0.1%
TOTAL	48.8%	51.2%	100%

2.2 Stage

2.2.1 There were approximately equal proportions of pupils in each of the four year groups, as shown in Table 2.2.

Table 2.2: Stage of Pupils

Year Group	% of pupils
S1	24.9%
S2	24.7%
S3	26.1%
S4	24.2%
TOTAL	100%

2.3 Ethnicity

2.3.1 Eighty four percent (6,843 pupils) described themselves as White British. The second most common ethnic group was Asian (7%, 572 pupils). The breakdown of pupils by ethnic group is shown below.

Table 2.3: Ethnicity of Pupils

Ethnic Group	% of pupils
White British	84.4%
Other White	3.5%
Mixed	2.1%
Black	2.2%
Asian	7.1%
Chinese	0.6%
Other	0.2%
TOTAL	100%

2.4 Sexual Orientation

- 2.4.1 Nine in ten (88%, 6,689 pupils) said they were only attracted to the opposite sex. One in 20 (5%, 355 pupils) said they were not attracted to either sex.

Table 2.4: Sexual Orientation of Pupils

Sexual Orientation Response	% of pupils
I am only attracted to the opposite sex	88%
I am mostly attracted to the opposite sex	4%
I am equally attracted to both boys and girls	2%
I am mostly attracted to the same sex	<1%
I am only attracted to the same sex	1%
I am unsure of my sexuality	1%
I am not attracted to either	5%
TOTAL	100%

Gender: Girls were more likely than boys to say they were not attracted to either sex (6%, 222 girls; 4%, 133 boys).

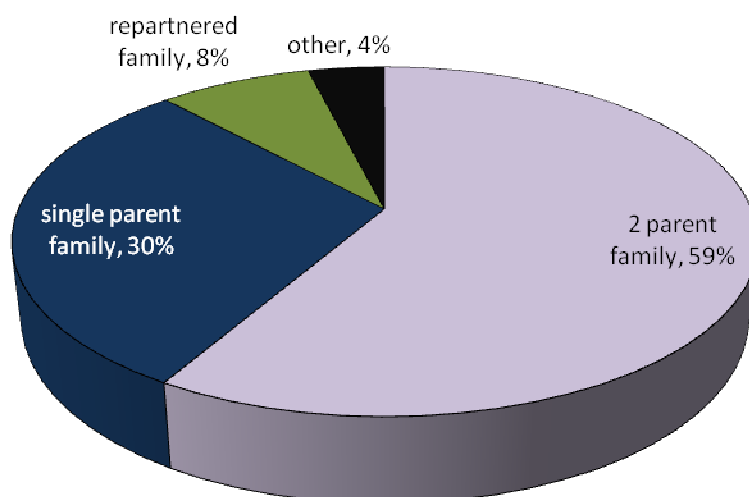
Stage: Lower school pupils were more likely than upper school pupils to say they were not attracted to either sex (7%, 270 lower school; 2% 85 upper school).

Ethnicity: Pupils from an Asian background were the most likely to say they were not attracted to either sex (19%, 94 Asian; 10%, 14 Black; 9%, 24 'other White'; 8%, 17 'other'; 3%, 190 White British).

2.5 Family Composition

- 2.5.1 Three in five (59%, 4,803 pupils) lived with both their parents. Three in ten (30%, 2,411 pupils) lived in single parent families. The breakdown of all family types is shown in Figure 2.1.

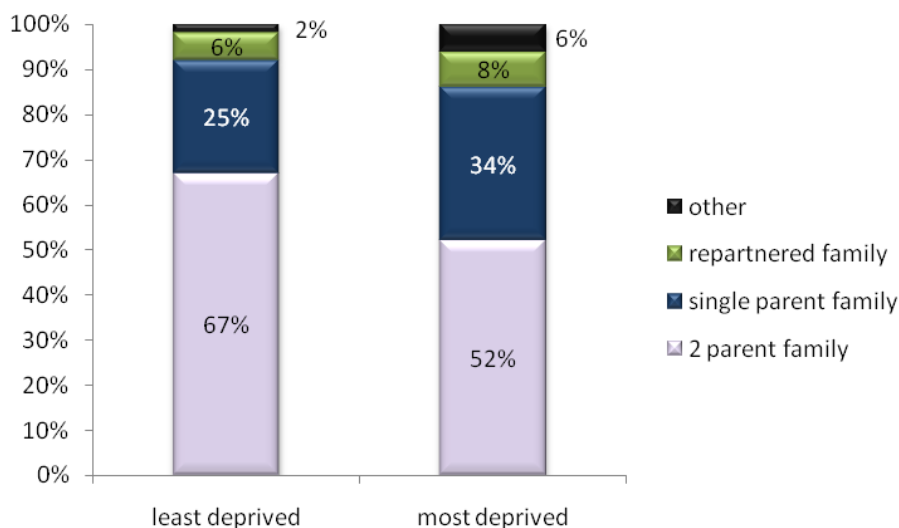
Figure 2.1: Family Composition



Note: 'single parent families' include those who spend some time with one single parent and some time with another single parent; 'repartnered families' include those who spend time between two repartnered families.

Deprivation: Those in the least deprived schools were more likely than those in the most deprived schools to live in a two parent family (67%, 1,163 least deprived; 52%, 641 most deprived). The family compositions for the most and least deprived schools are shown in Figure 2.2.

Figure 2.2: Family Composition for Least and Most Deprived Schools



Ethnicity: Pupils from an Asian background were more likely than others to live in a two parent family (82%, 459 Asian; 61%, 141 'other'; 59%, 163 'other White', 57%, 3,859 White British; 51%, 87 Black). Those from a Black background were more likely than others to live in a single parent family (41%, 71 Black; 30%, 2,062 White British; 29%, 81 'other White'; 27%, 62 'other'; 14%, 81 Asian).

2.6 Parents' Employment Status

- 2.6.1 Pupils were asked about the employment status of their father (or their mother's husband/boyfriend if they lived with him most of the time). Of those who had one, 85% (5,122 pupils) said that their father/mother's partner had a paid job. Among those with a mother (or father's partner with whom they live), two thirds (67%, 4,446) said that she had a paid job.

Table 2.5: Employment Status of Father/Mother's Partner and Mother/Father's Partner

Employment Status	Father/Mother's Partner	Mother/Father's Partner
Paid job	85%	67%
Sick, retired or student	4%	6%
Looking for a job	8%	10%
Takes care of others, or is in the home	3%	17%
TOTAL	100%	100%

Note: Excludes responses 'don't know', 'don't have or see him/her' and those who did not answer.

Deprivation: Those in the least deprived schools were more likely than those in the most deprived schools to say that their father/mother's partner had a paid job (90%, 1,274 least deprived; 79%, 646 most deprived) or that their mother/father's partner had a paid job (73%, 1,073 least deprived; 64%, 580 most deprived).

Ethnicity: Those from an Asian background were the most likely to say that their mother/father's partner was caring for others or in the home (61%, 276 Asian; 29%, 55 'other'; 19%, 21 Black; 19%, 42 'other White'; 13%, 731 White British).

2.7 Free School Meal Entitlement

- 2.7.1 One in four (25%, 2,050 pupils) pupils said that they received free school meals or vouchers for free school meals, although 17% (1,409 pupils) said that they did not know.

Stage: Lower school pupils were more likely than upper school pupils to say that they received free school meals/vouchers (28%, 1,157 lower school; 22%, 893 upper school).

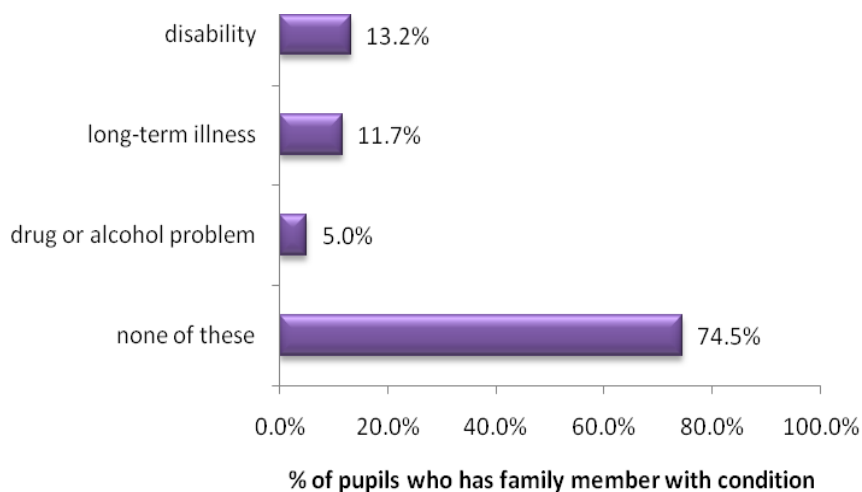
Deprivation: (The deprivation variable was based on free school meal entitlement). One in three (33%, 401 pupils) in the most deprived schools compared to 14% (241 pupils) of those in the least deprived schools said they received free school meals/vouchers.

Ethnicity: Those in the Black ethnic group were more likely than others to say that they received free school meals/vouchers (51%, 89 Black; 31%, 176 Asian; 29%, 69 'other'; 24%, 1,610 White British; 19%, 53 'other White').

2.8 Family Health Problems and Caring Responsibilities

- 2.8.1 One in four (25%, 1,875 pupils) had someone in their family household with a disability, long-term illness or drug/alcohol problem.

Figure 2.3: Proportion of Pupils who had Household Family Member with Listed Conditions



Deprivation: Those in the most deprived schools were more likely than those in the least deprived schools to say they had a household family member with at least one of these conditions (28%, 298 most deprived; 21%, 337 least deprived).

2.8.2 Among those who had a household family member with at least one of these conditions, two thirds (65%, 1,257) said that they looked after or cared for them because of their illness/disability. Thus overall, 17% of pupils were carers for someone in their household.

Stage: Among those who had a household member with one of the listed conditions, lower school pupils were more likely than upper school pupils to say that they cared for their family member (69%, 621 lower school; 61%, 636 upper school).

2.8.3 Among carers, 37% (453 pupils) said that they looked after their family member every day, 29% (355 pupils) said that they did so a couple of times a week and 34% (421 pupils) said that they did so once in a while.

2.8.4 Among those who looked after/cared for a household family member, 73% (921 pupils) said that their caring responsibilities had affected them in some way. The most commonly reported effects of caring responsibilities were:

- Makes me feel good to be able to help (54%, 675 pupils);
- I've learned lots of new skills because of caring (31%, 388 pupils);
- Sometimes unable to do homework (22%, 272 pupils);
- Makes me tired (20%, 256 pupils);
- Makes me feel stressed/anxious (16%, 197 pupils); and
- Helps me organise my time (15%, 189 pupils).

2.9 Internet Access

2.9.1 Most pupils (95%, 7,444 pupils) said that they had access to the internet at home.

Stage: Upper school pupils were more likely than lower school pupils to have internet access at home (97%, 3,869 upper school; 94%, 3,575 lower school).

Deprivation: Those in the least deprived schools were more likely than those in the most deprived schools to have access to the internet at home (97%, 1,613 least deprived; 93%, 1,069 most deprived).

2.10 Money

2.10.1 Three in four pupils (77%, 5,801 pupils) said that they had savings.

Stage: Lower school pupils were more likely than upper school pupils to have savings (80%, 2,885 lower school; 75%, 2,916 upper school).

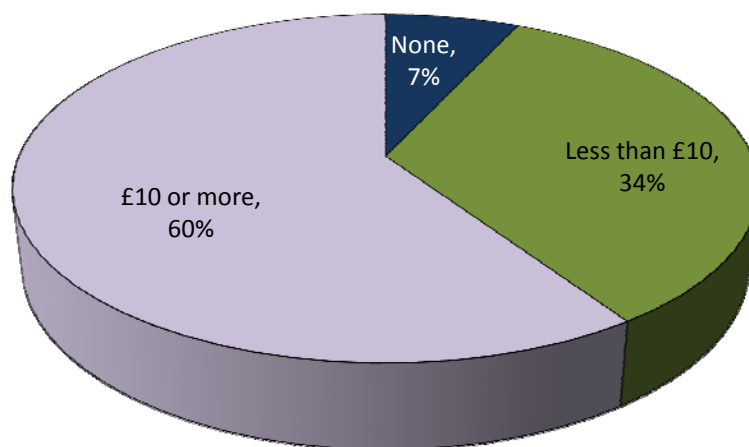
Deprivation: Those in the least deprived schools were more likely than those in the most deprived schools to have savings (81%, 1,311 least deprived; 73%, 794 most deprived).

2.10.2 Just over half (54%, 3,933 pupils) of those with savings said that they saved money in a bank or building society and 4% (326 pupils) said that they saved money in a school credit union/saving scheme. Thirty percent (2,164) pupils said that they saved money elsewhere – most commonly at home.

Deprivation: Of those with savings, those in the least deprived schools were more likely than those in the most deprived schools to having savings in a bank/building society (63%, 1,002 least deprived; 45%, 477 most deprived).

2.10.3 Pupils were asked how much money of their own they have to spend most weeks as they like. Responses are shown in Figure 2.4. Three in five (60%, 4,426 pupils) said that had £10 or more to spend per week.

Figure 2.4: How Much Money of Own to Spend Per Week



Stage: Upper school pupils were more likely than lower school pupils to have £10 or more to spend per week (67%, 2,588 upper school; 52%, 1,838 lower school).

Ethnicity: Pupils from a White British background were more likely than others to have £10 or more to spend per week (62%, 3,822 White British; 52%, 127 'other White'; 50%, 106 'other'; 47%, 64 Black; 46%, 239 Asian).

2.10.4 The most common items that pupils said they spent their money on were:

- Clothes (69%, 5,148 pupils);
- Mobile phone top-ups (36%, 2,684 pupils);
- Fast food takeaways (34%, 2,533 pupils);
- Gaming software (32%, 2,413 pupils);
- Music e.g. iTunes, MP3 downloads (31%, 2,283 pupils);
- Magazines (26%, 1,964 pupils).

Gender: Girls were more likely than boys to spend money on clothes (79%, 3,076 girls; 58%, 2,065 boys), mobile phone top-ups (40%, 1,538 girls; 32%, 1,140 boys) and magazines (39%, 1,517 girls; 12%, 445 boys). Boys were more likely than girls to spend money on fast food takeaways (36%, 1,292 boys; 32%, 1,236 girls) and gaming software (59%, 2,112 boys; 8%, 295 girls).

Stage: Upper school pupils were more likely than lower school pupils to spend money on clothes (73%, 2,837 upper school; 65%, 2,311 lower school) and fast food takeaways (41%, 1,585 upper school; 27%, 948 lower school). Lower school pupils were more likely than upper school pupils to spend money on music (33%, 1,161 lower school; 29%, 1,122 upper school), magazines (29%, 1,029 lower school; 24%, 937 upper school) and gaming software (35%, 1,228 lower school; 30%, 1,185 upper school).

Deprivation: Those in the least deprived schools were more likely than those in the most deprived schools to spend money on music (36%, 578 least deprived; 26%, 285 most deprived). Those in the most deprived schools were more likely than those in the least deprived schools to spend money on mobile phone top-ups (40%, 438 most deprived; 29%, 459 least deprived).

Ethnicity: Those from Asian and Black backgrounds were less likely than others to spend money on music (22%, 113 Asian; 25%, 34 Black; 29%, 60 'other'; 30%, 71 'other White' 32%, 1,961 White British) and magazines (17%, 90 Asian; 17%, 23 Black; 22%, 47 'other'; 24%, 57 'other White'; 28%, 1,714 White British).

2.10.5 Just under two in five (38%, 2,743 pupils) pupils said that they had received lessons at school about money and savings.

Gender: Boys were more likely than girls to say they had received lessons on money and savings (40%, 1,376 boys; 36%, 1,363 girls).

Ethnicity: Those from a White British background were the most likely - and those from an Asian background were the least likely- to say they had received lessons on money and savings (40%, 2,381 White British; 34%, 46 Black; 34%, 69 'other'; 29%, 69 'other White'; 27%, 138 Asian).

3 Physical Activity, Diet and Sleep

Summary of Key Indicators

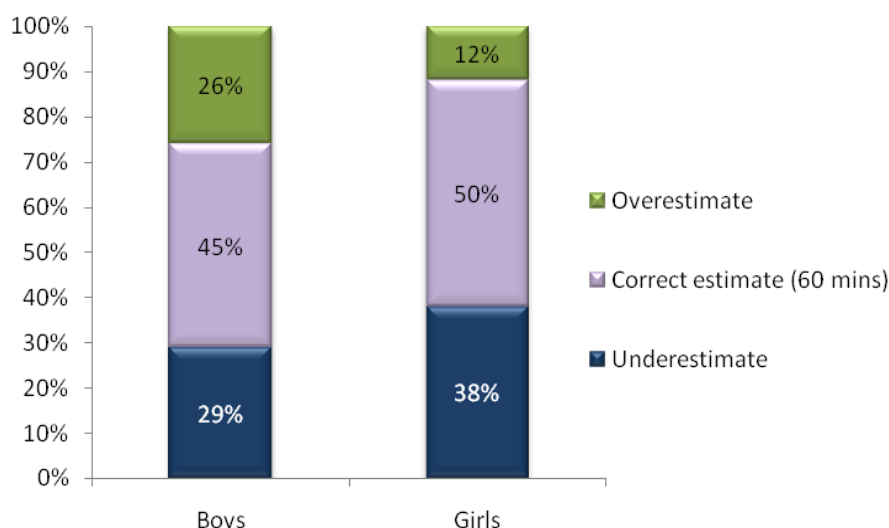
Indicator	%	N
% of pupils that met the physical activity target of taking 60 minutes or more of moderate physical activity on five or more days per week	36%	2,775
% of pupils that walk/cycle to school	48%	3,776
% of pupils that ate five or more portions of fruit or vegetables in a day	35%	2,747
% of pupils that have eight or more hours of sleep per night	69%	4,908

3.1 Physical Activity

3.1.1 Pupils were asked how many minutes of physical exercise per day they thought young people should do to stay healthy. Just under half (48%, 3,895 pupils) correctly identified the recommended target of 60 minutes; a third (34%, 2,752 pupils) underestimated the target and one in five (19%, 1,544 pupils) overestimated the target.

Gender: Girls were more likely than boys to underestimate the target (38%, 1,605 girls; 29%, 1,144 boys), while boys were more likely than girls to overestimate the target (26%, 1,054 boys; 12%, 483 girls).

Figure 3.1: Awareness of Physical Activity Target by Gender



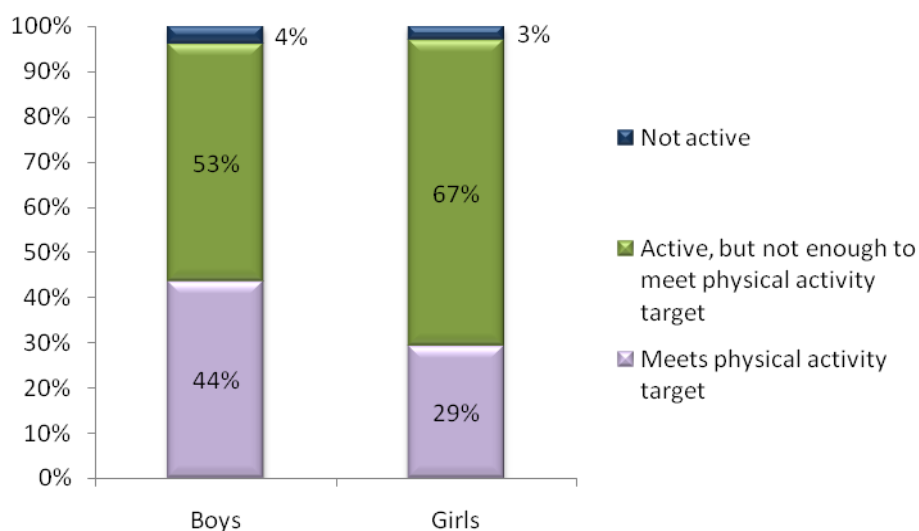
Stage: Lower school pupils were more likely than upper school pupils to overestimate the target for physical activity (20%, 832 lower school; 17%, 712 upper school). Upper school pupils were more likely than lower school pupils to underestimate the target (35%, 1,459 upper school; 32%, 1,293 lower school).

Ethnicity: Those from a White British background were more likely than others to give a correct estimate of the target for physical activity (49%, 3,323 White British; 43%, 246 Asian; 42%, 98 'other'; 40%, 70 Black; 37%, 104 'other White').

3.1.2 Pupils were asked on how many days over the last seven days they had been physically active for a total of at least 60 minutes. Responses showed that just over a third (36%, 2,775 pupils) of pupils met the target of taking 60 minutes or more of moderate physical activity on five or more days per week. Three in five (60%, 4,617 pupils) were active, but not enough to meet the target. A further 3% (265 pupils) were not active at all.

Gender: Boys were more likely than girls to meet the target for physical activity (44%, 1,601 boys; 29%, 1,168 girls).

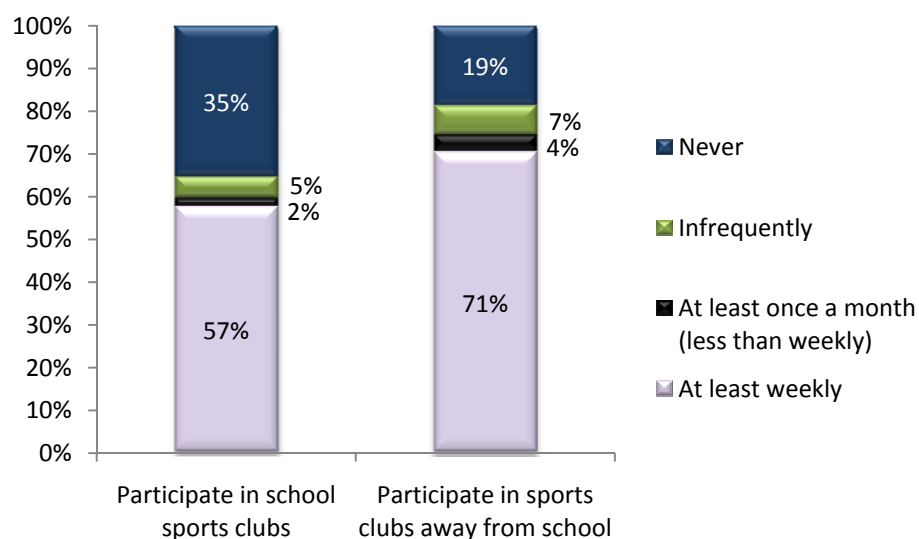
Figure 3.2: Physical Activity Levels by Gender



Ethnicity: Pupils from an Asian ethnic background were less likely than others to meet the target for physical activity (24%, 128 Asian; 35%, 93 'other White'; 36%, 79 'other'; 37%, 2,374 White British; 39%, 58 Black).

3.1.3 Two in three (65%, 4,928 pupils) pupils participated in sports clubs at school and four in five (81%, 6,278 pupils) participated in sports clubs away from school in their own time. Responses are shown in Figure 3.3 below.

Figure 3.3: Participation in Sports Clubs at School and Away from School



Gender: Boys were more likely than girls to participate weekly at sports clubs at school (62%, 2,314 boys; 53%, 2,025 girls) and out of school (75%, 2,856 boys; 66%, 2,599 girls).

Stage: Lower school pupils were more likely than upper school pupils to participate weekly at sports clubs at school (64%, 2,391 lower school; 50%, 1,955 upper school) and out of school (75%, 2,886 lower school; 66%, 2,580 upper school).

Ethnicity: Pupils from a Black background were more likely than others to participate weekly in sports clubs at school (73%, 119 Black; 62%, 135 'other'; 57%, 3,559 White British; 57%, 148 'other British'; 55%, 532 Asian). However, pupils from a White British background were more likely than others to participate weekly in sports clubs out of school (72%, 4,635 White British; 67%, 181 'other White'; 65%, 148 'other'; 64%, 104 Black; 57%, 301 Asian).

3.1.4 Those who said they never participated in sports clubs at school were asked why they did not participate. Of the 1,768 pupils who responded, the most common reasons were:

- Do not like them/not interested (49%, 858 pupils);
- Prefer to do other things/too busy (39%, 682 pupils);
- Not aware of clubs/don't know how to join (4%, 72 pupils); and
- Live too far away/need to get school bus/can't stay after school (3%, 48 pupils).

3.1.5 Pupils were asked, from a list of 19 sports, which they had done in the last year in school, out of school, and as a club member. Overall, 92% (7,438 pupils) had participated in at least one of the sports in school; 90% (7,335 pupils) had participated in at least one out of school; 62% (4,744 pupils) had participated in at least one as a club member. In total, 98% (8,030 pupils) of pupils had participated in at least one sport in school, out of school or at a club in the last year.

3.1.6 The most common sports in which pupils had participated in school were badminton (60%, 4,892 pupils) and basketball (56%, 4,515 pupils). The least common sports in school were squash (1%, 112 pupils) and boxing (2%, 171 pupils).

3.1.7 The most common sports in which pupils had participated out of school were swimming (58%, 4,693 pupils) and football (46%, 3,690 pupils). The least popular sports out of school were squash (2%, 141 pupils) and judo (4%, 352 pupils).

3.1.8 The most common sports in which pupils had participated as a club member were football (26%, 1,987 pupils) and dance (20%, 1,489 pupils). The least popular sports as club members were squash (<1%, 35 pupils) and hockey (2%, 159 pupils).

Gender: Boys were more likely than girls to participate in any sport out of school (92%, 3,610 boys; 89%, 3,709 girls) or as a club member (66%, 2,430 boys; 59%, 2,309 girls).

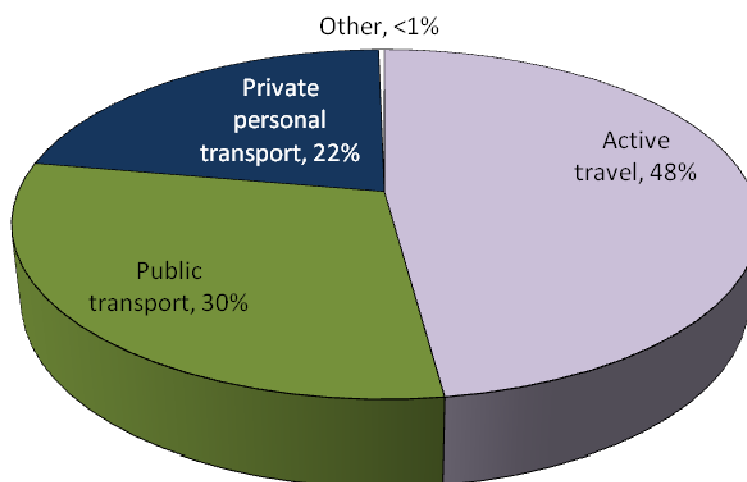
Stage: Lower school pupils were more likely than upper school pupils to participate in any sport out of school (92%, 3,689 lower school; 89%, 3,637 upper school) or as a club member (69%, 2,608 lower school; 56%, 2,136 upper school).

Ethnicity: Asian pupils were less likely than others to participate in sports out of school (80%, 439 Asian; 86%, 238 'other White'; 88%, 203 'other'; 92%, 6,150

White British; 93%, 158 Black) or as a club member (46%, 235 Asian; 59%, 148 'other White'; 63%, 138 'other'; 64%, 4,011 White British; 75%, 118 Black).

3.1.9 Pupils were asked how they usually travel to school. Responses are shown in Figure 3.4. Just under half (48%, 3,776 pupils) used active travel methods (walking/cycling/skating), 30% (2,388 pupils) used public transport and 22% (1,727 pupils) used private personal transport.

Figure 3.4: Means of Travel to School



Note: Active travel: walking, cycling, skating
 Public transport: bus, train, taxi, underground and mixed public transport methods
 Private personal transport: car
 Other: mixed methods

Ethnicity: Compared to other pupils, those from an Asian background were more likely to use private personal transport (38%, 212 Asian; 21%, 1,387 White British; 21%, 47 'other'; 16%, 44 'other White'; 4%, 7 Black) and less likely to use public transport (17%, 91 Asian; 27%, 60 'other'; 31%, 2,013 White British; 39%, 106 'other White'; 45%, 74 Black).

3.1.10 Just under three in four (73%, 5,970 pupils) said that they owned a bicycle.

Gender: Boys were more likely than girls to own a bicycle (77%, 3,051 boys; 70%, 2,909 girls).

Stage: Lower school pupils were more likely than upper school pupils to own a bicycle (80%, 3,211 lower school; 67%, 2,759 upper school).

Deprivation: Those in the least deprived schools were more likely than those in the most deprived school to own a bicycle (77%, 1,342 least deprived; 71%, 869 most deprived).

Ethnicity: Those in the White British group were the most likely to own a bicycle, while those in the Black group were the least likely (76%, 5,123 White British; 67%, 155 'other'; 60%, 167 'other White'; 57%, 324 Asian; 50%, 86 Black).

3.2 Diet

3.2.1 Three in four (74%, 6,076 pupils) pupils said that they ate breakfast on the morning of the survey.

Gender: Boys were more likely than girls to have eaten breakfast (81%, 3,246 boys; 67%, 2,818 girls).

Stage: Lower school pupils were more likely than upper school pupils to have eaten breakfast (79%, 3,222 lower school; 68%, 2,854 upper school).

3.2.2 Of those who had eaten breakfast, most (93%, 5,577 pupils) had eaten breakfast at home, while 4% (218 pupils) had done so in the street, 2% (145 pupils) had eaten in the school fuel zone and 1% (77 pupils) had eaten breakfast somewhere else.

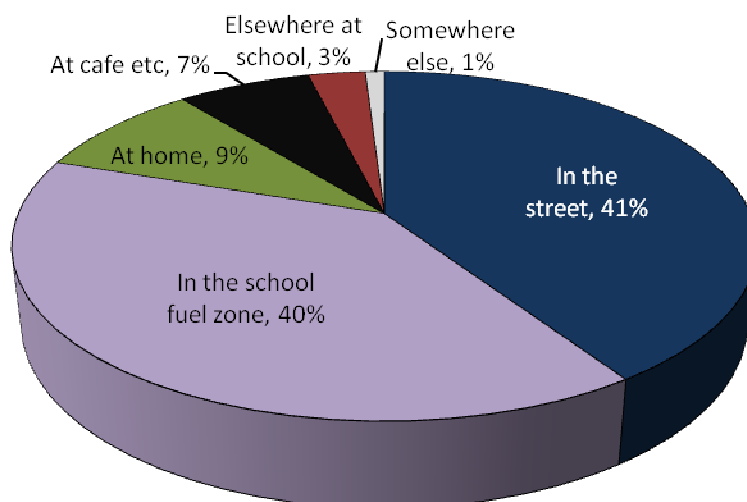
Stage: Upper school pupils were more likely than lower school pupils to have eaten breakfast in the street (5%, 128 upper school; 3%, 90 lower school).

3.2.3 More than nine in ten (93%, 7,711 pupils) pupils said that they had eaten something at lunchtime on the previous day at which they were at school.

Gender: Boys were more likely than girls to have eaten lunch on the previous day (96%, 3,852 boys; 91%, 3,846 girls).

3.2.4 Of those who had eaten lunch on the previous day, the most common places where pupils had eaten lunch were in the street (41%, 3,106 pupils) and in the school fuel zone (40%, 3,013 pupils). Figure 3.5 shows all responses.

Figure 3.5: Where ate Lunch on Previous Day



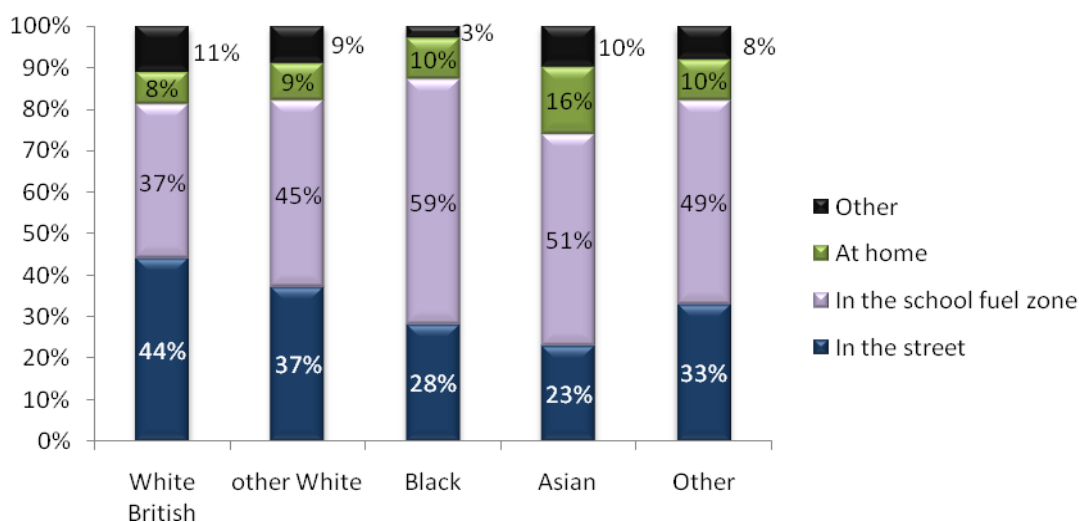
Gender: Girls were more likely than boys to have eaten lunch in the school fuel zone (48%, 1,819 girls; 31%, 1,189 boys). Boys were more likely than girls to have eaten lunch in the street (48%, 1,801 boys; 34%, 1,301 girls).

Stage: Lower school pupils were more likely than upper school pupils to have eaten lunch in the school fuel zone (50%, 1,919 lower school; 29%, 1,094 upper school). Upper school pupils were more likely than lower school pupils to have eaten in the street (50%, 1,892 upper school; 32%, 1,214 lower school).

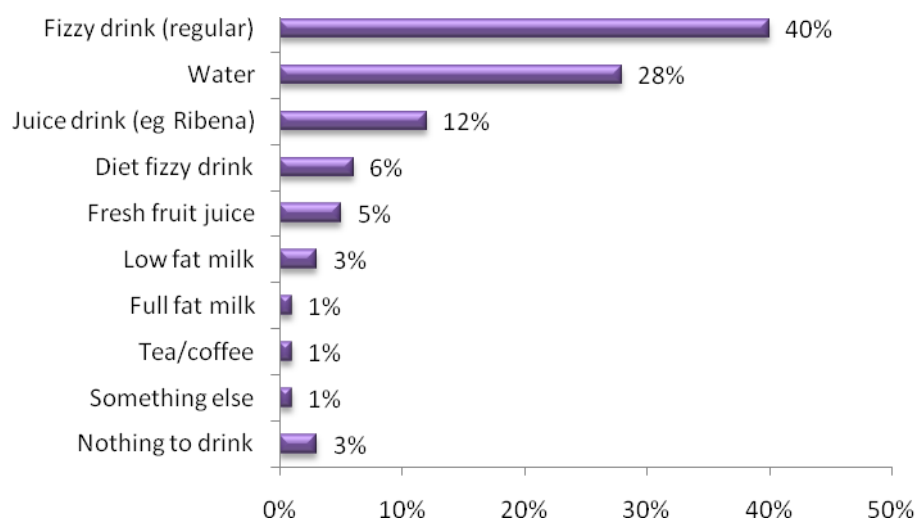
Deprivation: Those in the least deprived schools were more likely than those in the most deprived schools to have eaten lunch in the street (46%, 756 least deprived; 37%, 148 most deprived). Those in the most deprived areas were more likely than those in the least deprived areas to have eaten lunch at home (12%, 139 most deprived; 8%, 137 least deprived) or in a cafe (11%, 129 most deprived; 4%, 64 least deprived).

Ethnicity: Those from a White British background were less likely than others to have eaten lunch in the school fuel zone (37%, 2,350 White British; 45%, 116 'other White'; 49%, 107 'other'; 51%, 273 Asian; 59%, 95 Black). The breakdown is shown below.

Figure 3.6: Where ate Lunch by Ethnicity



3.2.5 Figure 3.7 shows the type of drink usually consumed at lunch time by pupils. The most common was a regular fizzy drink (40%, 3,070 pupils).

Figure 3.7: Drinks Usually Consumed at Lunch Time

Gender: Boys were more likely than girls to have regular fizzy drinks at lunch time (49%, 1,828 boys; 32%, 1,237 girls). Girls were more likely than boys to drink water (35%, 1,374 girls; 20%, 757 boys).

Stage: Upper school pupils were more likely than lower school pupils to have regular fizzy drinks at lunch time (44%, 1,684 upper school; 37%, 1,386 lower school).

Deprivation: Those in the most deprived schools were more likely than those in the least deprived schools to have regular fizzy drinks at lunch time (46%, 531 most deprived; 34%, 547 least deprived). Those in the least deprived schools were more likely than those in the most deprived schools to drink water (31%, 503 least deprived; 26%, 292 most deprived).

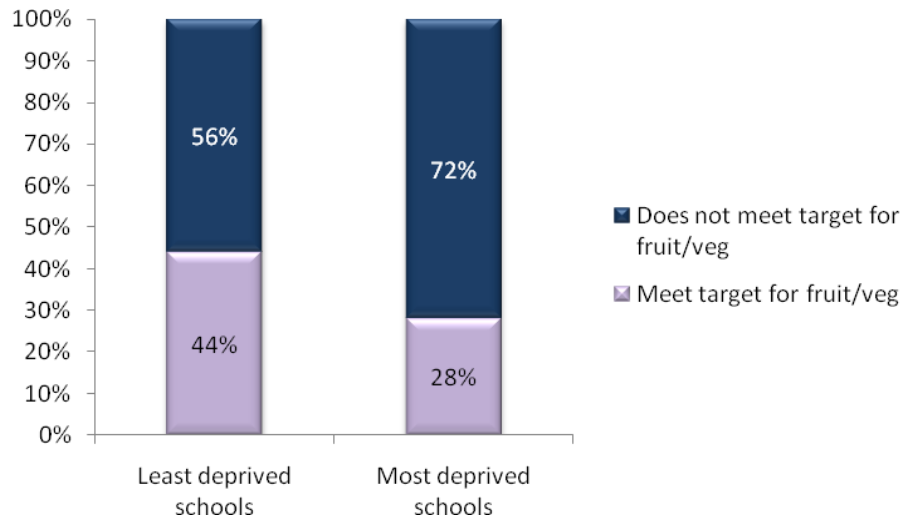
Ethnicity: Those from a White British ethnic background were more likely than others to drink regular fizzy drinks (42%, 4,642 White British; 37%, 97 'other White'; 33%, 175 Asian; 29%, 42 Black; 28%, 56 'other') and less likely to drink water (25%, 1,603 White British; 37%, 97 'other White'; 42%, 90 'other'; 42%, 61 Black; 45%, 238 Asian).

3.2.6 Pupils were asked how many portions of fruit and how many portions of vegetables they ate on the previous day. One in eight (12%, 978 pupils) did not eat any fruit or vegetables. Just over a third (35%, 2,747 pupils) met the target of consuming five or more portions of fruit and/or vegetables per day.

Stage: Lower school pupils were more likely than upper school pupils to meet the target for fruit/vegetable consumption (40%, 1,546 lower school; 30%, 1,201 upper school).

Deprivation: Those in the least deprived schools were more likely than those in the most deprived schools to meet the target for fruit/vegetable consumption (44%, 751 least deprived; 28%, 325 most deprived).

Figure 3.8: Whether Meet Target for Fruit/Vegetable Consumption – Least and Most Deprived Schools



Ethnicity: Those from a White British background were less likely than others to meet the target for fruit/vegetable consumption (33%, 2,184 White British; 38%, 61 Black; 41%, 222 Asian; 46%, 123 'other British'; 49%, 109 'other').

3.3 Sleep

3.3.1 Seven in ten (69%, 4,908 pupils) pupils said that they got at least eight hours sleep on a school night.

Stage: Lower school pupils were more likely than upper school pupils to get eight or more hours sleep (77%, 2,636 lower school; 61%, 2,272 upper school).

4 Smoking, Alcohol and Drugs

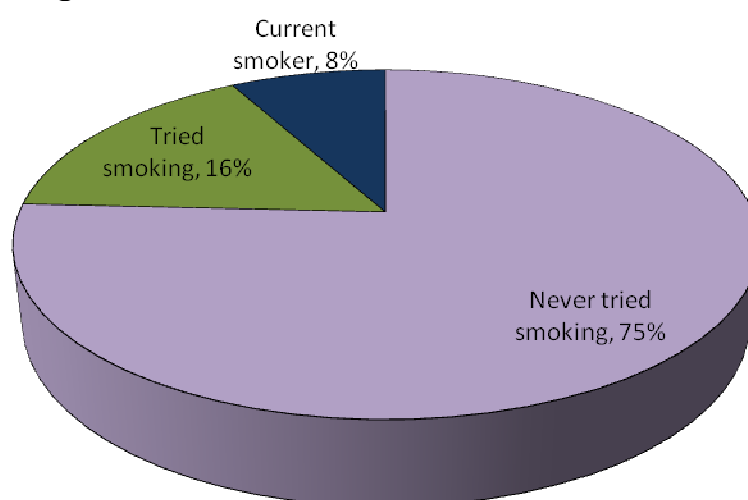
Summary of Key Indicators

Indicator	%	N
% of pupils who never smoke	75%	5,750
% of pupils who are current smokers	8%	643
% of pupils who are exposed to environmental tobacco smoke	74%	5,811
% of pupils who never drink alcohol	61%	4,868
% of pupils who have ever taken an illegal drug	9%	689

4.1 Smoking

4.1.1 Three in four pupils (75%, 5,750 pupils) said they had never tried smoking. One in twelve (8%, 643 pupils) were current smokers.

Figure 4.1: Smoking Status



Gender: Boys were more likely than girls to say that they had never tried smoking (77%, 2,850 boys; 73%, 2,890 girls).

Stage: Lower school pupils were more likely than upper school pupils to say they had never tried smoking (85%, 3,175 lower school; 66%, 2,575 upper school). Upper school pupils were more likely than lower school pupils to be current smokers (14%, 527 upper school; 3%, 116 lower school).

Ethnicity: Those in Black and Asian groups were more likely than others to say they had never tried smoking (86%, 130 Black; 82%, 425 Asian; 78%, 165 'other'; 75%, 4,752 White British; 65%, 164 'other White').

4.1.2 Those who were current smokers were asked where they usually got their cigarettes from. Responses were:

- Buy them myself from a shop (47%, 295 pupils);
- I get them from someone I know (38%, 239 pupils);
- Buy them myself from a mobile van (17%, 107 pupils);
- Buy them from someone I know (11%, 69 pupils);
- Take them from parents/other adults without them knowing (10%, 64 pupils);

- Buy them myself from a market stall (1%, 7 pupils);
- Other (10%, 63 pupils).

4.1.3 Among smokers, 15% (93 pupils) said that they did not buy cigarettes; 66% (418 pupils) bought packs of 10; 30% (192 pupils) bought packs of 20 and 13% (80 pupils) bought single cigarettes (more than one response option was possible).

4.1.4 Of the 637 pupils who smoked and said where they smoked:

- 89% (567 pupils) smoked outside with friends;
- 45% (286 pupils) smoked at school;
- 35% (226 pupils) smoked outside alone;
- 34% (216 pupils) smoked at home; and
- 17% (108 pupils) smoked somewhere else.

4.1.5 Of the 635 pupils who smoked and said who they smoked with:

- 90% (573 pupils) smoked with friends;
- 28% (179 pupils) smoked alone;
- 14% (89 pupils) smoked with brothers/sisters;
- 8% (52 pupils) smoked with a parent/carer;
- 4% (25 pupils) smoked with grandparents; and
- 11% (73 pupils) smoked with someone else.

4.1.6 Current smokers were asked whether they would like to stop smoking. Two in five (40%, 250 pupils) said yes; 18% (112 pupils) said no and 43% (270 pupils) said possibly. Two thirds (67%, 422 pupils) said they would know where to get assistance.

4.2 Exposure to Environmental Tobacco

4.2.1 More than half (57%, 4,501 pupils) of pupils said that someone smoked in the place where they live most of the time.

Deprivation: Those in the most deprived schools were more likely than those in the least deprived schools to say that someone smoked in their home (69%, 812 most deprived; 44%, 752 least deprived).

Ethnicity: Those in Black and Asian groups were less likely than others to say someone smoked in their home (22%, 33 Black; 37%, 205 Asian; 44%, 99 'other'; 59%, 153 'other White'; 59%, 3,922 White British).

4.2.2 Among those who said someone smoked in their home:

- 41% (1,821) said they smoked outside;
- 32% (1,411) said they smoked anywhere in the house;
- 23% (1,022) said they smoked in a particular area of the house;
- 19% (836) said they smoked in one room;
- 10% (460) said they smoked in the car.

4.2.3 All pupils were asked how often they have to breathe in other people's smoke indoors. Three in four (74%, 5,811 pupils) said they were ever exposed to environmental tobacco smoke.

Stage: Upper school pupils were more likely than lower school pupils to be exposed to environmental tobacco smoke (78%, 3,087 upper school; 71%, 2,724 lower school).

Deprivation: Those in the most deprived areas were more likely than those in the least deprived areas to be exposed to environmental tobacco smoke (81%, 933 most deprived; 69%, 1,128 least deprived).

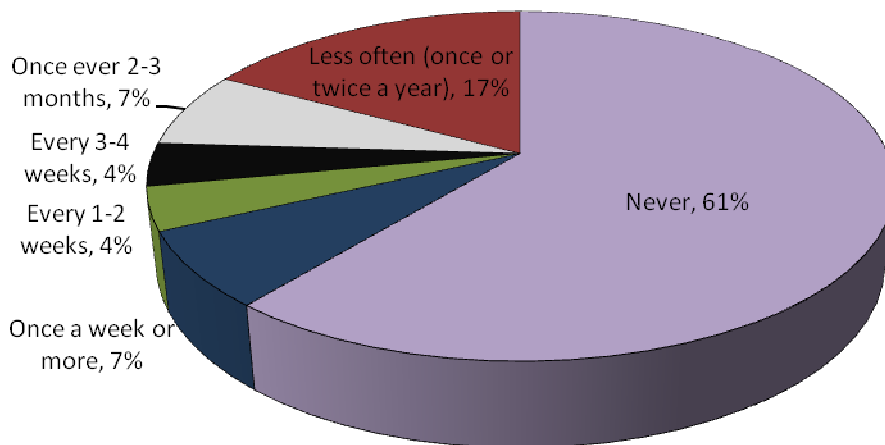
Ethnicity: Those from a Black background were less likely than others to be exposed to environmental tobacco smoke (39%, 57 Black; 61%, 327 Asian; 73%, 160 'other'; 74%, 192 'other White'; 77%, 4,977 White British).

4.2.4 A small proportion (2%, 151 pupils) said they had seen the W-West website.

4.3 Alcohol

4.3.1 Three in five (61%, 4,868 pupils) said that they never drank alcohol. Seven percent (563 pupils) of pupils said that they drank alcohol once a week or more.

Figure 4.2: Frequency Drink Alcohol

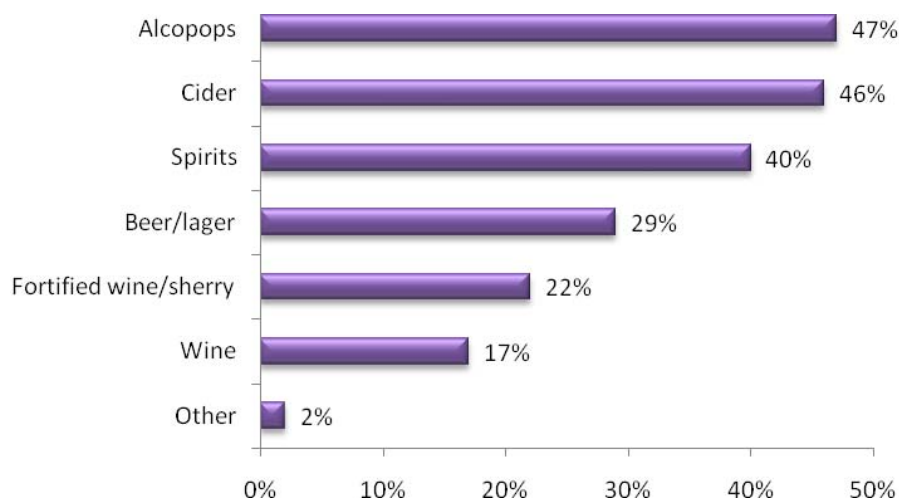


Gender: Boys were more likely than girls to say that they never drank alcohol (63%, 2,451 boys; 59%, 2,407 girls).

Stage: Lower school pupils were more likely than upper school pupils to say that they never drank alcohol (76%, 2,996 lower school; 46%, 1,872 upper school). Upper school pupils were more likely than lower school pupils to drink alcohol at least once a week (11%, 463 upper school; 3%, 127 lower school).

Ethnicity: Those from Asian, Black and 'other' groups were more likely than those from a White British or 'other White' group to say that they never drank alcohol (93%, 502 Asian; 78%, 124 Black; 71%, 160 'other'; 58%, 3,835 White British; 52%, 140 'other White').

4.3.2 Those who ever drank alcohol were asked what types they drank. Responses are shown in Figure 4.3. The most common types of alcohol drink consumed were alcopops (47%, 1,438 pupils), cider (46%, 1,405 pupils) and spirits (40%, 1,228 pupils).

Figure 4.3: Types of Alcohol Drink Consumed (of those who ever drank alcohol)

Gender: Of those who ever drank alcohol, boys were more likely than girls to drink beer/lager (50%, 681 boys; 12%, 200 girls) and fortified wine/sherry (27%, 373 boys; 18%, 293 girls). Girls were more likely than boys to drink alcopops (59%, 988 girls; 33%, 448 boys) and spirits (45%, 754 girls; 34%, 474 boys).

Stage: Of those who ever drank alcohol, upper school pupils were more likely than lower school pupils to drink:

- beer/lager (32%, 682 upper school; 22%, 201 lower school);
- cider (50%, 1,077 upper school; 36%, 328 lower school);
- spirits (47%, 1,014 upper school; 24%, 214 lower school); and
- fortified wine (24%, 510 upper school; 17%, 157 lower school).

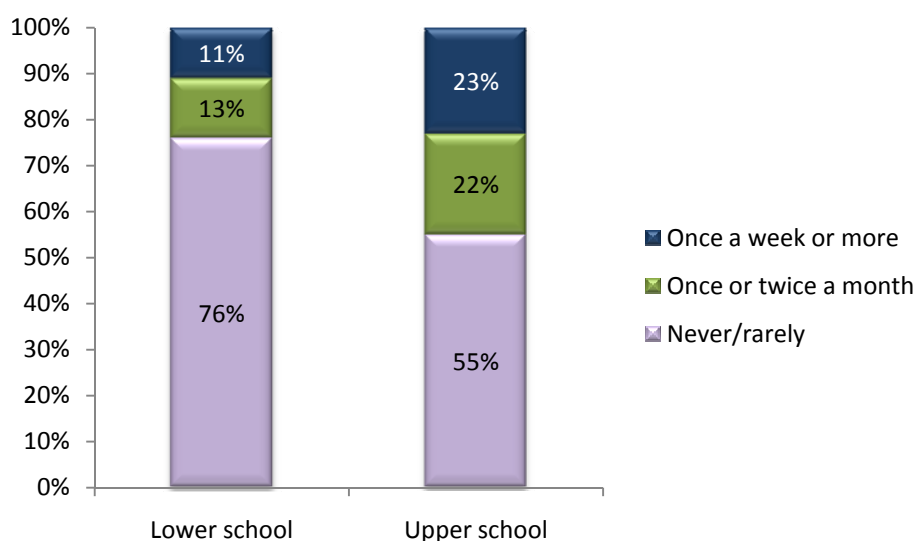
Deprivation: Of those who ever drank alcohol, those in the least deprived schools were more likely than those in the most deprived schools to drink beer/lager (34%, 228 least deprived; 23%, 108 most deprived) or wine (23%, 152 least deprived; 11%, 54 most deprived).

Ethnicity: Of those who ever drank alcohol, White British pupils were the group most likely to drink cider and Asian pupils were the least likely (47%, 1,287 White British; 41%, 14 Black; 37%, 24 'other'; 35%, 44 'other White'; 18%, 7 Asian). White British pupils were the least likely to drink wine (15%, 416 White British; 24%, 30 'other White'; 34%, 13 Asian; 35%, 12 Black; 57%, 37 'other').

4.3.3 Three in five (61%, 1,742 pupils) of those who ever drank alcohol said that they rarely or never got drunk, while 19% (554 pupils) said they got drunk once or twice a month and 20% (564 pupils) said they got drunk once a week or more.

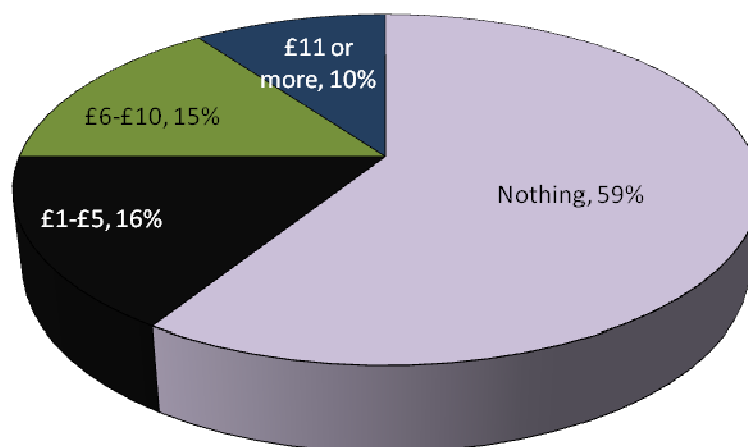
Stage: Among those who ever drank alcohol, lower school pupils were more likely than upper school pupils to say they never got drunk (76%, 630 lower school; 55%, 1,112 upper school).

Figure 4.4: How often get Drunk (of those who ever drank alcohol) by Stage



4.3.4 Those who ever drank alcohol were asked how much they usually spend on alcohol per week. Three in five (59%, 1,781 pupils) said they spent nothing on alcohol. A quarter (25%, 758 pupils) spend £6 or more per week. Responses are shown in Figure 4.5.

Figure 4.5: Expenditure on Alcohol Per Week (of those who ever drank alcohol)

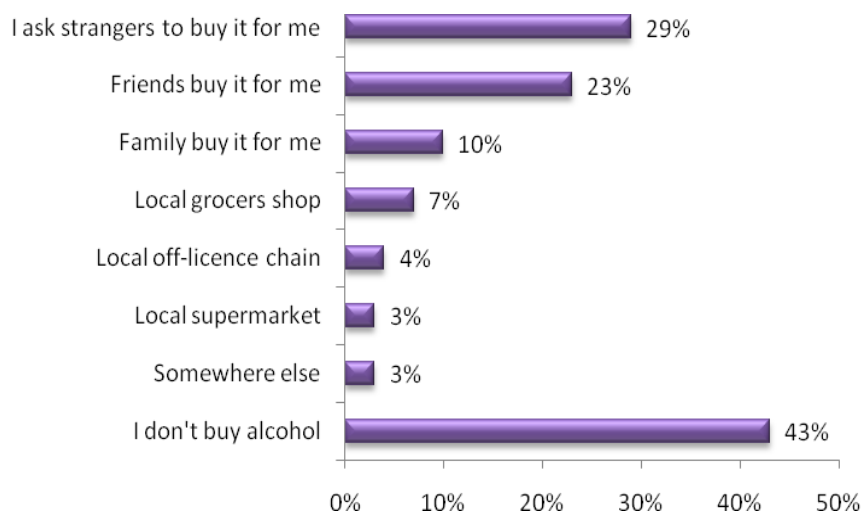


Stage: Among those who ever drank alcohol, lower school pupils were more likely than upper school pupils to say that they spent nothing on alcohol (71%, 638 lower school; 54%, 1,143 upper school). Upper school pupils were more likely than lower school pupils to spend £6 or more per week on alcohol (30%, 638 upper school; 13%, 120 lower school).

Deprivation: Among those who ever drank alcohol, those in the least deprived schools were more likely than those in the most deprived schools to say they spent nothing on alcohol (64%, 424 least deprived; 51%, 243 most deprived). Those in the most deprived schools were more likely than those in the least deprived schools to spend £6 or more on alcohol per week (31%, 148 most deprived; 23%, 156 least deprived).

4.3.5 Pupils who ever drank alcohol were asked where they buy alcohol. Responses are shown in Figure 4.6. Two in five (43%, 1,286 pupils) said they did not buy alcohol. The most common means of buying alcohol was asking strangers to buy it (29%, 876 pupils).

Figure 4.6: Where Buy Alcohol (of those who ever drank alcohol).



Gender: Among those who ever drank alcohol, girls were more likely than boys to say that:

- friends bought alcohol for them (26%, 425 girls; 19%, 258 boys);
- family bought alcohol for them (12%, 198 girls; 7%, 101 boys); and
- they ask strangers to buy alcohol for them (33%, 542 girls; 24%, 332 boys).

Boys were more likely than girls to say that they do not buy alcohol (48%, 658 boys; 38%, 627 girls).

Stage: Among those who ever drank alcohol, upper school pupils were more likely than lower school pupils to:

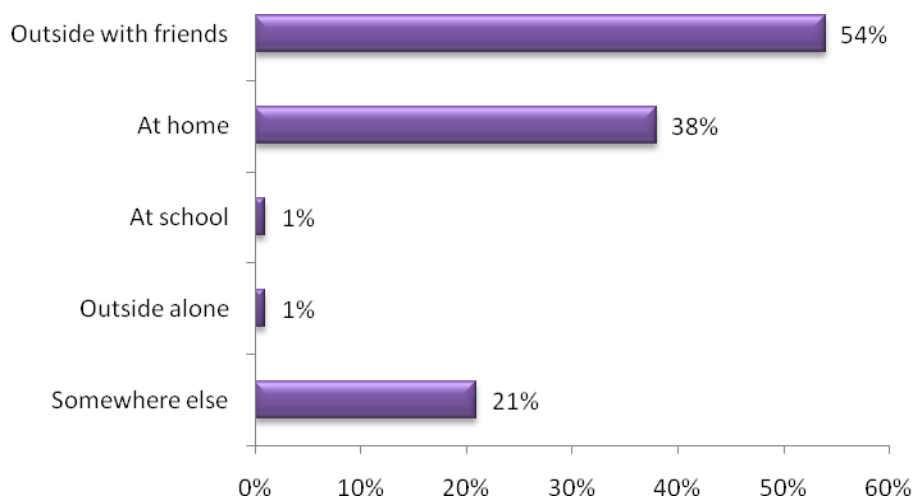
- buy alcohol from supermarkets (4%, 81 upper school; 1%, 8 lower school);
- say that friends bought alcohol for them (27%, 575 upper school; 12%, 110 lower school);
- say that family bought alcohol for them (12%, 247 upper school; 6%, 54 lower school);
- ask strangers to buy alcohol for them (33%, 697 upper school; 20%, 179 lower school); and
- buy alcohol from a local off-license chain (5%, 117 upper school; 1%, 13 lower school).

Lower school pupils were more likely than upper school pupils to say that they do not buy alcohol (59%, 525 lower school; 36%, 761 upper school).

Deprivation: Among those who ever drank alcohol, those in the most deprived areas were more likely than those in the least deprived areas to ask strangers to buy alcohol for them (34%, 161 most deprived; 22%, 146 least deprived).

4.3.6 Those who ever drank were asked were they usually drink alcohol. Responses are shown in Figure 4.7. Just over half (54%, 1,575 pupils) said they drink alcohol outside with friends.

Figure 4.7: Where Pupils Usually Drank Alcohol (of those who ever drank alcohol)



Gender: Among those who ever drank alcohol, girls were more likely than boys to say they drank 'somewhere else' (24%, 378 girls; 18%, 241 boys).

Stage: Among those who ever drank alcohol, lower school pupils were more likely than upper school pupils to say they drank alcohol at home (45%, 379 lower school; 36%, 741 upper school). Upper school pupils were more likely than lower school pupils to drink alcohol outside with friends (58%, 1,206 upper school; 44%, 369 lower school) or 'somewhere else' (23%, 480 upper school; 16%, 139 lower school).

Deprivation: Among those who ever drank alcohol, those in the least deprived schools were less likely than those in the most deprived schools to drink alcohol at home (44%, 287 most deprived; 32%, 149 least deprived). Those in the most deprived schools were more likely than those in the least deprived schools to drink alcohol outside with friends (61%, 279 most deprived; 48%, 310 least deprived).

4.4 Drugs

4.4.1 One in 11 pupils (9%, 689 pupils) said that they had ever used drugs (other than those prescribed or available at a pharmacy).

Gender: Boys were more likely than girls to have ever taken drugs (10%, 397 boys; 7%, 292 girls).

Stage: Upper school pupils were more likely than lower school pupils to have ever taken drugs (14%, 562 upper school; 3%, 127 lower school).

4.4.2 Of those who said they had ever used drugs, 53% (353 pupils) said they did so infrequently, 14% (95%) no longer took drugs and 33% (216 pupils) took drugs at least monthly.

4.4.3 Those who had ever taken drugs were asked where they got their drugs from on the last occasion. The most common sources of drugs were friends (68%, 434 pupils), acquaintances (12%, 74 pupils) and strangers (11%, 70 pupils).

4.4.4 Those who had used drugs were also asked where they used them on the last occasion. Responses were:

- At a friend's house (42%, 266 pupils);
- Outdoors (41%, 257 pupils);
- At a party (20%, 124 pupils);
- At home (12%, 75 pupils);
- At a club/disco/rave (8%, 48 pupils);
- Other (2%, 13 pupils).

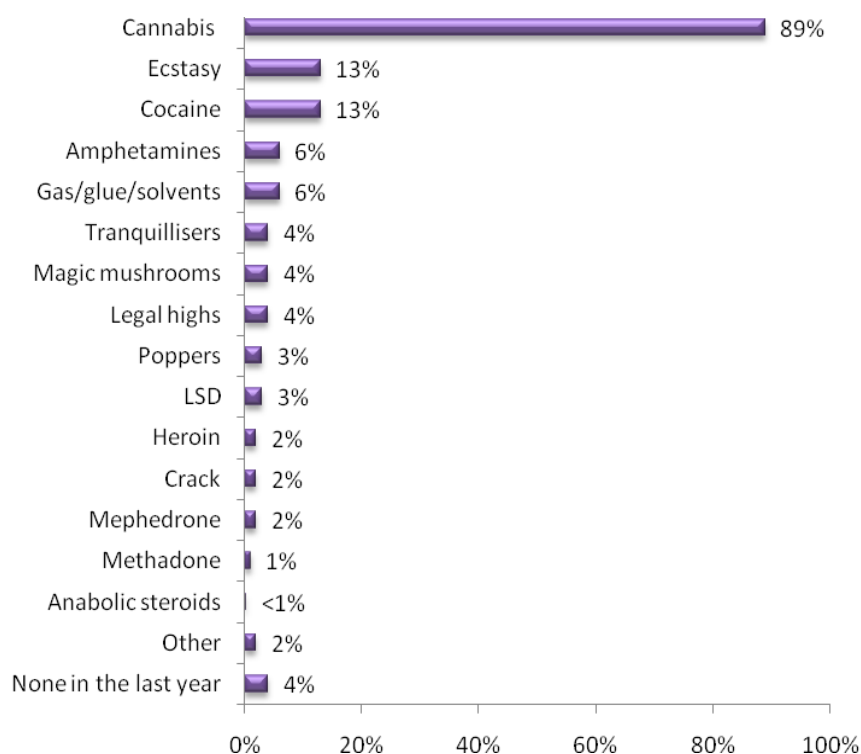
4.4.5 Of those who said they had last used drugs outdoors, the most common places were in a park (42%, 64 pupils) and in a street/alley (27%, 41 pupils).

4.4.6 Those who had used drugs were asked whether, on the last occasion, they had used drugs with alcohol. A third (33%, 208 pupils) said they had.

Gender: Of those who had ever used drugs, girls were more likely than boys to have used drugs with alcohol on the last occasion (41%, 114 girls; 26%, 94 boys).

4.4.7 Those who had ever used drugs were given a list of drugs and asked whether they had taken any of these in the last year⁴. Overall, of those who had ever used drugs, 96% (613 pupils) had used at least one of the listed drugs in the last year. This equates to 8% of all pupils. The most commonly used drug was cannabis (89%, 552 pupils) followed by ecstasy (13%, 78 pupils) and cocaine (13%, 78 pupils). All responses are shown in Figure 4.8.

⁴ The list included the bogus drug 'Cyroban' – pupils who indicated that they had used Cyroban (n=18) were excluded from the analysis of all questions relating to drug use.

Figure 4.8: Drugs Used in the Last Year (of those who had ever taken drugs)

Stage: Of those who had ever taken drugs, lower school pupils were more likely than upper school pupils to have used gas/glue/solvents in the last year (16%, 13 lower school; 4%, 22 upper school).

- 4.4.8 All pupils were asked how easy they thought it would be for them to get illegal drugs and legal highs. Of the 4,159 pupils who were able to say, 40% (1,676 pupils) said that it would be easy to get illegal drugs and 60% (2,483 pupils) said it would be difficult or impossible. Of the 3,217 pupils who were able to say, 43% (1,384 pupils) said it would be easy to get legal highs.

Gender: Boys were more likely than girls to say that it would be easy to get illegal drugs (43%, 890 boys; 37%, 782 girls) and legal highs (46%, 753 boys; 40%, 629 girls).

Stage: Upper school pupils were more likely than lower school pupils to say that it would be easy to get illegal drugs (55%, 1,294 upper school; 21%, 382 lower school) and legal highs (51%, 902 upper school; 33%, 482 lower school).

Ethnicity: Asian pupils were less likely than others to say that it would be easy to get illegal drugs (27%, 78 Asian; 35%, 43 'other'; 37%, 32 Black; 42%, 1,426 White British; 45%, 75 'other White').

5 Health, Feelings and Worries

Summary of Key Indicators

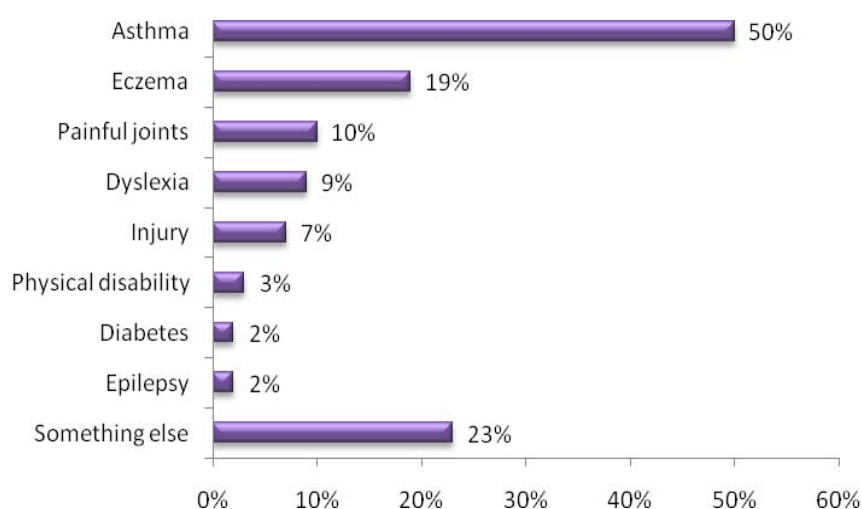
Indicator	%	N
% of pupils with an illness or disability that is likely to go on for a long time	26%	2,076
% of pupils who clean their teeth twice a day or more	80%	6,485
% of pupils registered with a dentist	97%	7,356

5.1 Illness and Disability

5.1.1 One in four (26%, 2,076 pupils) said that they had an illness or disability that is likely to go on for a long time.

5.1.2 Those with a long term illness/disability were asked what illness/disability they had from a list of options. Half (50%, 1,026 pupils) had asthma. All responses are shown in Figure 5.1.

Figure 5.1: Types of Long-Term Illness or Disability (of those who had one)



5.1.3 Of those who said their illness/disability was 'something else', the most common types of condition were behaviour/development/learning disorders (14%, 62 pupils), pains/problems with limbs, hands or feet (9%, 41 pupils), headaches/migraines (9%, 37 pupils) and allergies (8%, 35 pupils).

Gender: Of those with a long term illness/disability, girls were more likely than boys to have eczema (24%, 252 girls; 14%, 144 boys).

Stage: Of those with a long term illness/disability, upper school pupils were more likely than lower school pupils to have painful joints (13%, 135 upper school; 8%, 77 lower school).

Deprivation: Of those with a long term illness/disability, those in the most deprived schools were more likely than those in the least deprived schools to have asthma (61%, 188 most deprived; 44%, 188 least deprived).

5.1.4 Just under half (44%, 903 pupils) of those with a long term illness/disability said that it limited what they can do. Thus, overall 11% of all pupils had a limiting

illness or disability. Of these, the most common ways in which illnesses or disabilities were said to be limiting were:

- Limits/prevents physical activity (55%, 456 pupils);
- Out of breath/tiredness (14%, 188 pupils); and
- Affects reading/writing/school work (9%, 73 pupils).

5.2 Oral Health

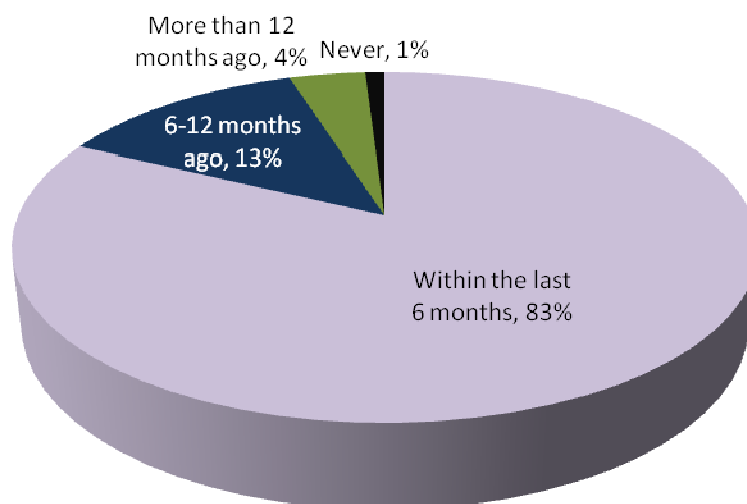
5.2.1 Eight in ten pupils (80%, 6,458 pupils) met the target of brushing their teeth twice a day (twice or more on the previous day), while 18% (1,419 pupils) brushed their teeth only once on the previous day and 2% (185 pupils) had not brushed their teeth at all.

Gender: Girls were more likely than boys to brush their teeth twice or more per day (87%, 3,589 girls; 73%, 2,858 boys).

5.2.2 When asked whether they were registered with a dentist, 6% (503 pupils) said they did not know, 91% (7,356 pupils) said they were registered and 2% (195 pupils) said they were not registered. Thus, of those who knew, 97% were registered with a dentist.

5.2.3 When asked when they last went to the dentist, 15% (1,188 pupils) said they could not remember and 70% (5,670) pupils went within the last six months. Thus of those who could remember, 83% of pupils had been to the dentist within the last six months.

Figure 5.2: When Last Went to the Dentist (of those who could remember)



Gender: Of those who could remember when they last went to the dentist, girls were more likely than boys to have been within the last six months (85%, 3,038 girls; 80%, 2,610 boys).

Ethnicity: Of those who could remember when they last went to the dentist, White British pupils were the most likely and Black pupils were the least likely to have visited the dentist in the last six months (84%, 4,827 White British; 81%, 190 'other White'; 76%, 141 'other'; 76%, 344 Asian; 70%, 86 Black).

5.3 Feelings about Health

5.3.1 Pupils were asked to indicate which of the following faces showed how they have felt about their health over the last year:



5.3.2 Overall seven in ten (71%, 5,750 pupils) gave a positive response (32%, 2,635 pupils gave the most positive response, and 38%, 3,115 pupils gave the fairly positive response), while 22% (1,755 pupils) gave the neutral response and 8% (615 pupils) gave one of the negative responses.

Gender: Boys were more likely than girls to rate their health positively (76%, 2,993 boys; 66%, 2,747 girls).

Stage: Lower school pupils were more likely than upper school pupils to rate their health positively (75%, 3,032 lower school; 67%, 2,718 upper school).

5.4 Worries

5.4.1 Pupils were presented with a list of issues and asked which, if any they worried about, or whether they worried about something else. Three in four (76%, 6,116 pupils) worried about at least one thing. The most common worries were:

- Exams (52%, 4,193 pupils);
- The future (30%, 2,419 pupils);
- The way they look (30%, 2,415 pupils);
- Getting a job (22%, 1,761 pupils); and
- School (20%, 1,608 pupils).

Gender: Girls were more likely than boys to have any worries (82%, 3,397 girls; 69%, 2,710 boys). Girls were specifically more likely than boys to worry about:

- Exams (57%, 2,363 girls; 47%, 1,824 boys);
- The future (35%, 1,475 girls; 24%, 941 boys);
- The way they look (43%, 1,791 girls; 16%, 621 boys); and
- School (24%, 996 girls; 16%, 608 boys).

Stage: Upper school pupils were more likely than lower school pupils to have any worries (84%, 3,428 upper school; 67%, 2,688 lower school). Upper school pupils were more likely than lower school pupils to worry about:

- Exams (68%, 2,773 upper school; 36%, 1,420 lower school);
- The future (35%, 1,447 upper school; 24%, 972 lower school);
- The way they look (33%, 1,344 upper school; 27%, 1,068 lower school);
- Getting a job (28%, 1,126 upper school; 16%, 635 lower school); and
- School (25%, 1,029 upper school; 14%, 579 lower school).

Deprivation: Those in the least deprived schools were more likely than those in the most deprived schools to worry about exams (56%, 974 least deprived; 49%, 588 most deprived).

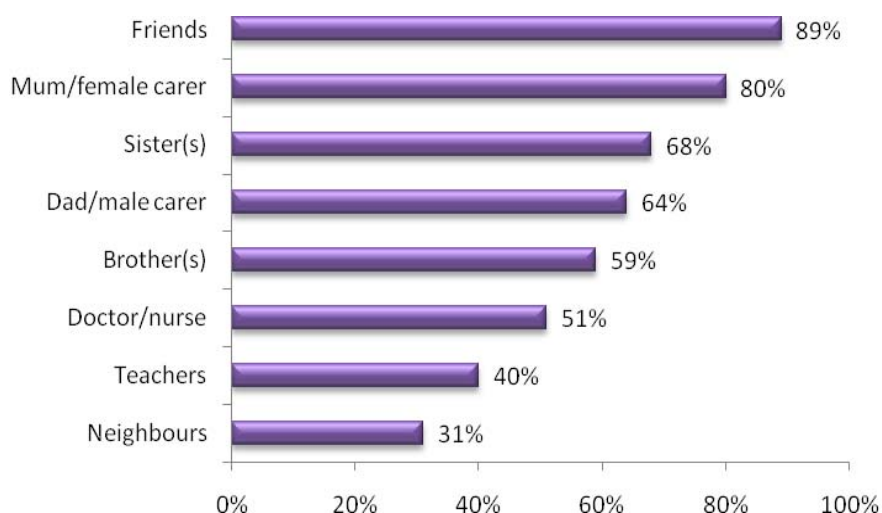
Ethnicity: Black and Asian pupils were less likely than others to worry about the way they look (19%, 32 Black; 22%, 125 Asian; 31%, 2,044 White British; 33%, 75 'other'; 35%, 96 'other White'). Asian pupils were the group most likely to worry about exams (60%, 336 Asian; 57%, 132 'other'; 53%, 92 Black; 53%, 145 'other White'; 51%, 3,409 White British).

White British pupils were the least likely to worry about the future (28%, 1,890 White British; 33%, 91 'other White'; 41%, 227 Asian; 42%, 96 'other'; 42%, 73 Black).

5.5 People to Talk To

5.5.1 Pupils were presented with a list of people and asked how easy or difficult it was for them to talk to these people about things that really bother them. Figure 5.3 shows the proportion of pupils who said it was easy for them to talk to each type of person (for those who had these people in their lives). The types of person with which pupils were most likely to talk easily were friends (89%, 7,058 pupils) and mother/female carer (80%, 6,299 pupils).

Figure 5.3: Proportion of Pupils Saying it was 'Easy' to Talk to Each Type of Person (for those who had these types of people in their lives)



Gender: Girls were more likely than boys to say that it was easy to talk to:

- Friends (91%, 3,764 girls; 86%, 3,283 boys); and
- Sister(s) (73%, 1,830 girls; 63%, 1,459 boys).

However, boys were more likely than girls to say that it was easy to talk to:

- Dad/male carer (75%, 2,479 boys; 53%, 1,868 girls);
- Brother(s) (68%, 1,632 boys; 50%, 1,196 girls);
- Doctor/nurse (56%, 1,820 boys; 47%, 1,699 girls);
- Teachers (44%, 1,589 boys; 37%, 1,467 girls); and
- Neighbours (34%, 977 boys; 29%, 945 girls).

Stage: Upper school pupils were more likely than lower school pupils to say that it was easy to talk to:

- Friends (91%, 3,674 upper school; 86%, 3,384 lower school);
- Mum/female carer (23%, 913 upper school; 17%, 646 lower school);

Lower school pupils were more likely than upper school pupils to say it was easy to talk to:

- Dad/male carer (68%, 2,335 lower school; 60%, 2,119 upper school);
- Doctor/nurse (55%, 1,900 lower school; 48%, 1,625 upper school);
- Teachers (46%, 1,736 lower school; 34%, 1,324 upper school); and
- Neighbours (36%, 1,112 lower school; 27%, 813 upper school).

Deprivation: Those in the most deprived schools were more likely than those in the least deprived schools to say that it was easy to talk to neighbours (35%, 334 most deprived; 26%, 336 least deprived).

- 5.5.2 Pupils were also asked whether there was someone they could talk to about relationships, sexual health, etc. Overall, 89% (6,900 pupils) said that there was someone they could talk to about relationships. The most common people that pupils could talk to about relationships were parents (61%, 4,701 pupils) and friends (52%, 4,039 pupils).

Gender: Girls were more likely than boys to say they had someone they could talk to about relationships (93%, 3,769 girls; 85%, 3,118 boys), and more likely to say they could talk to friends (61%, 2,476 girls; 42%, 1,552 boys).

Stage: Lower school pupils were more likely than upper school pupils to say they could talk to parents about relationships (69%, 2,631 lower school; 52%, 2,070 upper school). Upper school pupils were more likely than lower school pupils to say they could talk to friends (61%, 2,423 upper school; 43%, 1,616 lower school).

Deprivation: Those in the least deprived schools were more likely than those in the most deprived schools to say they could talk to friends about relationships (57%, 952 least deprived; 48%, 537 most deprived).

Ethnicity: Pupils in Asian and 'other' ethnic groups were less likely than others to say that there was someone they could talk to about relationships (83%, 184 'other'; 84%, 448 Asian; 89%, 233 'other White'; 90%, 134 Black; 90%, 5,779 White British). Asian pupils were the least likely to say they could talk to their parents about relationships (49%, 260 Asian; 56%, 146 'other White'; 56%, 125 'other'; 61%, 91 Black; 62%, 3,999 White British).

5.6 Relationships

- 5.6.1 More than four in five pupils (83%, 6,487 pupils) said they had received any sexual health and relationship education at school.

Stage: Upper school pupils were more likely than lower school pupils to say they had received sexual health and relationship education (86%, 3,450 upper school; 80%, 3,037 lower school).

- 5.6.2 Of those who said they had received sexual health and relationship education at school, 88% (5,572 pupils) said that it had prepared them well for forming and dealing with relationships, while 12% (788 pupils) said it had prepared them badly.

Stage: Of those who had received sexual health and relationship education, lower school pupils were more likely than upper school pupils to say that it had prepared them well for forming and dealing with relationships (91%, 2,706 lower school; 85%, 2,866 upper school).

Deprivation: Of those who had received sexual health and relationship education, those in the most deprived areas were more likely than those in the least deprived areas to say that it had prepared them well (89%, 830 most deprived; 84%, 1,174 least deprived).

5.7 Self-Esteem

5.7.1 Self-esteem was measured using the Rosenberg Self-Esteem Scale⁵, which gives a score between 0 and 30. The mean score for pupils was 19.8. Scores under 15 are considered to indicate low self-esteem. Overall, 15% (1,015 pupils) had a self-esteem score of less than 15.

Gender: Boys had higher mean self-esteem scores than girls (21.1 boys; 18.6 girls). Girls were more likely than boys to have scores indicating low self-esteem (20%, 706 girls; 9%, 305 boys).

Stage: Lower school pupils had higher mean self-esteem scores than upper school pupils (20.3 lower school; 19.4 upper school). Upper school pupils were more likely than lower school pupils to have scores indicating low self-esteem (17%, 616 upper school; 12%, 399 lower school).

5.8 Strengths and Difficulties

5.8.1 The survey included the Strengths and Difficulties questionnaire⁶, which gives each pupil a score out of ten on five scales. The mean scores for each scale are shown below:

Table 5.1: Mean Scores for Strengths and Difficulties Scales

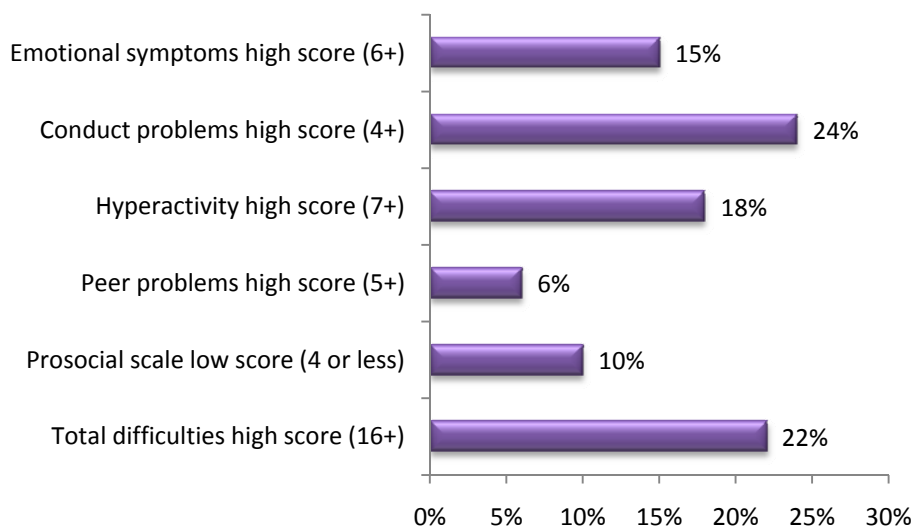
Scale	Mean Score
Emotional symptoms scale (0-10) (high score indicates difficulties)	3.0
Conduct problems scale (0-10) (high score indicates difficulties)	2.4
Hyper activity scale (0-10) (high score indicates difficulties)	4.3
Peer problems scale (0-10) (high score indicates difficulties)	1.6
Prosocial scale (0-10) (high score indicates strengths)	7.2
Total difficulties (0-40) sum of all four difficulties scales	11.2

5.8.2 A score of 16 or more on the 'total difficulties' scale indicates a high level of difficulties. Overall, 22% (1,581 pupils) had a score indicating a high level of difficulties. Figure 5.4 shows the proportion of pupils for each type of difficulty/strength scale with scores indicating a high level of difficulty.

⁵ See: <http://www.wwnorton.com/college/psych/psychsci/media/rosenberg.htm>

⁶ See: <http://bjp.rcpsych.org/content/177/6/534.full>

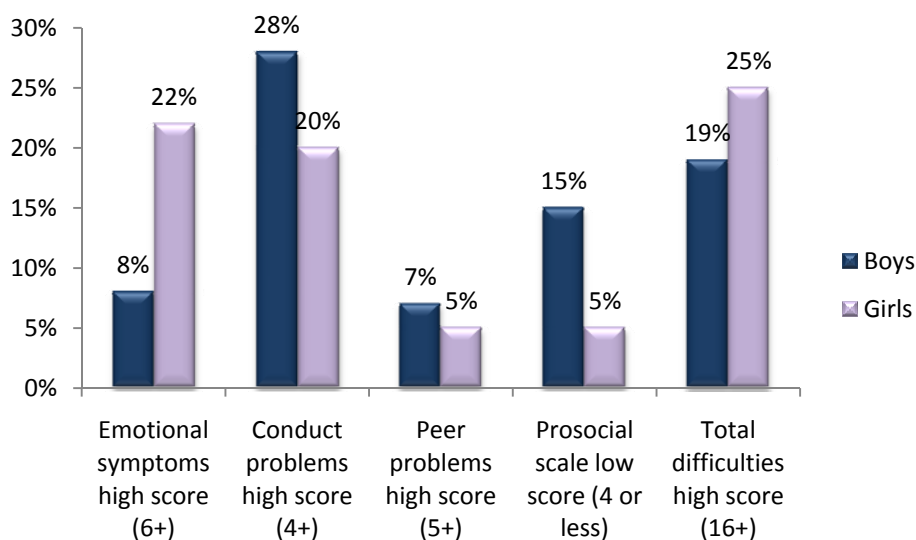
Figure 5.4: Proportion of Pupils With Scores Suggesting a High Level of Difficulties for each Strength/Difficulty Scale



Gender: Girls had higher mean scores than boys for the emotional symptoms scale (3.6 girls; 2.3 boys), and total difficulties (11.6 girls; 10.7 boys). Boys had higher mean scores than girls for the conduct problems scale (2.6 boys; 2.2 girls). Girls had higher mean scores than boys for the prosocial scale (7.7 girls; 6.6 boys).

Overall, girls were more likely than boys to have a total difficulties score indicating a high level of difficulties (25%, 918 girls; 19%, 657 boys), and were more likely than boys to have a score indicating a high level of difficulty of the emotional symptoms scale (22%, 889 girls; 8%, 302 boys). Boys were more likely than girls to have scores indicating a high level of difficulty on the conduct problems scale (28%, 1,041 boys; 20%, 804 girls), the peer problems scale (7%, 258 boys; 5%, 206 girls) and the prosocial scale (15%, 552 boys; 5%, 212 girls).

Figure 5.5: Proportion of Pupils With Scores Suggesting a High Level of Difficulties for each Strength/Difficulty Scale by Gender (scales showing significant differences)

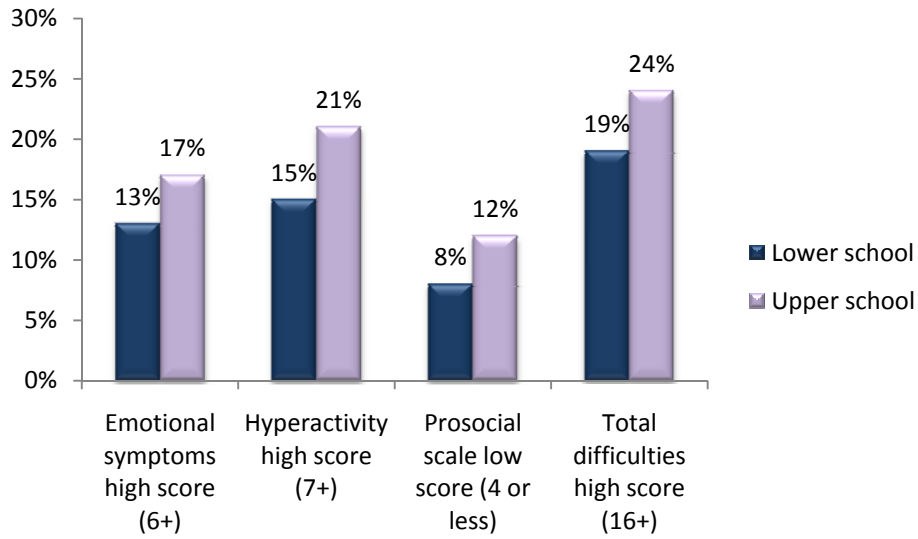


Stage: Lower school pupils had higher mean scores for the prosocial scale (7.4 lower school; 6.9 upper school). Upper school pupils had higher mean scores than lower school pupils for:

- the emotional symptoms scale (3.2 upper school; 2.8 lower school);
- hyperactivity scale (4.5 upper school; 4.0 lower school); and
- total difficulties (11.7 upper school; 10.6 lower school).

Overall, upper school pupils were more likely than lower school pupils to have a total difficulties score which indicated a high level of difficulties (24%, 905 upper school; 19%, 676 lower school). Figure 5.6 shows the difference between upper and lower school pupils for all scales showing a significant difference.

Figure 5.6: Proportion of Pupils With Scores Suggesting a High Level of Difficulties for each Strength/Difficulty Scale by Stage (scales showing significant differences)



Deprivation: Pupils in the most deprived schools had higher mean scores for the hyperactivity scale than those in the least deprived schools (4.5 most deprived; 4.0 least deprived).

Ethnicity: 'other White' pupils were the most likely to have total difficulties scores which indicated a high number of difficulties, while Black pupils were the least likely (31%, 73 'other White'; 22%, 1,340 White British; 18%, 36 'other'; 18%, 87 Asian; 11%, 15 Black).

6 Behaviours, Attitudes and Expectations

Summary of Key Indicators

Indicator	%	N
% of pupils who have been bullied at school in the last year	15%	1,179
% of pupils to expect to go to further education	70%	4,172

6.1 Bullying

6.1.1 Fifteen percent of pupils (1,179 pupils) said they had been bullied at school in the last year and 7% (548 pupils) said they had been bullied somewhere else in the last year. Overall, 18% (1,424 pupils) had been a victim of bullying either at school or elsewhere in the last year.

Gender: Girls were more likely than boys to say they had been bullied at school in the last year (17%, 686 girls; 13%, 491 boys). Overall, 20% (811) of girls and 16% (610) of boys had been bullied anywhere in the last year.

Stage: Lower school pupils were more likely than upper school pupils to have been bullied at school (18%, 726 lower school; 11%, 453 upper school) or elsewhere (9%, 347 lower school; 5%, 201 upper school) in the last year. Overall, 23% (887) of lower school pupils compared to 13% (537) of upper school pupils had been bullied anywhere in the last year.

Ethnicity: Those in the 'other White' ethnic group were the most likely to say they had been bullied out of school in the last year (15%, 38 'other White'; 11%, 22 'other'; 8%, 13 Black; 7%, 35 Asian; 7%, 423 White British).

6.1.2 One in four pupils (20%, 1,641 pupils) admitted to having bullied or frightened someone in the last year. Those who had been bullied were more likely than those who had not been bullied to admit to having bullied others. Of those who had been bullied, 38% (535 pupils) admitted to having bullied others, compared to 16% (1,027 pupils) of those who had not been bullied.

Gender: Boys were more likely than girls to say they had bullied others in the last year (23%, 880 boys; 18%, 757 girls).

6.2 Offensive Behaviour

6.2.1 Pupils were asked whether they had been treated in a way that they felt was offensive in the last year. In total, 23% (1,778 pupils) indicated that they had.

Stage: Upper school pupils were more likely than lower school pupils to say they had been treated offensively in the last year (28%, 1,103 upper school; 18%, 675 lower school).

6.2.2 Those who had been treated offensively were asked who had treated them in a way that they felt was offensive. The most common responses were:

- School (49%, 928 pupils);
- Unknown person in a public place (32%, 618 pupils);
- Police (18%, 342 pupils);
- Close relative (14%, 269 pupils);

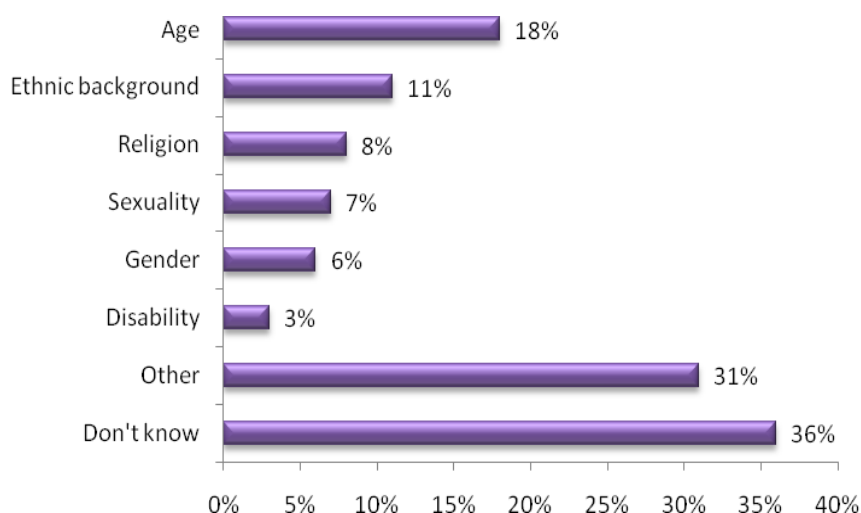
- 'Friends'/pupils at school⁷ (13%, 256 pupils); and
- Shops/restaurants/cafes (13%, 248 pupils).

Gender: Of those who had been treated offensively, boys were more likely than girls to say they had been treated offensively by the police (21%, 190 boys; 15%, 148 girls). Girls were more likely than boys to say they had been treated offensively by a close relative (17%, 170 girls; 11%, 98 boys).

Stage: of those who had been treated offensively, upper school pupils were more likely than lower school pupils to say they had been treated offensively by the police (23%, 270 upper school; 10%, 72 lower school) or a close relative (16%, 192 upper school; 11%, 77 lower school). Lower school pupils were more likely than upper school pupils to say they had been treated offensively by 'friends'/pupils in the school (18%, 129 lower school; 11%, 127 upper school).

6.2.3 Those who had been treated in a way they felt were offensive were also asked why they were treated that way. Responses are shown in Figure 6.1. The most common reason was 'age' (18%, 337 pupils).

Figure 6.1: Reasons for Being Treated Offensively (of those who had been treated in a way that they felt was offensive).



6.2.4 Of those who said there was an 'other' reason for being treated offensively, the most common reasons were behaviour/personality/opinions (18%, 96 pupils), weight/size (13%, 71 pupils), appearance (unspecified) (11%, 58 pupils) and hair colour (9%, 50 pupils).

Stage: Of those who felt that they had been treated offensively, upper school pupils were more likely than lower school pupils to say they had been treated offensively because of their age (22%, 260 upper school; 11%, 77 lower school).

Ethnicity: Of those who felt they had been treated offensively, those in non-White groups were more likely than those in White groups to say they were treated that way because of their ethnic group (58%, 23 pupils Black; 44%, 36 'other'; 42%,

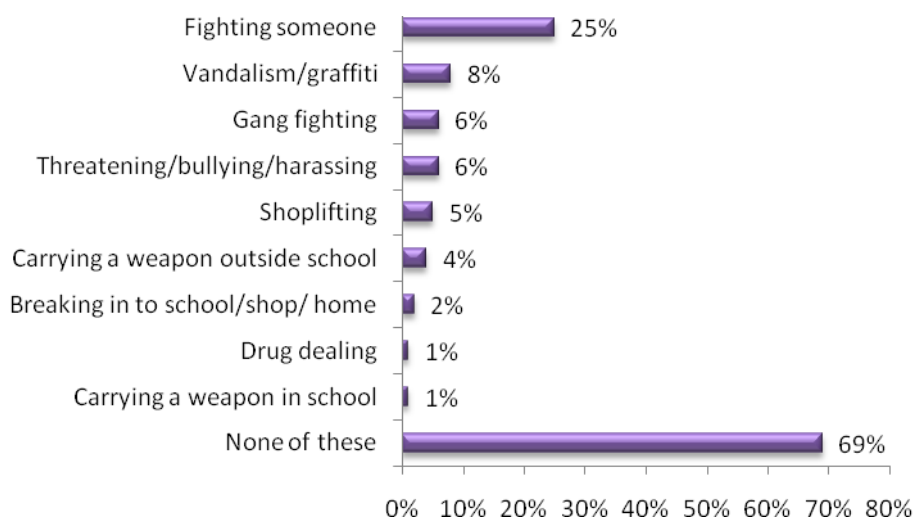
⁷ 'Friends/pupils at school' was not included in the pre-coded list on the questionnaire, but is derived from pupils ticking 'other' and specifying friends/pupils at school.

57 Asian; 13%, 9 'other White'; 5%, 74 White). Asian pupils were the most likely to say they had been treated offensively because of their religion (44%, 59 Asian; 26%, 21 'other'; 15%, 6 Black; 13%, 9 'other White'; 4%, 57 White British).

6.3 Antisocial Behaviour

6.3.1 Pupils were asked which, if any, antisocial behaviours they had engaged in during the last year from a list of nine behaviours. Three in ten (31%, 2,339 pupils) had engaged in at least one of the antisocial behaviours. The most common was fighting, in which a quarter (25%, 1,862 pupils) of pupils had engaged. All responses are shown in Figure 6.2.

Figure 6.2: Proportion of Pupils Who Engaged in Specific Antisocial Behaviours in the Last Year



Gender: Boys were more likely than girls to have engaged in at least one of the antisocial behaviours (41%, 1,486 boys; 22%, 846 girls). Specifically, boys were more likely the girls to have engaged in:

- Fighting someone (33%, 1,211 boys; 16%, 645 girls);
- Vandalism/graffiti (11%, 403 boys; 5%, 207 girls);
- Gang fighting (9%, 325 boys; 3%, 103 girls);
- Threatening/bullying/harassing (7%, 242 boys; 4%, 176 girls);
- Shoplifting (7%, 251 boys; 3%, 132 girls);
- Carrying a weapon outside school (6%, 217 boys; 1%, 51 girls);
- Breaking into school/shop/home (2%, 77 boys; 1%, 39 girls);
- Drug dealing (2%, 78 boys; 1%, 22 girls); and
- Carrying a weapon in school (2%, 77 boys; <1%, 11 girls).

Stage: Upper school pupils were more likely than lower school pupils to have engaged in:

- Vandalism/graffiti (10%, 400 upper school; 6%, 211 lower school);
- Gang fighting (7%, 278 upper school; 4%, 151 lower school);
- Threatening/bullying/harassing (7%, 265 upper school; 4%, 155 lower school);
- Shoplifting (6%, 236 upper school; 4%, 149 lower school);

- Carrying a weapon outside school (4%, 172 upper school; 3%, 96 lower school);
- Breaking into school/shop/home (2%, 86 upper school; 1%, 30 lower school); and
- Drug dealing (2%, 84 upper school; <1%, 16 lower school).

Deprivation: Those in the most deprived schools were more likely than those in the least deprived schools to have engaged in at least one of the antisocial behaviours. Specifically, those in the most deprived schools were more likely to have engaged in:

- Fighting someone (27%, 299 most deprived; 20%, 320 least deprived); and
- Gang fighting (7%, 80 most deprived; 4%, 63 least deprived).

Ethnicity: 'Other White' and Black ethnic groups were more likely than others to have engaged in shoplifting (12%, 31 'other White'; 10%, 15 Black; 6%, 30 Asian; 5%, 10 'other'; 5%, 286 White British).

6.4 Truancing

- 6.4.1 One in three pupils (33%, 2,473 pupils) admitted to truancing from school in the last year.

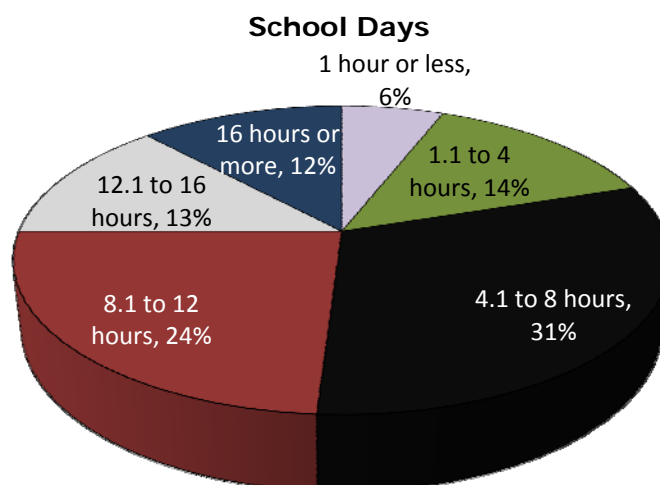
Stage: Upper school pupils were more likely than lower school pupils to admit truancing in the last year (42%, 1,642 upper school; 24%, 831 lower school).

Deprivation: Those in the least deprived schools were more likely than those in the most deprived schools to admit to truancing in the last year (37%, 595 least deprived; 31%, 330 most deprived).

Ethnicity: Those in the 'other White' ethnic group were more likely than others to admit to truancing in the last year (47%, 113 'other White'; 36%, 185 Asian; 34%, 71 'other'; 33%, 2,016 White British; 30%, 42 Black).

6.5 Activities

- 6.5.1 Pupils were asked how many hours they spent on certain activities during an average school day and at the weekend. These comprised: computer games, surfing the net, homework, social networking on a PC, games console, smart phone and watching TV. Responses for all activities, excluding homework, combined to give a total number of hours spent on screen-based activities. Figure 6.3 shows the responses for the average daily hours spent on screen-based activities for school days. Of the 4,642 pupils who gave a valid response, one in four (25%, 1,166 pupils) spent more than 12 hours a day on screen-based activities on school days.

Figure 6.3: Average Daily Hours Spent on Screen Based Activities – School Days⁸

Gender: Boys were more likely than girls to spend more than 12 hours on screen based activities on school days (30%, 680 boys; 20%, 486 girls).

Deprivation: Those in the most deprived schools were more likely than those in the least deprived schools to spend more than 12 hours on screen based activities on school days (28%, 168 most deprived; 20%, 209 least deprived).

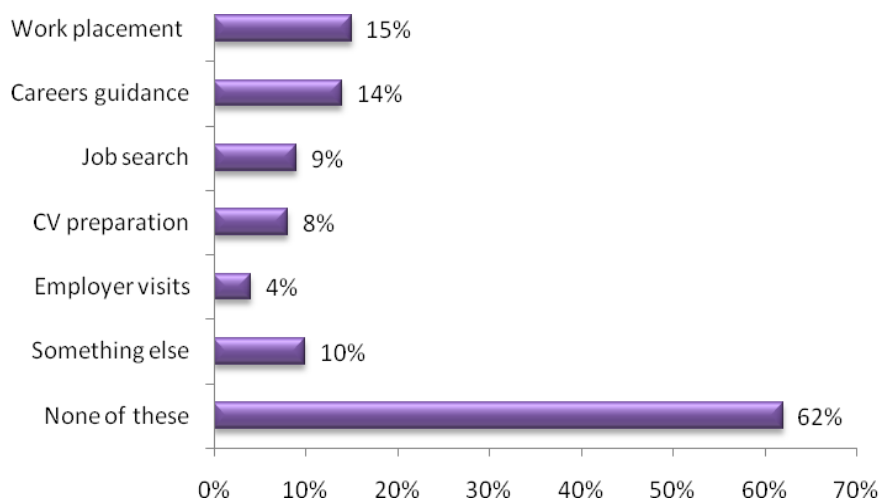
Ethnicity: Those in the Asian and 'other' groups were less likely than others to spend more than 12 hours on screen based activities on school days (16%, 22 'other'; 17%, 55 Asian; 21%, 33 'other White'; 26%, 1,022 White British; 29%, 19 Black).

6.6 The Future

6.6.1 Pupils were asked whether they had done any activities at school related to getting a job/working. In total, 38% (2,750 pupils) had done at least one activity. The most common were work placements (15%, 1,078 pupils) and careers guidance (14%, 1,019 pupils).

⁸ The data yielded relating to screen-based activity at weekends was unreliable as some pupils appeared to give values relating to the whole weekend rather than average weekend days. For this reason, findings for weekends are not presented here. Also, the questionnaire did not instruct pupils to write 'zero' for any activities in which they did not participate, and this may explain why a high number of pupils did not answer some of these questions. Due to missing responses, it has not been possible to calculate hours spent on screen-based activities on school days for 3,361 pupils (41%). In addition, for activities on school days, 279 pupils (3%) gave responses that exceed 24 hours for each activity. Responses exceeding 24 hours have been removed from analysis.

Figure 6.4: Activities Through School Related to Getting a Job/Working

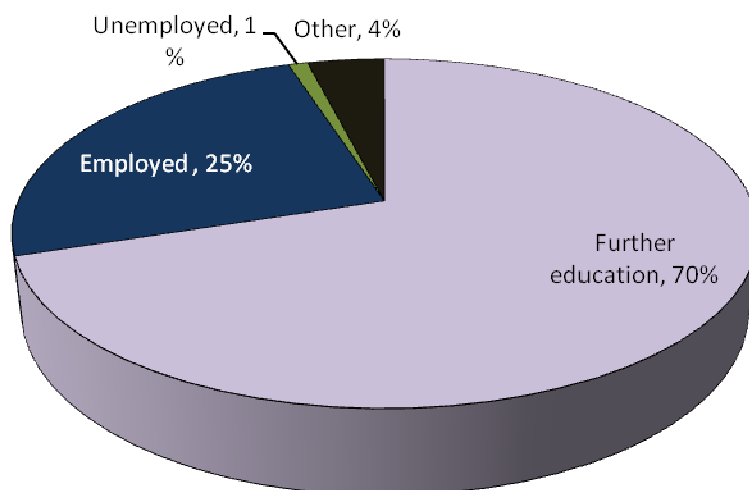


Stage: Upper school pupils were more likely than lower school pupils to say they had undertaken any of these activities (60%, 2,280 upper school; 14%, 470 lower school). This was true for all activities, namely:

- Work placement (27%, 1,017 upper school; 2%, 61 lower school);
- Careers guidance (22%, 844 upper school; 5%, 175 lower school);
- Job search (15%, 551 upper school; 3%, 92 lower school);
- CV preparation (14%, 541 upper school; 1%, 34 lower school);
- Employer visits (6%, 213 upper school; 3%, 86 lower school);
- Something else (15%, 551 upper school; 5%, 164 lower school).

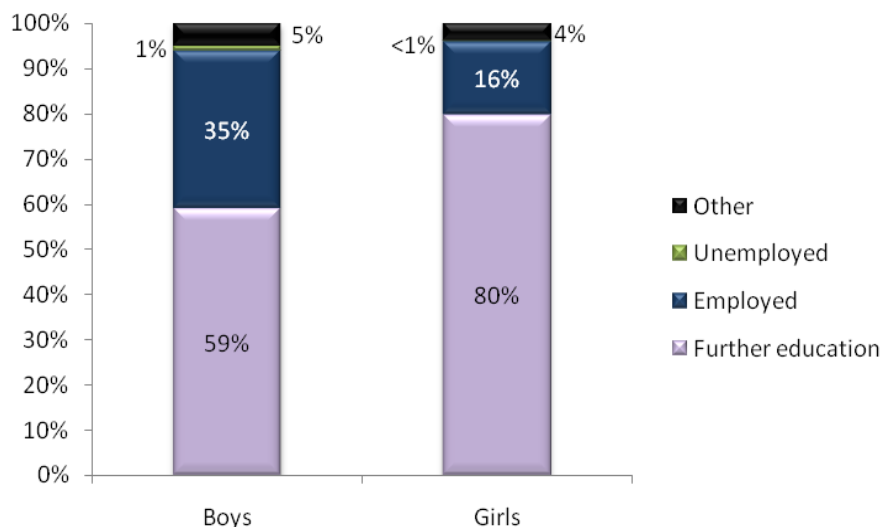
6.6.2 Pupils were asked what they thought they will most likely to be doing when they leave school. Of those who were able to answer, seven in ten (70%, 4,172 pupils) said that they thought they would go to further/higher education.

Figure 6.5: Expectations of What Will Be Doing After School



Gender: Girls were more likely than boys to say that they expected to go into further education after school (80%, 2,472 girls; 59%, 1,693 boys).

Figure 6.6: Expectations of What Will be Doing After School by Gender



Deprivation: Those in the least deprived schools were more likely than those in the most deprived schools to say they expected to go to further education (74%, 987 least deprived; 64%, 546 most deprived). Those in the most deprived schools were more likely than those in the least deprived schools to expect to be employed after leaving school (31%, 267 most deprived; 20%, 267 least deprived).

Ethnicity: Those from a White British background were the least likely to expect to go to further education after school (67%, 3,341 White British; 75%, 153 'other White'; 83%, 139 'other'; 87%, 91 Black; 88%, 380 Asian).

7 Services for Young People

Summary of Key Indicators

Indicator	%	N
% of pupils who go to a local youth club or drop-in youth centre	29%	2,253
% of pupils who have a Glasgow Young Scot Card	69%	5,484

7.1 Youth Clubs

7.1.1 Three in ten (29%, 2,253 pupils) said they went to a local youth club or drop-in youth centre, while 37% (2,935 pupils) said they did not know of one they could go to and 34% (2,697 pupils) said they knew of one they could go to, but did not go.

Gender: Boys were more likely than girls to say they went to a local youth club or drop-in youth centre (31%, 1,196 boys; 26%, 1,052 girls).

Stage: Lower school pupils were more likely than upper school pupils to go to a youth club or drop-in centre (35%, 1,339 lower school; 23%, 914 pupils).

Deprivation: Those in the most deprived schools were more likely than those in the least deprived schools to go to a youth club or drop-in centre (39%, 447 most deprived; 23%, 383 least deprived). Those in the least deprived schools were more likely than those in the most deprived schools to say they were unaware of a youth club they could go to (47%, 790 least deprived; 25%, 285 most deprived).

Ethnicity: Pupils from White British and Black ethnic backgrounds were more likely than others to attend youth clubs (30%, 1,953 White British; 29%, 46 Black; 22%, 59 'other White'; 20%, 44 'other'; 20%, 106 Asian).

7.1.2 Those who did not go to youth clubs/drop-in centres were asked whether there was anything stopping them or putting them off going. Of those who answered, 57% (2,417 pupils) said there was not. Of all those who did not go to youth clubs, the most common things putting pupils off going were:

- Don't like the clubs (e.g. 'childish', 'rubbish') and don't want to go (13%, 545 pupils);
- Other things to do/don't have time (9%, 393 pupils);
- Don't know of any/don't know what a youth club is (6%, 267 pupils);
- Don't like people who go/undesirable people there (5%, 218 pupils);
- Anxious/shy/don't like socialising (3%, 123 pupils).

7.2 Health Services

7.2.1 One in seven pupils (14%, 1,124 pupils) said they were aware of a health service in or near to their school that is for young people only.

Deprivation: Those in the most deprived schools were more likely than those in the least deprived schools to say they were aware of a local youth health service in or near their school (17%, 192 most deprived; 12%, 192 least deprived).

7.2.2 One in eight (12%, 951 pupils) said they had heard of the Sandyford.

Gender: Girls were more likely than boys to have heard of Sandyford (14%, 486 girls; 10%, 363 boys).

Stage: Upper school pupils were more likely than lower school pupils to have heard of the Sandyford (18%, 724 upper school; 6%, 227 lower school).

Deprivation: Those in the most deprived schools were more likely than those in the least deprived schools to have heard of the Sandyford (15%, 179 most deprived; 9%, 154 least deprived).

Ethnicity: Those in the White British ethnic group were the most likely to have heard of the Sandyford while those in the Asian and Black ethnic groups were the least likely (13%, 844 White British; 11%, 30 'other White'; 10%, 21 'other'; 6%, 10 Black; 6%, 32 Asian).

7.2.3 Those who had heard of Sandyford were asked to describe what Sandyford provides. Sixteen percent (123 pupils) of those who had heard of the Sandyford said they did not know what it provides; 53% identified that it provides services relating to sexual health/contraception and the remaining 31% gave another answer – most commonly general counselling/advice (13%, 103 pupils) and general health centre/clinic (9%, 67 pupils), although very varied responses were given including addictions/rehabilitation centre, further education institution, mental health services and youth club.

Stage: Of those who had heard of the Sandyford, upper school pupils were more likely than lower school pupils to identify that it provided services related to sexual health/contraception (61%, 372 upper school; 21%, 35 lower school).

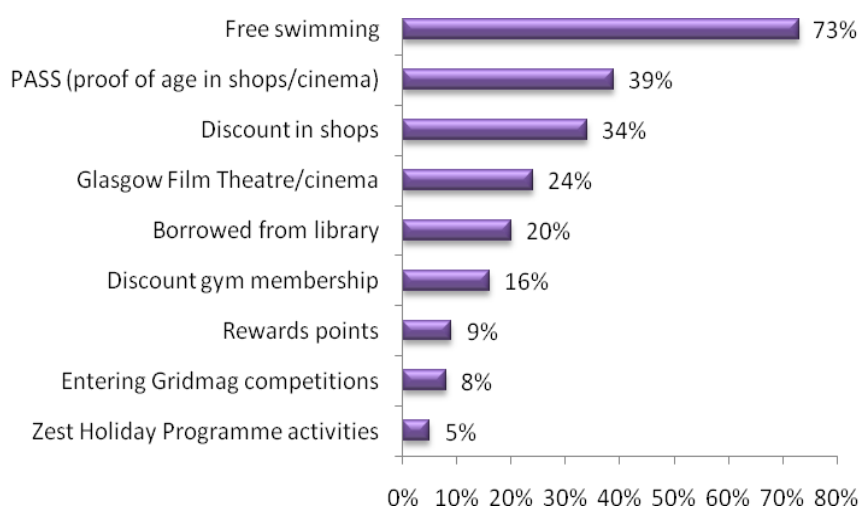
7.3 Glasgow Young Scot Card

7.3.1 Seven in ten (69%, 5,484 pupils) said they had a Glasgow Young Scot Card.

Stage: Upper school pupils were more likely than lower school pupils to have a Glasgow Young Scot Card (75%, 3,041 upper school; 62%, 2,443 lower school).

7.3.2 Those who had a Glasgow Young Scot Card were asked whether they had used their card for certain activities in the last year. Nearly three in four (73%, 3,911 pupils) card holders had used their Glasgow Young Scot card for free swimming in the last year. Responses for all activities are shown in Figure 7.1.

Figure 7.1: Uses of Glasgow Young Scot Card in Last Year



Gender: Among Glasgow Young Scot Card holders, boys were more likely than girls to have used their card for discounted gym membership (18%, 462 boys; 14%, 392 girls). Girls were more likely than boys to use their card for discounts in shops (40%, 1,131 girls; 27%, 684 boys) and to enter Gridmag competitions (11%, 295 girls; 6%, 145 boys).

Stage: Among card holders, lower school pupils were more likely than upper school pupils to have used their Glasgow Young Scot card to borrow books/CDs/DVDs from the library (22%, 521 lower school; 18%, 539 upper school). Upper school card holders were more likely than lower school card holders to have used their card for:

- Proof of age (44%, 1,320 upper school; 32%, 748 lower school);
- Discounts in shops (37%, 1,116 upper school; 30%, 702 lower school); and
- Discounted gym membership (23%, 683 upper school; 7%, 173 lower school).

Deprivation: Among card holders, those in the least deprived schools were more likely than those in the most deprived schools to have used their Glasgow Young Scot card for:

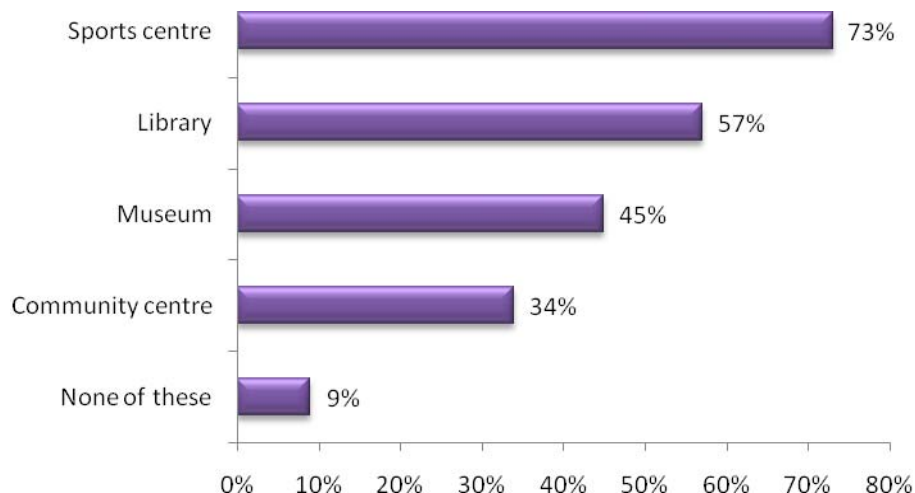
- Proof of age (44%, 508 least deprived; 34%, 252 most deprived);
- Discounts in shops (48%, 560 least deprived; 23%, 171 most deprived);
- Glasgow Film Theatre/cinema (28%, 321 least deprived; 19%, 142 most deprived); and
- Borrowing books/CDs/DVDs from the library (22%, 259 least deprived; 15%, 114 most deprived).

Ethnicity: Among card holders, Asian pupils were less likely than others to have used their Glasgow Young Scot Card for free swimming (59%, 228 Asian; 65%, 93 'other'; 74%, 3,315 White British; 76%, 130 'other White'; 76%, 76 Black). White British pupils were the least likely to have used their card to borrow from the library (19%, 837 White British; 24%, 42 'other White'; 25%, 98 Asian; 27%, 27 Black; 28%, 40 'other') or for reward points (8%, 356 White British; 14%, 53 Asian; 14%, 24 'other White'; 16%, 16 Black; 16%, 23 'other').

7.4 Culture and Leisure Services

7.4.1 Pupils were asked whether they had been to a museum, library, sports centre or community centre in the last year. Overall, 91% (7,154 pupils) had been to at least one of these. Sports centre was the most commonly used facility, with 73% (5,765 pupils) of pupils saying they had been to a sports centre in the last year.

Figure 7.2: Facilities Used in Last Year



Gender: Girls were more likely than boys to have visited a library in the last year (62%, 2,523 girls; 51%, 1,918 boys). Boys were more likely than girls to have visited a sports centre (79%, 2,967 boys; 69%, 2,788 girls).

Stage: Lower school pupils were more likely than upper school pupils to have used any of the facilities (93%, 3,612 lower school; 89%, 3,542 upper school). Specifically, lower school pupils were more likely than upper school pupils to have visited:

- Library (66%, 2,557 lower school; 48%, 1,891 upper school);
- Museum (50%, 1,955 lower school; 40%, 1,575 upper school); and
- Community centre (39%, 1,507 lower school; 29%, 1,137 upper school).

Deprivation: Those in the least deprived schools were more likely than those in the most deprived schools to have visited a sports centre (76%, 1,279 least deprived; 67%, 764 most deprived) or museum (50%, 838 least deprived; 39%, 442 most deprived). However, those in the most deprived schools were more likely than those in the least deprived schools to have visited a community centre (43%, 498 most deprived; 24%, 404 least deprived).

Ethnicity: White British pupils were the least likely to have visited a library (54%, 3,487 White British; 65%, 173 'other White'; 70%, 156 'other'; 75%, 117 Black; 77%, 424 Asian) or museum (44%, 2,837 White British; 48%, 266 Asian; 48%, 76 Black; 57%, 128 'other'; 58%, 155 'other White'), but the most likely to have visited a community centre (35%, 2,298 White British; 30%, 66 'other'; 27%, 72 'other White'; 27%, 42 Black; 22%, 122 Asian).

Asian pupils were the least likely to have visited a sports centre (61%, 334 Asian; 68%, 181 'other White'; 73%, 114 Black; 75%, 4,860 White British; 75%, 167 'other').

8 Trends

8.1 Introduction

8.1.1 In this chapter key indicator data are presented which were collected in both the 2006/7 and 2010 school surveys, and statistically significant changes between 2006/7 and 2010 are shown.

8.1.2 It should be noted that the 2010 survey included two schools which had not been included in the 2006/7 survey. However, the inclusion of these two schools had little effect on any of the key indicator results for 2010. The 2006/7 and 2010 samples were very similar in terms of gender and year group. However, the proportion of pupils in each ethnic group changed, as shown in Table 8.1 below. The proportion of pupils who described themselves as White British fell from 90% in 2006/7 to 84% in 2010. This change in demography between the two surveys may contribute to some of the observed trends.

Table 8.1: Contextual Comparison of Ethnic Group Breakdown: 2006/7 and 2010 surveys

Ethnic Group	2006/7 survey: % of pupils	2010 survey: % of pupils
White British	90.4%	84.4%
Other White	2.5%	3.5%
Mixed	0.6%	2.1%
Black	1.3%	2.2%
Asian	4.7%	7.1%
Chinese	0.4%	0.6%
Other	0.1%	0.2%
TOTAL	100%	100%

8.1.3 The formula used to test for significant change is a hypothesis test for two proportions. The 'null hypothesis' is that there is no change since 2006/7. The following formula yields a 'test statistic' (z):

$z = \frac{\hat{p}_1 - \hat{p}_2}{\sqrt{\hat{p}_p(1 - \hat{p}_p) \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}}$	<p>p_1 = proportion observed in 2010 p_2 = proportion observed in 2006/7 n_1 = sample size in 2010 n_2 = sample size in 2006/7</p>
$\hat{p}_p = \frac{x_1 + x_2}{n_1 + n_2} = \frac{n_1 p_1 + n_2 p_2}{n_1 + n_2}$	

8.1.4 If the value of z falls outside of the range (-1.96 to 1.96), we reject the null hypothesis and conclude that there has been significant change since 1999 (at the 95% confidence level).

8.1.5 For those results that show significant change, we have also calculated a confidence interval for the difference between any two sets of results.

$$\left(\hat{p}_1 - \hat{p}_2\right) \pm 1.96 \sqrt{\frac{\hat{p}_1(1-\hat{p}_1)}{n_1} + \frac{\hat{p}_2(1-\hat{p}_2)}{n_2}}$$

- 8.1.6 For example, the confidence interval for the first result shown in Table 8.2 is (-3.4 to -0.4). This means that we can be 95% confident that, had we interviewed the entire secondary school populations in Glasgow in the surveys, the actual difference between the two sets of results would be between -0.4 and -3.4.
- 8.1.7 The tables show the results, and also show p values. Where p is less than 0.05, the change is considered to be significant. P values are reported as one of three levels of significance: <0.05, <0.01 and <0.001. A p value of <0.05 means that we can be 95% confident that a 'real' change has taken place. A p value of <0.01 means that we can be 99% confident, and a p value of <0.001 means that we can be 99.9% confident.
- 8.1.8 Where a change is not significant, the size of the change is not shown in the tables, and no p value is shown.

8.2 Pupil Profile Trends

- 8.2.1 Between 2006/7 and 2010, there was a fall in the proportion of pupils who lived with both their parents, but a rise in the proportion who had internet access at home.

Table 8.2: Trends for Pupil Profile Indicators

	Proportion of pupils who live with both parents	Proportion of pupils with internet access at home
2006/7	60.7%	83.6%
2010	58.8%	95.2%
Change (2006/7-2010)	-1.9%	+11.6%
P	<0.05	<0.001
Confidence Interval	-3.4 to -0.4	+10.7 to +12.5

8.3 Trends for Physical Activity and Diet

- 8.3.1 There was a rise in the proportion of pupils who owned a bicycle.

Table 8.3: Trends for Physical Activity

	Proportion of pupils who use activity travel methods to school	Proportion of pupils who own a bicycle
2006/7	48.8%	71.2%
2010	47.7%	73.3%
Change (2006/7-2010)	n/a	+2.1%
P	n/a	<0.01
Confidence Interval	n/a	+0.8 to +3.4

8.3.2 Between the 2006/7 and 2010 surveys, there was a rise in the proportion of pupils who had eaten breakfast and lunch. Among those who had eaten lunch, there was a rise in the proportion who had eaten in the school canteen/school fuel zone.

Table 8.4: Diet Trends

	Proportion of pupils who ate breakfast	Proportion of pupils who ate breakfast at home (of those who ate breakfast)	Proportion of pupils who ate lunch	Proportion of pupils who ate lunch in the canteen/school fuel zone (of those who ate lunch)	Proportion of pupils who ate 5+ portions of fruit/veg per day
2006/7	70.8%	92.3%	91.0%	30.1%	33.9%
2010	73.6%	92.7%	93.5%	39.6%	34.8%
Change (2006/7-2010)	+2.8%	n/a	+2.5%	+9.5%	n/a
P	<0.001	n/a	<0.001	<0.001	n/a
Confidence Interval	+1.5 to +4.1	n/a	+1.7 to +3.3	+8.1 to +10.9	n/a

8.4 Trends for Smoking, Alcohol and Drugs

8.4.1 The proportion of pupils who smoked fell between the two surveys.

Table 8.5: Smoking Trends

	Proportion of pupils who were current smokers ⁹	Proportion of pupils who would like to stop smoking (of current smokers)
2006/7	9.7%	40.7%
2010	8.4%	39.6%
Change (2006/7-2010)	-1.3%	n/a
P	<0.05	n/a
Confidence Interval	-2.1 to -0.5	n/a

8.4.2 The proportion of pupils who said they never drank alcohol rose considerably between 2006/7 and 2010. Among those who drank alcohol, there was a drop in the proportion who said they got drunk at least once a week and a drop in the proportion who spent £11 or more on alcohol per week.

⁹ The response options for the question on current smoking status changed slightly between the two surveys, but responses can be reliably combined to distinguish current smokers from ex- or non-smokers.

Table 8.6: Alcohol Trends

	Proportion of pupils who never drink alcohol	Proportion of pupils who get drunk once a week or more (of those who drink alcohol)	Proportion of pupils who spend £11 or more per week on alcohol (of those who drink alcohol)
2006/7	46.5%	27.7%	13.5%
2010	61.0%	19.7%	10.4%
Change (2006/7-2010)	+14.5%	-8.0%	-3.1%
P	<0.001	<0.001	<0.001
Confidence Interval	+13.0 to +16.0	-9.9 to -6.1	-4.6 to +1.6

8.4.3 Between 2006/7 and 2010 there was a considerable fall in the proportion of pupils who said they had taken at least one of the listed drugs in the last year.

Table 8.7: Drugs Trends

	Proportion of pupils who had taken one listed drug in the last year ¹⁰
2006/7	18.2%
2010	7.7%
Change (2006/7-2010)	-10.5%
P	<0.001
Confidence Interval	-11.5 to -9.5

8.5 Trends for Health, Feelings and Worries

8.5.1 The proportion of pupils who said they had a long-term illness or disability rose between 2006/7 and 2010. However, there was a drop in the proportion of pupils who had an illness or disability which they considered limiting.

Table 8.8: Trends for Illness and Disability

	Proportion of pupils with a long-term illness/disability	Proportion of pupils with a limiting illness/disability
2006/7	21.9%	13.0%
2010	26.1%	11.4%
Change (2006/7-2010)	+4.2%	-1.6%
P	<0.001	<0.01
Confidence Interval	+2.9 to +5.5	-2.6 to -0.6

8.5.2 There was a rise in the proportion of pupils who met the target of brushing their teeth twice per day, and also a rise in the proportion of pupils who had visited the dentist within the last six months.

¹⁰ The list of drugs included Mephedrone and Legal Highs in the 2010 survey, but not the 2006/7 survey.

Table 8.9: Oral Health Trends

	Proportion of pupils who brush their teeth twice or more per day	Proportion of pupils who visited the dentist in the last six months (of those who could remember)
2006/7	77.2%	78.9%
2010	80.1%	82.7%
Change (2006/7-2010)	+2.9%	+3.8%
P	<0.001	<0.001
Confidence Interval	+1.7 to +4.1	+2.6 to +5.0

8.5.3 The proportions of pupils who had a positive perception of their health over the previous year fell between the two surveys.

Table 8.10: Trends for Perceptions of Health

	Proportion of pupils with a positive perception of their health over last year
2006/7	74.0%
2010	70.8%
Change (2006/7-2010)	-3.2%
P	<0.001
Confidence Interval	-4.5 to -1.9

8.5.4 There was a considerable drop in the proportion of pupils who said they had any worries.

Table 8.11: Trends for Worries

	Proportion of pupils with any worries
2006/7	92.0%
2010	75.7%
Change (2006/7-2010)	-16.3%
P	<0.001
Confidence Interval	-17.4 to -15.2

8.6 Trends for Behaviours

8.6.1 There was a rise in the proportion of pupils who had been bullied at school in the previous year.

Table 8.12: Bullying Trends

	Proportion of pupils who were bullied at school in the last year	Proportion of pupils who have bullied others in the last year
2006/7	13.1%	19.9%
2010	14.7%	20.3%
Change (2006/7-2010)	+1.6%	n/a
P	<0.01	n/a
Confidence Interval	+0.6 to +2.6	n/a

8.7 Trends for Services for Young People

8.7.1 There was an increase in the proportion of pupils who were aware of a health service for young people in/near their school and also an increase in the proportion who had heard of the Sandyford.

Table 8.13: Trends for Health Services for Young People

	Proportion of pupils aware of a health service for young people in/near school	Proportion of pupils who had heard of the Sandyford
2006/7	10.6%	7.5%
2010	14.4%	12.0%
Change (2006/7-2010)	+3.8%	+4.5%
P	<0.001	<0.001
Confidence Interval	+2.8 to +4.8	+3.6 to +5.4

8.7.2 The proportion of pupils who held a Glasgow Young Scot Card fell between 2006/7 and 2010.

Table 8.14: Trends for Glasgow Young Scot Card

	Proportion of pupils with a Glasgow Young Scot Card
2006/7	79.2%
2010	68.9%
Change (2006/7-2010)	-10.3%
P	<0.001
Confidence Interval	-11.6 to -9.0

8.7.3 There was a rise in the proportion of pupils who had visited museums, libraries and community centres in the last year.

Table 8.15: Trends for Culture and Leisure Services

	Proportion of pupils who had visited a museum in the last year	Proportion of pupils who had visited a library in the last year	Proportion of pupils who had visited a sports centre in the last year	Proportion of pupils who had visited a community centre in the last year
2006/7	38.5%	49.8%	74.1%	28.8%
2010	45.0%	56.6%	73.4%	33.7%
Change (2006/7-2010)	+6.5%	+6.8%	n/a	+4.9%
P	<0.001	<0.001	n/a	<0.001
Confidence Interval	+5.0 to +8.0	+5.3 to +8.3	n/a	+3.5 to +6.3

9 Conclusion¹¹

- 9.1.1 It is hoped that the data provided in this Glasgow Schools Health & Wellbeing Survey will stimulate and act as a catalyst for further action to improve the health outcomes for young people who live in the city.
- 9.1.2 Almost half of the city's residents - 285,000 people - reside in the 20% most deprived areas in Scotland, and approximately 20% of those are children and young people.
- 9.1.3 The need to address health inequalities in the NHS Greater Glasgow & Clyde Health Board area has been highlighted in various Scottish Government reports, and the findings underline the influence and interplay of all the variables associated with poor health outcomes, such as deprivation, lifestyle behaviours, ethnicity, service provision etc.
- 9.1.4 In response, the provision of quality health improvement aimed at children, young people and families is essential if we are to improve health outcomes in the next generation of adults.

¹¹ This Chapter has been prepared by the Research & Evaluation Team, Public Health Resource Unit, NHS Greater Glasgow & Clyde

GLASGOW HEALTH AND WELLBEING QUESTIONNAIRE

SECTION A - ABOUT YOU

A1 Are you a ...? N=8,265
PLEASE TICK ONE BOX ONLY

Boy 48.8

Girl 51.2

A2 How old are you? N=8,245

PLEASE WRITE IN

11: 5.7

12: 24.6

13: 25.9

14: 25.2

15: 18.1

16: 0.4

17: 0.1

A3 What year are you in? N=8,282

PLEASE CIRCLE ONE YEAR ONLY

S1 24.9

S2 24.7

S3 26.1

S4 24.2

A4 Which of these best describes you? N=8,168

PLEASE TICK ONE BOX ONLY

I live with my mum and dad 58.8

I spend some time living with my mum and some time living with my dad 9.4

I live with just my mum 18.3

I live with just my dad 1.8

I live with my mum and her husband/partner 6.8

I live with my dad and his wife/partner 0.8

I live with my grandparent(s) 2.2

I live with foster parents 0.3

I am in care 0.2

Other (please write in) 1.3

A5 Which of these best describes you? N=8,158

PLEASE TICK ONE BOX ONLY

	White – British / Scottish	83.9
	White – Irish	0.7
White	White – Traveller of Irish heritage	0.2
	White – Romany or Gypsy	0.2
	White – any other White background	2.2
	White and Black Caribbean	0.2
Mixed	White and Black African	0.4
	White and Asian	1.0
	Any other mixed race background	0.5
Black or Black British	Caribbean	-
	African	2.0
	Any other Black background	0.2
Asian or Asian British	Indian	0.9
	Pakistani	4.8
	Bangladeshi	>0.1
	Any other Asian background	1.3
Chinese or any other ethnic group	Chinese	0.6
	Any other ethnic background	0.2
	I don't know	0.6

SECTION B – PHYSICAL ACTIVITY

Physical activity is any activity that increases your heart rate and makes you get out of breath some of the time. Physical activity can be done in sports, school activities, playing with friends, or walking to school. Some examples of physical activity are running, brisk walking, rollerblading, biking, dancing, skateboarding, swimming, basketball and football.

For this next question, add up all the time you spent in physical activity each day.

B1 How many days over the last 7 days were you physically active for a total of at least 60 minutes? N=7,657

PLEASE CIRCLE ONE NUMBER ONLY

0	1	2	3	4	5	6	7
3.5	6.3	13.6	21.2	19.2	15.2	8.3	12.7

B2 How do you usually travel to school? N=7,914

PLEASE TICK ONE BOX ONLY

Walk	47.1	Car	21.8
Cycle	0.6	Taxi	1.0
Bus	25.7	Other (please write in)	0.6
Train	3.3		

B3a How often do you do sports or physical activities at school clubs? N=8,168

PLEASE TICK ONE BOX ONLY

4 or more times a week	14.0
2 – 3 times a week	27.1
Once a week	12.1
2 – 3 times a month	1.4
Once a month	0.8
Less often	4.9
Never	32.8
Don't know	6.9

B3b If you said NEVER, please say why not.

1,768 responses

B4 How often do you do sports or physical activities at clubs away from school, in your own time? N=8,197

PLEASE TICK ONE BOX ONLY

4 or more times a week	19.8
2 – 3 times a week	30.5
Once a week	16.4
2 – 3 times a month	2.4
Once a month	1.4
Less often	6.2
Never	18.0
Don't know	5.4

B5 How many minutes of physical exercise per day do you think young people should do to stay healthy? N=8,194

PLEASE TICK ONE BOX ONLY

About 15 minutes	3.3
About 30 minutes	16.3
About 45 minutes	13.1
About 60 minutes	47.6
About 90 minutes	9.7
About 120 minutes	3.7
More than 120 minutes	5.3
None	0.8

B6 Do you own a bicycle? N=8,143

PLEASE TICK ONE BOX ONLY

Yes	73.3	No	26.7
-----	------	----	------

B7a In the last year, have you taken part in any of the following activities IN SCHOOL? N=8,109

PLEASE TICK ALL THAT APPLY

Swimming	32.9	Judo	2.6	Running/jogging	47.3
Athletics	39.6	Netball	29.9	Golf	2.6
Badminton	60.3	Rugby	17.1	Tennis	10.7
Boxing	2.1	Squash	1.4	Basketball	55.7
Cycling	6.2	Table tennis	20.4	Ice skating	3.9
Gymnastics	47.0	Football	50.7	None of these	8.3
Hockey	33.9	Dance	31.2		

B7b In the last year, have you taken part in any of the following activities OUT OF SCHOOL? N=8,107

PLEASE TICK ALL THAT APPLY

Swimming	57.9	Judo	4.3	Running/jogging	39.0
Athletics	13.6	Netball	6.7	Golf	13.6
Badminton	20.4	Rugby	8.1	Tennis	15.8
Boxing	11.3	Squash	1.7	Basketball	19.1
Cycling	31.9	Table tennis	13.4	Ice skating	19.9
Gymnastics	12.1	Football	45.5	None of these	9.5
Hockey	5.6	Dance	28.3		

B7c In the last year, have you taken part in any of the following activities AS A CLUB MEMBER? N=7,597

PLEASE TICK ALL THAT APPLY

Swimming	12.4	Judo	3.0	Running/jogging	7.6
Athletics	5.4	Netball	4.1	Golf	3.0
Badminton	6.3	Rugby	3.5	Tennis	3.5
Boxing	6.0	Squash	0.5	Basketball	6.5
Cycling	3.7	Table tennis	3.9	Ice skating	3.0
Gymnastics	6.3	Football	26.2	None of these	37.6
Hockey	2.1	Dance	19.6		

SECTION C - YOUR DIET

C1 Did you eat breakfast this morning? N=8,258

PLEASE TICK ONE BOX ONLY

Yes	73.6	No	26.4	➔ IF YOU TICKED NO, PLEASE GO TO QUESTION
-----	------	----	------	---

C2 Where did you eat your breakfast? N=6,017

PLEASE TICK ONE BOX ONLY

At home	92.7	Somewhere else (please say where) 1.3
In the school fuel zone	2.4	
In the street	3.6	

C3 Did you eat anything at lunchtime yesterday? (If you were not at school yesterday, please think about the last day you were at school). N=8,249

PLEASE TICK ONE BOX ONLY

Yes	93.5	No	6.5	➔ IF YOU TICKED NO, PLEASE GO TO QUESTION
-----	------	----	-----	---

C4 Where did you eat lunch yesterday? (or the last day you were at school) N=7,599

PLEASE TICK ONE BOX ONLY

At home	8.7	Somewhere else (please say where) 10.8
In the school fuel zone	39.6	
In the street	40.9	

C5 What drink do you usually drink at lunch time? N=7,583

PLEASE TICK ONE BOX ONLY

Nothing to drink	2.7
Fizzy drink (e.g. regular Irn Bru)	40.5
Diet fizzy drink	6.4
Water	28.1
Fresh fruit juice	4.6
Juice drink (e.g. Ribena, Oasis)	12.2
Milk (full fat)	0.8
Milk (low fat, e.g. semi-skimmed/skimmed)	2.9
Tea/coffee	0.5
Something else (please say what)	1.2

C6 Do you get free school meals or vouchers for free school meals? N=8,218

PLEASE TICK ONE BOX ONLY

Yes	24.9	No	57.9	Don't know	17.1
-----	------	----	------	------------	------

C7 How many portions of fruit did you eat yesterday?

(A portion of fruit would be something like 1 banana or 1 apple or 1 slice of melon or 2 Satsuma's. A glass of fresh fruit juice also counts as one portion)

PLEASE WRITE IN A NUMBER

Mean=2.01

C8 How many portions of vegetable or salad (not potatoes) did you eat yesterday?

(A portion of vegetables would be something like a large spoonful of carrots or baked beans and includes fresh, frozen or tinned vegetables)

PLEASE WRITE IN A NUMBER

Mean=1.64

SECTION D – HOW DO YOU FEEL?

D1 How have you felt, about your health in general, over the last year? N=8,120

PLEASE TICK ONE FACE ONLY



1

32.5



2

38.4



3

21.6



4

5.1



5

2.4

D2 Which, if any, of these do you worry about? N=8,086

PLEASE TICK ALL THAT APPLY

School	19.9	Exams	51.9	Fears of violence/gangs	11.9
Being bullied	9.0	Relationship with parents	12.0	The future	29.9
The way I look	29.8	Getting a job	21.8	I have no worries at the moment	24.4

Something else (please say what)

360 responses

D3 How easy is it for you to talk to the following people about things that really bother you?

PLEASE TICK ONE BOX ON EACH LINE

	Very easy	Easy	Difficult	Very difficult	Don't have or see this person
Friends (N=8,006)	48.2	39.9	9.1	2.4	0.4
Mum / female carer (N=7,960)	47.2	31.9	14.9	4.7	1.3
Dad / male carer (N=7,808)	29.3	27.8	21.0	11.3	10.6
Brother(s) (N=7,477)	18.1	19.8	15.3	10.8	36.0
Sister(s) (N=7,486)	22.6	21.4	11.2	9.2	35.6
Doctor or Nurse (N=7,645)	12.0	34.1	28.1	15.7	10.1
Teachers (N=7,825)	9.6	29.5	33.4	25.0	2.5
Neighbours (N=7,742)	7.2	17.6	21.4	33.3	20.4

D4 Below is a list of statements dealing with your general feelings about yourself.

PLEASE TICK ONE BOX ON EACH LINE

		Strongly disagree	Disagree	Agree	Strongly agree
a	I feel that I am a person of worth, at least on an equal plane with others (N=7,740)	3.3	11.5	63.7	21.5
b	I feel that I have a number of good qualities (N=7,870)	2.2	9.8	62.7	25.3
c	All in all, I am inclined to feel that I am a failure (N=7,625)	41.9	43.8	11.4	2.9
d	I am able to do things as well as most other people (N=7,851)	2.6	10.4	59.1	27.9
e	I feel I do not have much to be proud of (N=7,799)	35.5	41.9	18.3	4.3
f	I take a positive attitude toward myself (N=7,755)	4.0	17.1	55.2	23.7
g	On the whole, I am satisfied with myself (N=7,707)	4.4	19.4	53.3	22.9
h	I wish I could have more respect for myself (N=77,64)	19.5	39.2	31.2	10.0
i	I certainly feel useless at times (N=7,778)	21.0	31.0	37.2	10.7
j	At times I think I am no good at all (N=7,816)	33.8	30.2	25.6	10.5

D5 Have you been bullied in the last year?

PLEASE TICK ONE BOX ON EACH LINE

a	At school (N=7,997)	Yes	14.7	No	85.3
b	Somewhere else (N=7,615)	Yes	7.2	No	92.8

D6 Have you bullied or frightened someone in this school in the last year? N=8,065

PLEASE TICK ONE BOX ONLY

Never 79.7 **Sometimes** 16.7 **Often** 2.1 **Very Often** 1.5

D7 This question is about your strengths and difficulties

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months.

	PLEASE TICK ONE BOX ON EACH LINE	Not True	Somewhat True	Certainly True
a	I try to be nice to other people. I care about their feelings (N=8,149)	2.6	37.9	59.5
b	I am restless. I cannot stay still for long (N=8,093)	29.2	40.9	29.9
c	I get a lot of headaches, stomach-aches or sickness (N=8,073)	56.2	30.2	13.6
d	I usually share with others (food, games, pens etc) (N=8,110)	7.1	41.9	51.0
e	I get very angry and often lose my temper (N=8,094)	40.8	36.2	23.0
f	I am usually on my own. I generally play alone or keep to myself (N=8,086)	81.9	12.9	5.2
g	I usually do as I am told (N=8,098)	11.1	59.9	29.1
h	I worry a lot (N=8,073)	46.2	35.3	18.5
i	I am helpful if someone is hurt, upset or feeling ill (N=8,083)	5.4	40.9	53.7
j	I am constantly fidgeting or squirming (N=7,919)	51.3	33.2	15.4
k	I have one good friend or more (N=8,041)	3.7	9.0	87.3
l	I fight a lot. I can make other people do what I want (N=8,045)	85.2	11.9	2.9
m	I am often unhappy, down-hearted or tearful (N=8,037)	73.2	20.4	6.5
n	Other people my age generally like me (N=8,020)	5.7	44.7	49.6
o	I am easily distracted. I find it difficult to concentrate (N=8,007)	34.8	41.6	23.6
p	I am nervous in new situations. I easily lose confidence (N=8,005)	34.4	41.2	24.4
q	I am kind to younger children (N=8,040)	5.0	26.0	69.0
r	I am often accused of lying or cheating (N=7,996)	65.6	23.7	10.7
s	Other children or young people pick on me or bully me (N=8,017)	88.5	8.0	3.5
t	I often volunteer to help others (parents, teachers, children) (N=7,994)	21.6	54.6	23.9
u	I think before I do things (N=8,020)	18.1	54.1	27.8
v	I take things that are not mine from home, school or elsewhere (N=8,009)	89.9	7.7	2.4

SECTION E – SMOKING

w	I get on better with adults than with people my own age (N=7,987)	59.5	31.2	9.3
x	I have many fears. I am easily scared (N=8,020)	64.0	27.0	8.9
y	I finish the work I am doing. My attention is good (N=8,020)	12.6	56.4	31.0

SECTION E – SMOKING

E1 Which of the following best describes you? N=7,649

PLEASE TICK ONE BOX ONLY

				IF YOU DON'T SMOKE PLEASE GO TO E8
I have never smoked	75.2			
I have only ever smoked once	10.1	→		
I used to smoke sometimes, but I never smoke now	6.3	→		
I sometimes smoke cigarettes, but less than one a week	2.0			
I smoke between one and five cigarettes a week	1.5			
I usually smoke six or more cigarettes in a week	4.9			

E2 Where do you usually get your cigarettes from? N=632

PLEASE TICK ALL THAT APPLY

I buy them myself from a shop	46.7
I buy them myself from a mobile van	16.9
I buy them myself from a market stall	1.1
I buy them from someone I know	10.9
I get them from someone I know	37.8
I take them from parents or other adults (without them knowing)	10.1
Other (please say where)	10.0

E3 Do you buy ... N=634

PLEASE TICK ALL THAT APPLY

Packs of 20 cigarettes	30.3
Packs of 10 cigarettes	65.9
Single cigarettes	12.6
I don't buy cigarettes	14.7

E4 Where do you usually smoke? N=637

PLEASE TICK ALL THAT APPLY

At home	33.9
At school	44.9
Outside with friends	89.0
Outside alone	35.5
Somewhere else	17.0

E5 Who do you smoke with? N=635

PLEASE TICK ALL THAT APPLY

Parent/carer	8.2
Grandparent(s)	3.9
Brother(s)/sister(s)	14.0
Friends	90.2
I smoke alone	28.2
With someone else	11.2

E6 Would you like to stop smoking? N=632

PLEASE TICK ONE BOX ONLY

Yes	39.6	No	17.7	Possibly	42.7
-----	------	----	------	----------	------

E7 Would you know where to get assistance? N=630

PLEASE TICK ONE BOX ONLY

Yes	67.0	No	33.0
-----	------	----	------

EVERYONE TO ANSWER E8**E8 Does anyone else smoke in the place where you live most of the time? N=7,942**

PLEASE TICK ONE BOX ONLY

Yes	56.7	No	43.3	➔	IF YOU TICKED NO, PLEASE GO TO
-----	------	----	------	---	--------------------------------

E9 If yes, where do they smoke? N=4,447

PLEASE TICK ALL THAT APPLY

One room	In a particular area in the house	Anywhere in the house	Outside	In the car
18.8	23.0	31.7	40.9	10.3

EVERYONE TO ANSWER E10**E10 How often do you have to breathe in other people's smoke indoors? N=7,805**

PLEASE TICK ONE BOX ONLY

Never	Rarely	Often	Everyday
25.5	43.3	16.5	14.6

E11 Have you seen the W-West website? N=7,994

PLEASE TICK ONE BOX ONLY

Yes	1.9	No	98.1
-----	-----	----	------

SECTION F – DRINKING ALCOHOL**F1 How often do you drink alcohol? N=7,975**

PLEASE TICK ONE BOX ONLY

Never	61.0
Once a week or more	7.1
Every 1 – 2 weeks	4.3
Every 3 – 4 weeks	4.2
Once every 2 – 3 months	6.5
Less often (once or twice a year)	16.8

➔ IF YOU TICKED NEVER, PLEASE GO TO SECTION G – DRUGS

F2 Which of the following do you drink? N=3,041

PLEASE TICK ALL THAT APPLY

Beer/lager	29.0
Cider	46.2
Alcohol fizzy drinks or alcopops (WKD, Bacardi Breezers)	47.3
Wine (red, white, rose)	17.2
Spirits (vodka, whisky)	40.4
Fortified wine/sherry (Buckfast, Martini)	21.9
Other (please say what)	1.9

F3 How often would you say you get drunk? N=3,039

PLEASE TICK ONE BOX ONLY

Never or rarely	57.3
Once or twice a month	18.2
Once a week	10.3
Twice a week	6.0
Most days	2.2
Don't know	5.9

F4 How much do you usually spend on alcohol per week? N=3,020

PLEASE TICK ONE BOX ONLY

Nothing	59.0
Under £2	3.7
£2 – £5	12.2
£6 – £10	14.7
£11 – £15	5.7
£16 – £20	2.9
More than £20	1.8

F5 Where do you buy alcohol? N=3,021

PLEASE TICK ALL THAT APPLY

Local grocers shop	7.3
Local supermarket	2.9
Friends buy it for me	22.7
Family buy it for me	10.0
I ask strangers to buy it for me	29.0
Local off-licence chain	4.3
Somewhere else	3.1
I don't buy alcohol	42.6

F6 Where do you usually drink alcohol? N=5,175

PLEASE TICK ALL THAT APPLY

At home	38.4
At school	1.1
Outside with friends	53.9
Outside alone	1.0
Somewhere else	21.2

SECTION G – DRUGS


PLEASE READ THIS FIRST

We would now like to ask you some questions about drugs. By drugs we mean those that are not available in the shops or prescribed from a doctor (i.e. non prescription drugs). We are also interested in things that can be misused such as solvents and glue.

All information you provide will be kept anonymously and treated confidentially. The police will not be informed of any responses to this survey. It is used to plan NHS services.

G1 Have you ever taken any drugs not prescribed to you by a doctor or available over the pharmacy counter? N=8,026

PLEASE TICK ONE BOX ONLY

Yes	8.6	No	91.4	 IF YOU TICKED NO, PLEASE GO TO QUESTION G7
-----	-----	----	------	--

G2 How often do you usually use drugs? N=650

PLEASE TICK ONE BOX ONLY

Only taken drugs once	38.8
Used to take drugs sometimes but I don't take them anymore	14.6
A few times a year	15.2
Once or twice a month	13.1
At least once a week	7.5
Most days	10.8

G3 The last time you used drugs who/where did you get them from? N=639

PLEASE TICK ALL THAT APPLY

Internet	1.6
Shop	3.1
Friend	67.9
An acquaintance	11.6
Market stall	0.9
Brother or sister	3.3
Parents	3.8
A stranger	11.0
Someone else	15.3

G4 The last time you used drugs where did you use them? N=634

PLEASE TICK ALL THAT APPLY

At home	11.8
At a club, disco, rave	7.6
At a friend's house	42.0
At a party	19.6
At school	7.2
Outdoors (please say where)	40.5
Other (please say where)	2.1

G5 The last time you used drugs did you use them with alcohol? N=632

PLEASE TICK ONE BOX ONLY

Yes	32.9	No	67.1
-----	------	----	------

G6 Which, if any, of these drugs have you taken in the last year? N=621

PLEASE TICK ALL THAT APPLY

Cannabis (Skunk, Marijuana, dope, hash, blow, joints, wacky baccy)	88.9
Gas, glue or other solvents (Correction fluid, lighter fuel, aerosols to inhale or sniff)	5.6
Amphetamines (Speed, Whizz, Sulph, Paste)	6.0
LSD (acid, tabs, trips)	2.7
Ecstasy (E, Eccies, XTC, sweeties)	12.6
Cyroban (Cy, Cyber)	*
Poppers (Amyl Nitrates, Liquid Gold, Rush)	3.1
Tranquillisers (Downers, Jellies, Valium, Vallies, Blues, Temazepam, Eggs)	3.9
Heroin (Smack, Skag, Gear, H, Brown, Junk, Kit)	2.3
Magic Mushrooms (Shrooms)	3.9
Methadone (Physeptone, Meth)	1.4
Crack (Rock, Freebase)	1.8
Cocaine (Coke, Charlie, C, Ching)	12.6
Anabolic Steroids (Roids, Gear)	0.3
Mephedrone (Bubbles, M Cat, Meow)	1.8
Legal Highs (Please say what)	4.2
<hr/>	
Other drugs (Please say what)	1.9
None in the last year	3.9

* those who responded for 'cyroban' (2.3%) have been excluded from the dataset for all questions in Section G

EVERYONE TO ANSWER G7

G7 How easy would it be for you to get illegal drugs? N=7,668

PLEASE TICK ONE BOX ONLY

Very easy	Fairly easy	Fairly difficult	Very difficult	Impossible	Don't know
8.0	13.6	6.4	6.2	19.8	46.0

G8 How easy would it be for you to get Legal Highs? N=7,562

PLEASE TICK ONE BOX ONLY

Very easy	Fairly easy	Fairly difficult	Very difficult	Impossible	Don't know
7.0	11.3	6.9	5.5	11.8	57.5

SECTION H – ILLNESS & DISABILITY

H1 Do you have any illness or disability that is likely to go on for a long time? N=7,944

PLEASE TICK ONE BOX ONLY

Yes 26.1

No 73.9



IF YOU TICKED NO, PLEASE GO TO SECTION I – ABOUT YOUR TEETH

H2 What is your illness or disability? N=2,052

PLEASE TICK ALL THAT APPLY

Asthma	50.0
Diabetes	2.4
Dyslexia	9.0
Eczema	19.3
Epilepsy	2.2
Injury (e.g. broken bones)	6.7
Painful joints	10.3
Physical disability	2.6
Something else (please say what)	23.1

H3 Does this illness or disability limit what you can do? N=2,034

PLEASE TICK ONE BOX ONLY

Yes 44.1

No 55.6



IF YOU TICKED NO, PLEASE GO TO SECTION I – ABOUT YOUR TEETH

H4 Please say in what ways this illness or disability limits what you can do

PLEASE WRITE IN

810 responses

SECTION I – ABOUT YOUR TEETH

I1 How many times did you clean your teeth yesterday? N=8,062

PLEASE TICK ONE BOX ONLY

Not at all	Once	Twice	3 times or more
2.3	17.6	64.3	15.8

I2 Are you registered with a Dentist? N=8,054

PLEASE TICK ONE BOX ONLY

Yes	91.3	No	2.4	Don't know	6.2
-----	------	----	-----	------------	-----

I3 When did you last go to the dentist? N=8,044

PLEASE TICK ONE BOX ONLY

Within the last 6 months	6–12 months ago	More than 12 months ago	Never	Can't remember
70.5	11.1	3.0	0.7	14.8

SECTION J – SERVICES FOR YOUNG PEOPLE

J1 Do you go to a local youth club or drop-in youth centre? N=7,885

PLEASE TICK ONE BOX ONLY

Yes	28.6
No – I don't know of one that I could go to	37.2
No – but I know of one that I could go to	34.2

J2 Is there anything stopping you, or putting you off, going to a youth club or drop-in youth centre? N=4,263

PLEASE WRITE IN THE BOX

NO: 56.7 OTHER RESPONSE: 43.3

J3a Are you aware of a health service in or near to your school that is for young people only? N=7,803

PLEASE TICK ONE BOX ONLY

Yes 14.4

No 85.6



IF YOU TICKED NO,
PLEASE GO TO
QUESTION J4

J3b If you said YES, PLEASE WRITE IN ITS NAME

813 responses

J4 Have you heard of the Sandyford? N=7,920

PLEASE TICK ONE BOX ONLY

Yes 12.0

No 88.0



IF YOU TICKED NO,
PLEASE GO TO
QUESTION J6

J5 Please say in one sentence what you think Sandyford provides?

PLEASE WRITE IN THE BOX

771 responses

J6 Do you have a Glasgow Young Scot Card? N=7964

PLEASE TICK ONE BOX ONLY

Yes 68.9

No 31.1



IF YOU TICKED NO,
PLEASE GO TO
QUESTION J8

J7 Have you used your Glasgow Young Scot Card for any of the following activities in the last year? N=5,340

PLEASE TICK ALL THAT APPLY

Free swimming	73.2
Zest Holiday Programme activities	4.7
Borrowed books/CDs or DVDs from library	19.9
PASS (To prove your age in shops or at cinema)	38.7
Discounted gym membership	16.0
Reward points (PWYP, Fuelzone or Points of View)	9.2
Glasgow Film Theatre/cinema	23.9
To enter Gridmag competitions	8.3
Discount in shops	34.0
None of these	3.6
I haven't used the Glasgow Young Scot Card in the last year	13.2

J8 Have you been to any of the following in the last year? N=7,852

PLEASE TICK ALL THAT APPLY

Museum	45.0
Library	56.6
Sports centre	73.4
Community centre	33.7
None of these	8.9

SECTION K – BEHAVIOUR/ATTITUDE

K1 Have you been treated in a way that you felt was offensive in the last year? N=7,688

PLEASE TICK ONE BOX ONLY

No	76.8
Yes, occasionally	16.9
Yes, on several occasions	6.2



IF YOU TICKED NO, PLEASE GO TO QUESTION K4

K2 Who treated you in a way that you felt was offensive? N=1,902

PLEASE TICK ALL THAT APPLY

Health care services (e.g. Doctor, Nurse etc)	4.7
School	48.8
Police	18.0
Social services	2.9
Shops/restaurants/cafes	13.0
Bank/Building Society	1.6
Close relative	14.1
Children's panel	2.9
Unknown person in a public place	32.5
Other (please say who)	18.7

K3 Why were you treated in a way that you felt was offensive? N=1,874

PLEASE TICK ALL THAT APPLY

Ethnic background	11.2
Gender	6.4
Sexuality	7.3
Age	18.0
Disability	3.5
Religion	8.5
Other (please say why)	31.1

Don't know	36.4
------------	------

EVERYONE TO ANSWER K4

K4 Which, if any, of these things have you done in the last year? N=7,576

PLEASE TICK ALL THAT APPLY

Shoplifting	5.1
Fighting someone	24.6
Gang fighting	5.7
Threatening/bullying/harassing a person	5.5
Carrying a weapon outside school	3.5
Carrying a weapon in school	1.2
Drug dealing	1.3
Vandalising others' property/graffiti	8.1
Breaking into a school, shop, or another person's home	1.5
None of these	69.1

SECTION L – RELATIONSHIPS


L1 Is there someone you can talk to about relationships, sexual health, etc? N=7,749

PLEASE TICK ALL THAT APPLY

Parent/carer	60.7
Sister/brother	23.9
Other family member	21.6
Teacher	8.6
Friend	52.1
School nurse	5.4
No-one	10.4
Someone else, please say who	2.2

L2 Have you received any sexual health and relationship education at school? N=7,819

PLEASE TICK ONE BOX ONLY

Yes	83.0	No	17.0		IF YOU TICKED NO, PLEASE GO TO QUESTION L4
-----	------	----	------	---	---

L3 How well has this prepared you for forming and dealing with relationships? N=6,360

PLEASE TICK ONE BOX ONLY

Very well	Well	Badly	Very badly
23.1	64.5	9.1	3.3

L4 Which of the following best describes you? N=7,606

PLEASE TICK ONE BOX ONLY

I am only attracted to the opposite sex	87.9
I am mostly attracted to the opposite sex	3.6
I am equally attracted to both boys and	1.7
I am mostly attracted to the same sex	0.3
I am only attracted to the same sex	0.7
I am unsure of my sexuality	1.0
I am not attracted to either	4.7

SECTION M – HOME

M1 Do you have access to the internet at home? N=7,821

PLEASE TICK ONE BOX ONLY

Yes	95.2	No	4.8
-----	------	----	-----

M2 How many hours do you spend on the following during an average school day/weekend?

PLEASE WRITE IN NUMBER OF HOURS

	School Day		Weekend	
	N	mean	N	mean
Computer games	6,258	1.2	6,286	2.4
Surfing the net	6,381	2.0	6,363	3.3
Homework	6,569	1.3	6,325	1.1
Social networking on a PC	6,045	1.8	6,037	2.8
Games console (e.g. Xbox PS3, Wii)	6,167	1.7	6,209	3.2
Smart phone (e.g. access to facebook, twitter, bebo)	5,952	1.7	6,046	2.8
Watching TV	6,568	2.8	6,568	4.4

M3 On a school night, how many hours sleep do you have? N=7,123

PLEASE WRITE IN NUMBER OF HOURS

Mean=8.2

M4a Which of these best describes your father (or mother's husband/boyfriend if you live with him most of the time)? N=7,391

PLEASE TICK ONE BOX ONLY

He has a paid job	69.3
He is sick, retired or a student	3.5
He is looking for a job	6.7
He takes care of others, or is in the home	2.4
I don't know	7.7
Don't have or see him	10.4

M4b Which of these best describes your mother (or father's wife/girlfriend if you live with her the most of the time)? N=7,320

PLEASE TICK ONE BOX ONLY

She has a paid job	60.7
She is sick, retired or a student	5.0
She is looking for a job	8.8
She takes care of others, or is in the home	15.7
I don't know	6.7
Don't have or see her	3.0

M5 Does anyone in your family, who you live with, have any of the following? N=7,359

PLEASE TICK ALL THAT APPLY

A disability	13.2
A long-term illness	11.7
A drug or alcohol problem	5.0
None of these	74.5



IF YOU TICKED 'NONE OF THESE' PLEASE GO TO QUESTION M9

M6 Do you ever look after or care for them because of their illness/disability? N=1,937

PLEASE TICK ONE BOX ONLY

Yes 64.9 No 35.1



IF YOU TICKED NO, PLEASE GO TO QUESTION M9

M7 Do you help to look after them.....? N=1,229

PLEASE TICK ONE BOX ONLY

Every day 36.9

A couple of times a week 28.9

Once in a while 34.3

M8 How do your caring responsibilities affect you? N=1,257

PLEASE TICK ALL THAT APPLY

Sometimes unable to do homework 21.6

It makes me feel good to be able to help 53.7

Sometimes get bullied at school 4.3

Makes it difficult to make friends 4.2

Sometimes makes me late for school 11.5

I've learned lots of new skills because of caring 30.9

Helps me organise my time 15.0

Makes me tired 20.4

It can be lonely 7.9

It makes me feel stressed/anxious 15.7

Sometimes miss school 6.7

I can't join clubs 4.6

It affects me some other way (Please say how) 3.4

No effect at all 26.8

EVERYONE TO ANSWER M9

M9 Do you have any savings? N=7,509

PLEASE TICK ONE BOX ONLY

Yes 77.3 No 22.7

M10 Where do you save your money? N=7,292

PLEASE TICK ALL THAT APPLY

I do not save	18.7
Bank/Building Society	53.9
School credit union/savings scheme	4.5
Other (please say where)	29.7

M11 How much money of your own do you have most weeks to spend as you like? N=7,419

PLEASE TICK ONE BOX ONLY

Nothing	6.8
Less than £5 a week	10.9
£5 or more, but less than £10 a week	22.7
£10 or more, but less than £20 a week	29.4
£20 or more, but less than £30 a week	15.7
£30 or more a week	14.6

M12 What kind of things do you spend your money on? N=7,450

PLEASE TICK ALL THAT APPLY

Clothes	69.1	Gaming software	32.4
Music e.g. iTunes, MP3, downloads	30.6	Alcohol	10.7
Fast food takeaways	34.0	Drugs	2.2
Tobacco	4.8	Paying bills e.g. gas, electricity	0.9
Mobile phone top-ups	36.0	I don't spend any money	3.8
Magazines	26.4	Other (please say what)	13.1

M13 Have you had any school lessons about money and savings? N=7,200

PLEASE TICK ONE BOX ONLY

Yes	38.1	No	61.9
-----	------	----	------

SECTION N - YOUR FUTURE

N1 Which one of these do you think you are most likely to be doing when you leave school? N=6,658

PLEASE TICK ONE BOX ONLY

University	51.3
Apprenticeship/trade	6.0
Working	16.1
Take a gap year	2.4
Further Education College	11.3
Youth Training/Skill Seekers	0.8
Unemployed	0.6
Don't know	9.9
Other (Please say what)	1.6

N2 Have you done any of the following through school? N=7,158

PLEASE TICK ALL THAT APPLY

Work placement	15.1
Careers guidance	14.2
Employer visits	4.2
CV (Curriculum Vitae) preparation	8.0
Job search	9.0
Something else related to getting a job/working	10.0
None of these	61.6

N3 In the last year, how many times did you dog, skip or skive school? N=7,402

PLEASE TICK ONE BOX ONLY

Not at all	66.6
Once	9.2
Twice	6.9
3 times	4.4
4 times	2.5
5 times	2.0
Between 6 and 10 times	2.8
More than 10 times	5.6

N4 What is your full postcode?

For example, if your postcode was G27 2LD you would enter:

G	2	7		2	L	D
---	---	---	--	---	---	---

PLEASE WRITE IN THE BOXES

--	--	--	--	--	--	--

THANK YOU FOR TAKING PART IN THIS SURVEY

Please place the completed questionnaire in the envelope provided ready for collection.
Please hand it in to your supervisor when you have completed it.