
Glasgow City Schools Health and Wellbeing Survey 2010

*North West Sector 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	10
2.9 Internet Access	11
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	38
Summary of Key Indicators	38
6.1 Bullying	38
6.2 Offensive Behaviour	38
6.3 Antisocial Behaviour	39
6.4 Truancy	40
6.5 Activities	41
6.6 The Future	42

7	Services for Young People	44
	Summary of Key Indicators	44
	7.1 Youth Clubs	44
	7.2 Health Services	44
	7.3 Glasgow Young Scot Card	45
	7.4 Culture and Leisure Services	46
8	Comparisons with Glasgow City	49
	8.1 Indicators Showing Less Favourable Findings	49
	8.2 Indicators Showing More Favourable Findings	49
	8.3 Other Significant Differences	49
9	Trends	50
	9.1 Introduction	50
	9.2 Pupil Profile Trends	51
	9.3 Trends for Physical Activity and Diet	51
	9.4 Trends for Smoking, Alcohol and Drugs	52
	9.5 Trends for Health, Feelings and Worries	53
	9.6 Trends for Behaviours	54
	9.7 Trends for Services for Young People	54
10	Conclusion	56
	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 NHSGGC 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 them 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 Glasgow City CHP North West Sector (NW Sector) area from 2,322 pupils in nine secondary schools. The response rates for individual year groups are shown below.

Table 1.2: Survey Responses by Year Group – NW Sector

Year Group	50% Sample	Actual Responses	Response Rate
S1	682	597	87%
S2	661	552	83%
S3	697	595	85%
S4	666	578	87%
TOTAL	2,706	2,322	86%

Analysis

- 1.3.2 Analysis was conducted in three stages:

- 1 Compute basic frequencies for each question in the questionnaire.
- 2 Establish whether there were significant differences between findings for NW Sector and Glasgow City as a whole (using the **99% confidence level**; $p \leq 0.01$).
- 3 Establish whether there were significant differences between groups for four key independent variables (using the **99% confidence level**; $p \leq 0.01$).

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

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.

Table 1.3: Key Independent Variables Used For Analysis

Key Variables	Description	Numbers and (%):
Gender	Males compared to females	Males: 1,105 (48%) Females: 1,217 (52%) Total: 2,322 (100%)
Stage	Lower school (S1-S2) compared to Upper School (S3-S4)	Lower school: 1,149 (49%) Upper school: 1,173 (51%) Total: 2,322 (100%)
Deprivation	Six most deprived schools and six least deprived schools in Glasgow City, with free school meal entitlement used as a proxy measure of deprivation. NW Sector had 1 of the most deprived schools and 2 of the least deprived schools.	Least deprived: 340 (62%) Most deprived: 207 (38%) Total: 547 (100%)
Ethnicity	Responses to the ethnicity question, aggregated into five categories (see below).	White British: 1,817 (80%) Other White: 89 (4%) Black: 59 (3%) Asian: 192 (8%) Other: 103 (5%) Total: 2,260 (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 together with any significant differences to Glasgow City as a whole. Each of these chapters reports findings following these conventions:

- Firstly, a description of basic frequencies.
- Secondly, reporting any significant ($p \leq 0.01$) differences between the NW Sector and Glasgow City as a whole.

- Thirdly, reporting *only* those key variables (identified in above) which exhibit statistical significance ($p \leq 0.01$).

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

	NW Sector		Glasgow City (if significant difference)	
Indicator	%	N	%	N
% of pupils who care for a family member with an illness/disability or drug or alcohol problem	17%	523	n/a	
% of pupils who have access to the internet at home	95%	2,088	n/a	
% of pupils who have savings	78%	1,640	n/a	

2.1 Age and Gender

2.1.1 Forty eight percent of respondents (1,105 pupils) were boys and 52% (1,217 pupils) were girls. Fifty five percent (1,183 pupils) were aged 13 or under. Most pupils (95%, 2,188 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 – NW Sector

Age:	Boys	Girls	All
11	6.2%	4.7%	5.4%
12	26.0%	26.3%	26.2%
13	23.7%	24.1%	23.9%
14	24.7%	25.4%	25.1%
15	19.1%	19.1%	19.1%
16	0.4%	0.3%	0.3%
TOTAL	47.6%	52.4%	100.0%

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 – NW Sector

Year Group	% of pupils
S1	25.7%
S2	23.8%
S3	25.6%
S4	24.9%
TOTAL	100%

2.3 Ethnicity

2.3.1 Four in five (80%, 1,817 pupils) pupils described themselves as White British. The breakdown of pupils by ethnic group is shown below.

Table 2.3: Ethnicity of Pupils – NW Sector

Ethnic Group	% of pupils
White British	80.4%
Other White	3.9%
Mixed	3.4%
Black	2.6%
Asian	8.5%
Chinese	1.0%
Other	0.2%
TOTAL	100%

2.4 Sexual Orientation

- 2.4.1 Just under nine in ten (87%, 1,846 pupils) pupils said they were only attracted to the opposite sex. Four percent (95 pupils) said they were not attracted to either sex.

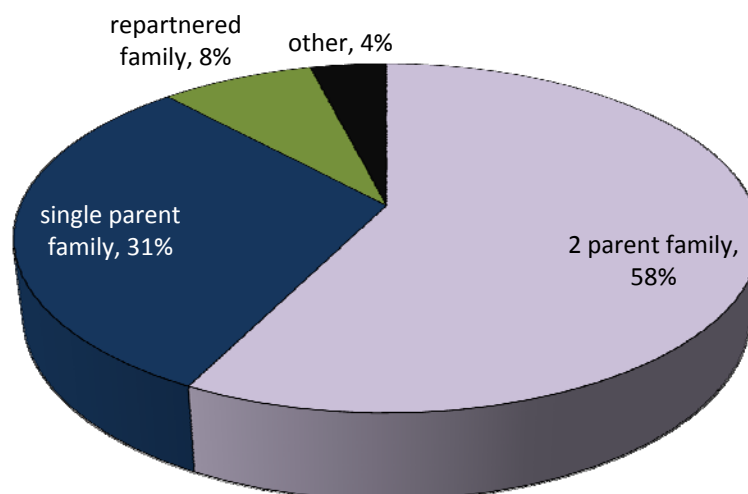
Table 2.4: Sexual Orientation of Pupils – NW Sector

Sexual Orientation Response	% of pupils
I am only attracted to the opposite sex	87%
I am mostly attracted to the opposite sex	5%
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	4%
TOTAL	100%

Stage: Lower school pupils were more likely than upper school pupils to say they were not attracted to either sex (7%, 77 lower school; 2% 18 upper school).

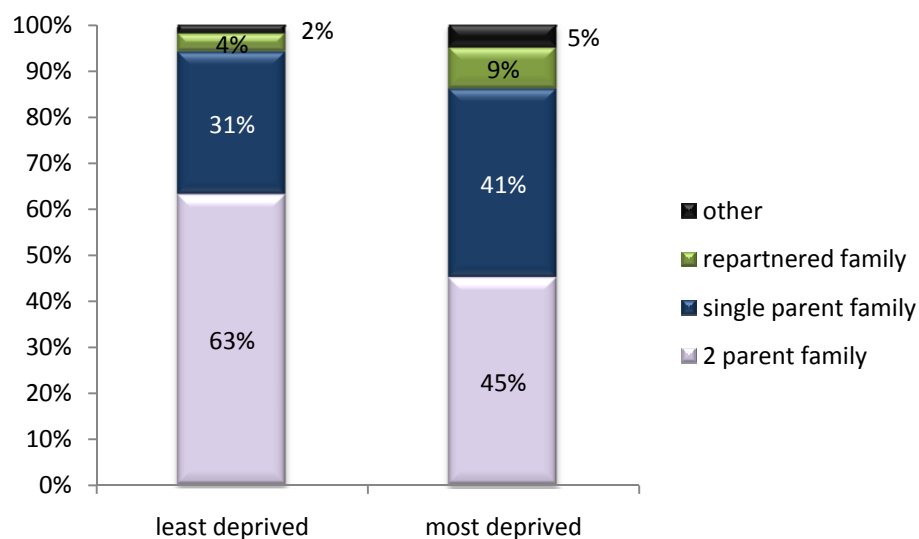
2.5 Family Composition

- 2.5.1 Three in five (58%, 1,318 pupils) pupils lived with both their parents. Three in ten (31%, 706 pupils) lived in single parent families. The breakdown of all family types is shown in Figure 2.1.

Figure 2.1: Family Composition – NW Sector

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 (63%, 210 least deprived; 45%, 90 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 – NW Sector

Ethnicity: Those from an Asian background were the most likely to live with both their parents, and those from a Black background were the least likely (79%, 149 Asian; 61%, 62 'other'; 56%, 1,005 White British; 53%, 47 'other White'; 43%, 25 Black).

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% (1,435 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%, 1,251) said that she had a paid job.

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

Employment Status	Father/Mother's Partner	Mother/Father's Partner
Paid job	85%	67%
Sick, retired or student	4%	5%
Looking for a job	7%	10%
Takes care of others, or is in the home	3%	18%
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 (91%, 238 least deprived; 79%, 103 most deprived) or that their mother/father's partner had a paid job (76%, 210 least deprived; 59%, 92 most deprived).

Ethnicity: Those from a White British background were the most likely to say their mother/father's partner had a paid job and those from an Asian background were the least likely (72%, 1,066 White British; 66%, 49 'other White'; 65%, 55 'other'; 53%, 20 Black; 27%, 42 Asian).

2.7 Free School Meal Entitlement

- 2.7.1 Just over one in four (27%, 616 pupils) pupils said that they received free school meals or vouchers for free school meals, although 15% (350 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 (30%, 341 lower school; 24%, 275 upper school).

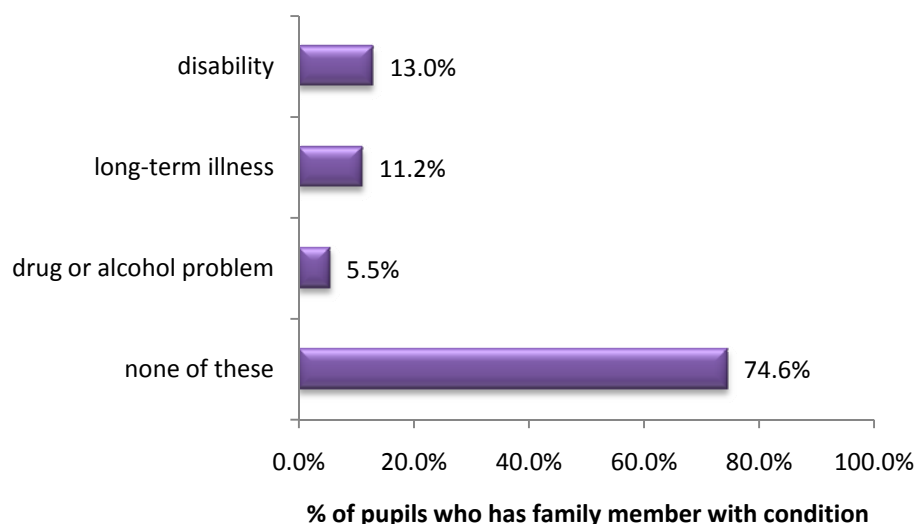
Deprivation: (The deprivation variable was based on free school meal entitlement). Twenty seven percent (55 pupils) of those in the most deprived schools compared to 12% (41 pupils) of those in the least deprived schools said they received free school meals/vouchers. Additionally, 31% (61 pupils) of those in the most deprived schools said they did not know if they received free school meals compared to 14% (48 pupils) in the least deprived schools.

Ethnicity: Those from a Black background were more likely than others to say they received free school meals (54%, 32 Black; 35%, 68 Asian; 32%, 33 'other'; 26%, 23 'other White'; 24%, 435 White British).

2.8 Family Health Problems and Caring Responsibilities

- 2.8.1 A quarter of pupils (25%, 523 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 – NW Sector



Deprivation: Those in the most deprived schools were more likely than those in the least deprived schools to have a household family member with a disability (16%, 30 most deprived; 7%, 20 least deprived), a long term illness (15%, 27 most deprived; 7%, 21 least deprived) or a drug/alcohol problem (11%, 20 most deprived; 6%, 18 least deprived). Overall, 36% (65 pupils) of those in the most deprived schools compared to 17% (49 pupils) of those in the least deprived schools had a household family member with at least one of these conditions.

- 2.8.2 Among those who had a household family member with at least one of these conditions, nearly two thirds (64%, 348) 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.
- 2.8.3 Among carers, 38% (126 pupils) said that they looked after their family member every day, 28% (95 pupils) said that they did so a couple of times a week and 34% (114 pupils) said that they did so once in a while.
- 2.8.4 Among those who looked after/cared for a household family member, 75% (255 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 (55%, 187 pupils);
 - I've learned lots of new skills because of caring (32%, 111 pupils);
 - Sometimes unable to do homework (22%, 75 pupils);
 - Makes me tired (22%, 74 pupils); and
 - Helps me organise my time (17%, 60 pupils).

2.9 Internet Access

2.9.1 Most pupils (95%, 2,088 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%, 1,091 upper school; 94%, 997 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 (98%, 299 least deprived; 93%, 185 most deprived).

2.10 Money

2.10.1 Seventy eight percent of pupils (1,640 pupils) said that they had savings.

Stage: Lower school pupils were more likely than upper school pupils to say they had savings (82%, 821 lower school; 74%, 819 upper school).

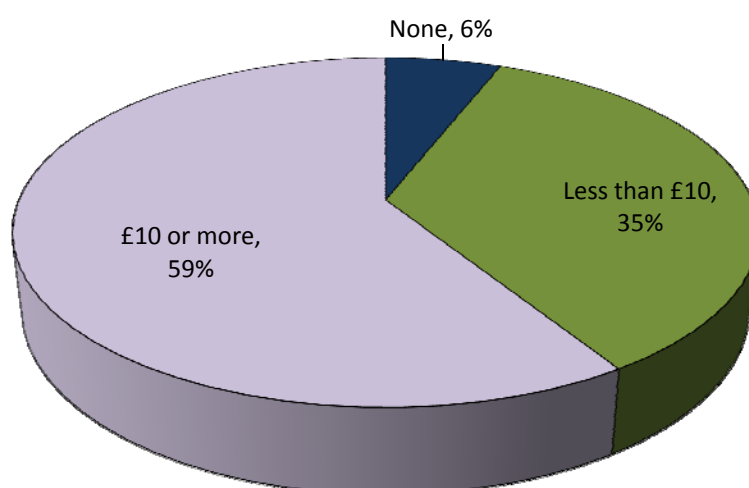
Deprivation: Those in the least deprived schools were more likely than those in the most deprived schools to have savings (85%, 246 least deprived; 68%, 128 most deprived).

2.10.2 Fifty six percent (1,140 pupils) of those with savings said that they saved money in a bank or building society and 3% (69 pupils) said that they saved money in a school credit union/saving scheme. Thirty percent (620) of 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 (70%, 199 least deprived; 36%, 65 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 (59%, 1,225 pupils) said that had £10 or more to spend per week.

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



Stage: Upper school pupils were more likely than lower school pupils to have £10 or more to spend per week (66%, 718 upper school; 52%, 507 lower school).

Deprivation: Those in the most deprived schools were more likely than those in the least deprived schools to have £10 or more to spend per week (64%, 117 most deprived; 48% 141 least deprived).

Ethnicity: Those from a White British background were more likely than others to have £10 or more to spend per week (63%, 1,016 White British; 55%, 26 Black; 46%, 43 'other'; 45%, 80 Asian; 40%, 32 'other White').

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

- Clothes (72%, 1,501 pupils);
- Mobile phone top-ups (35%, 736 pupils);
- Fast food takeaways (33%, 697 pupils);
- Music e.g. iTunes, MP3 downloads (33%, 693 pupils);
- Gaming software (30%, 638 pupils); and
- Magazines (27%, 571 pupils).

Gender: Girls were more likely than boys to spend money on clothes (81%, 900 girls; 61%, 601 boys) and magazines (40%, 448 girls; 13%, 123 boys). Boys were more likely than girls to spend money on gaming software (57%, 561 boys; 7%, 77 girls).

Stage: Upper school pupils were more likely than lower school pupils to spend money on clothes (76%, 840 upper school; 66%, 661 lower school) and fast food takeaways (41%, 450 upper school; 25%, 247 lower school). Lower school pupils were more likely than upper school pupils to spend money on music (36%, 360 lower school; 30%, 333 upper school) and gaming software (34%, 334 lower school; 28%, 304 upper school).

Deprivation: Those in the most deprived schools were more likely than those in the least deprived schools to spend money on mobile phone top-ups (45%, 84 most deprived; 25%, 74 least deprived). Those in the least deprived schools were more likely than those in the most deprived schools to spend money on music (46%, 134 least deprived; 25%, 46 most deprived).

Ethnicity: Those from a White British background were more likely than others to spend money on clothes (74%, 1,215 White British; 65%, 60 'other'; 65%, 31 Black; 61%, 48 'other White'; 61%, 109 Asian).

2.10.5 Just over a third (36%, 725 pupils) of pupils said that they had received lessons at school about money and savings.

Deprivation: Those in the most deprived schools were more likely than those in the least deprived schools to say they had received lessons on money and savings (58%, 102 most deprived; 25%, 71 least deprived).

3 Physical Activity, Diet and Sleep

Summary of Key Indicators

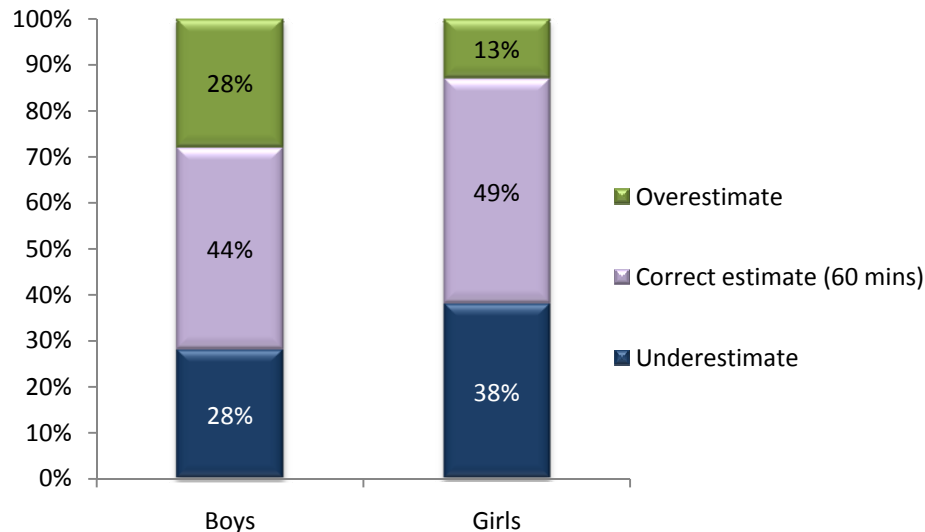
Indicator	NW Sector		Glasgow City (if significant difference)	
	%	N	%	N
% of pupils that met the physical activity target of taking 60 minutes or more of moderate physical activity on five or more days per week	35%	753	n/a	
% of pupils that walk/cycle to school	40%	1,877	48%	3,776
% of pupils that ate five or more portions of fruit or vegetables in a day	39%	864	35%	2,747
% of pupils that have eight or more hours of sleep per night	68%	1,352	n/a	

3.1 Physical Activity

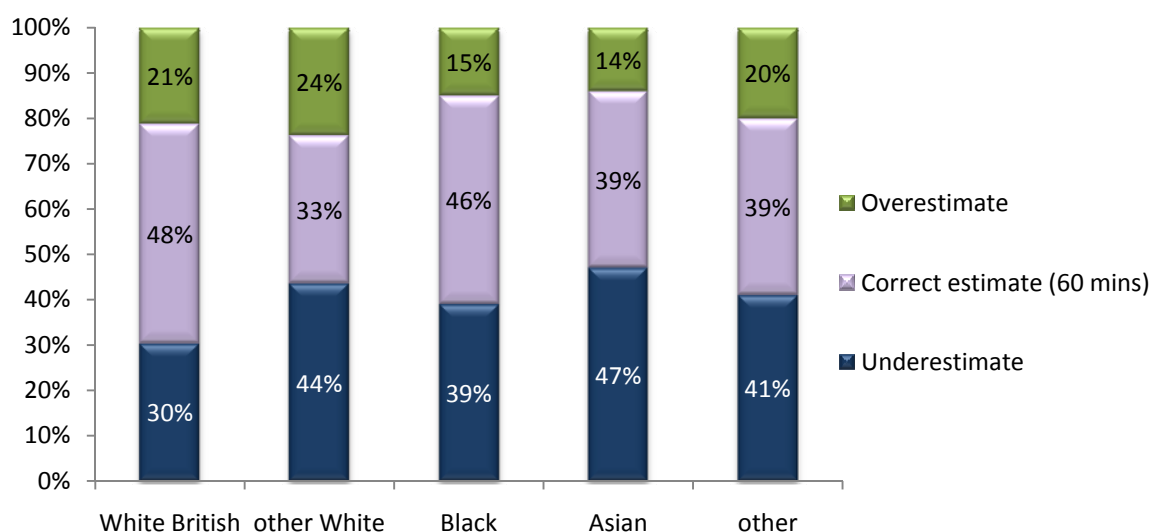
- 3.1.1 Pupils were asked how many minutes of physical exercise per day they thought young people should do to stay healthy. Just under half (47%, 1,068 pupils) correctly identified the recommended target of 60 minutes; a third (33%, 759 pupils) underestimated the target and one in five (20%, 467 pupils) overestimated the target.

Gender: Girls were more likely than boys to underestimate the target (38%, 453 girls; 28%, 306 boys), while boys were more likely than girls to overestimate the target (28%, 307 boys; 13%, 160 girls).

Figure 3.1: Awareness of Physical Activity Target by Gender – NW Sector

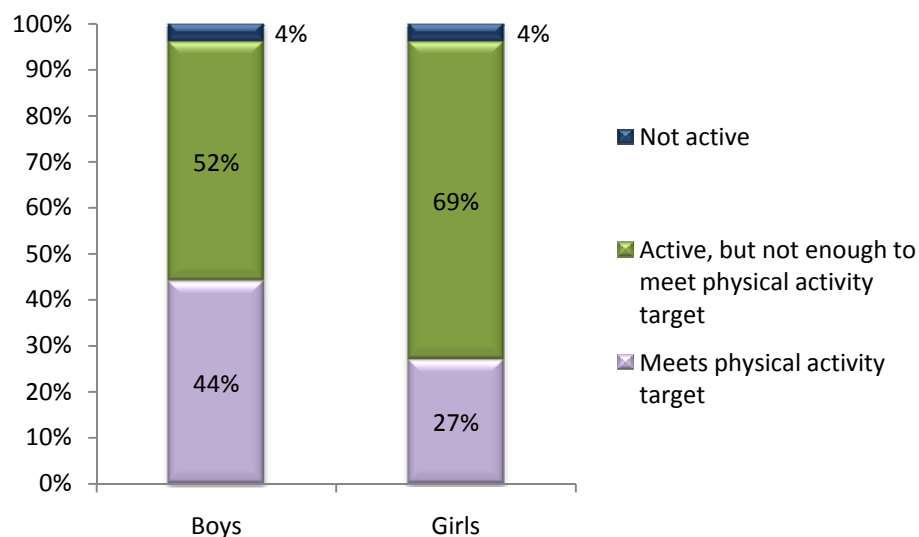


Ethnicity: As Figure 3.2 shows, pupils from an Asian background were the most likely to underestimate the physical activity target and those from a White British background were the least likely (47%, 90 Asian; 44%, 39 'other White'; 41%, 42 'other'; 39%, 23 Black; 30%, 545 White British).

Figure 3.2: Awareness of Physical Activity Target by Ethnicity – NW Sector

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 35% of pupils (753 pupils) met the target of taking 60 minutes or more of moderate physical activity on five or more days per week. Three in five (61%, 1,298 pupils) were active, but not enough to meet the target. A further 4% (89 pupils) were not active at all.

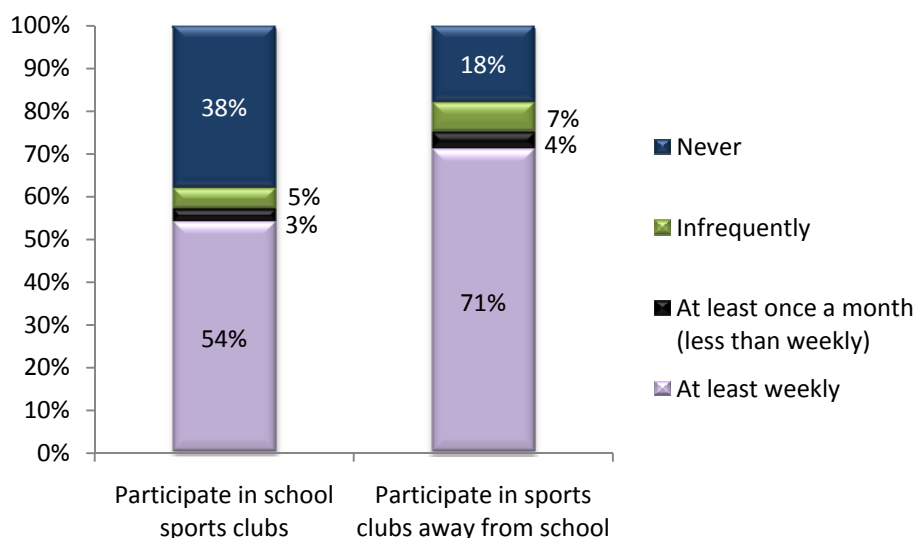
Gender: Boys were more likely than girls to meet the target for physical activity (44%, 439 boys; 27%, 314 girls).

Figure 3.3: Physical Activity Levels by Gender - NW Sector

Ethnicity: Pupils from an Asian background were less likely than others to meet the target for physical activity (24%, 42 Asian; 28%, 28 'other'; 33%, 28 'other White'; 36%, 18 Black; 37%, 619 White British).

3.1.3 Three in five (62%, 1,325 pupils) pupils participated in sports clubs at school and four in five (82%, 1,791 pupils) participated in sports clubs away from school in their own time. Responses are shown in Figure 3.4 below.

Figure 3.4: Participation in Sports Clubs at School and Away from School – NW Sector



Gender: Boys were more likely than girls to participate weekly at sports clubs at school (62%, 635 boys; 48%, 534 girls) and out of school (77%, 801 boys; 66%, 754 girls).

Stage: Lower school pupils were more likely than upper school pupils to participate weekly at sports clubs at school (61%, 645 lower school; 48%, 524 upper school) and out of school (78%, 839 lower school; 65%, 716 upper school).

3.1.4 Those who said they never participated in sports clubs at school were asked why they did not participate. Of the 563 pupils who responded, the most common reasons were:

- Do not like them/not interested (47%, 264 pupils);
- Prefer to do other things/too busy (38%, 214 pupils);
- Live too far away/need to get school bus/can't stay after school (6%, 31 pupils);
- Not aware of clubs/don't know how to join (4%, 22 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, 91% (2,064 pupils) had participated in at least one of the sports in school; 91% (2,070 pupils) had participated in at least one out of school; 63% (1,351 pupils) had participated in at least one as a club member. In total, 98% (2,251 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 (61%, 1,378 pupils), basketball (54%, 1,237 pupils) and football (49%,

1,112 pupils). The least common sports in school were squash (1%, 19 pupils) and boxing (2%, 42 pupils).

3.1.7 The most common sports in which pupils had participated out of school were swimming (59%, 1,335 pupils) and football (43%, 984 pupils). The least popular sports out of school were squash (2%, 42 pupils) and judo (5%, 109 pupils).

3.1.8 The most common sports in which pupils had participated as a club member were football (25%, 534 pupils) and dance (19%, 411 pupils). The least popular sports as club members were squash (1%, 15 pupils) and hockey (3%, 60 pupils).

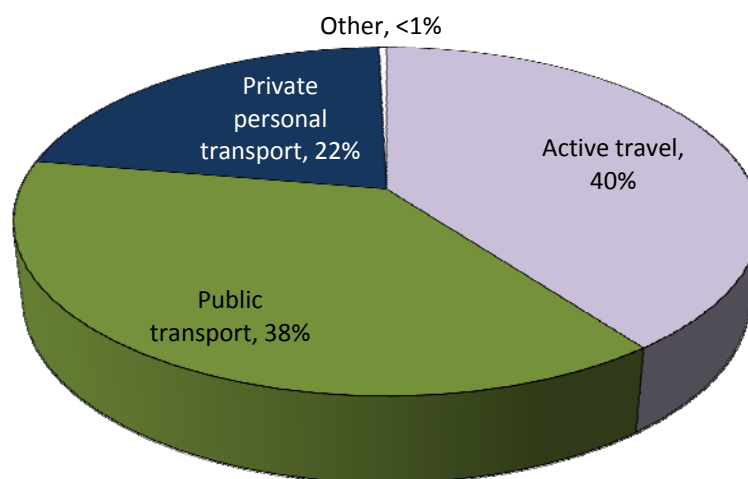
Gender: Boys were more likely than girls to participate in any sport as a club member (66%, 667 boys; 60%, 684 girls).

Stage: Lower school pupils were more likely than upper school pupils to participate in any sport out of school (93%, 1,041 lower school; 89%, 1,029 upper school) or as a club member (69%, 730 lower school; 57%, 621 upper school).

Ethnicity: Pupils from an Asian background were less likely than others to participate in any sport out of school (81%, 151 Asian; 87%, 77 'other White'; 88%, 91 'other'; 89%, 51 Black; 92%, 1,644 White British) or as a club member (48%, 84 Asian; 61%, 52 'other White'; 64%, 1,083 White British; 65%, 62 'other'; 76%, 41 Black).

3.1.9 Pupils were asked how they usually travel to school. Responses are shown in Figure 3.5. Two in five (40%, 877 pupils) used active travel methods (walking/cycling/skating), 38% (834 pupils) used public transport and 22% (491 pupils) used private personal transport.

Figure 3.5: Means of Travel to School – NW Sector

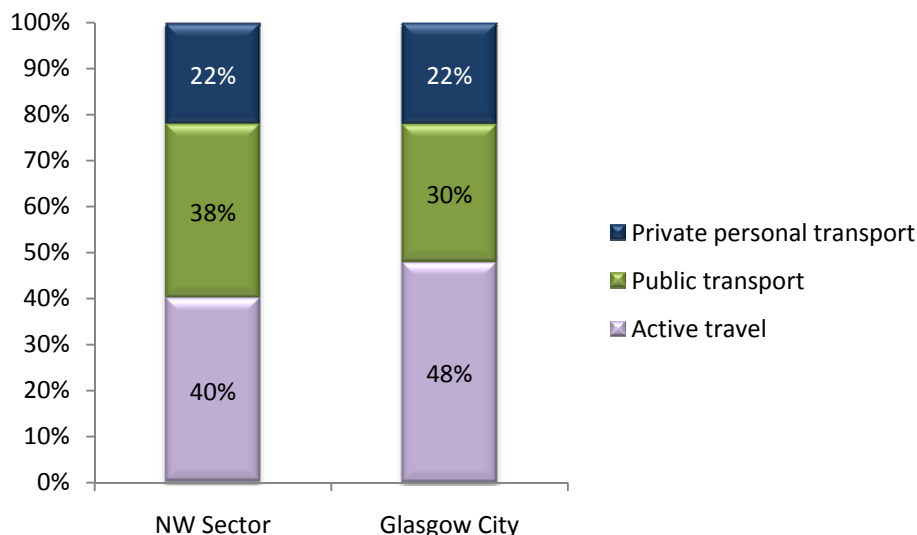


Note: Active travel: walking, cycling, skating
 Public transport: bus, train, taxi, underground and mixed public transport methods
 Private personal transport: car
 Other: mixed methods

Comparison with Glasgow City

3.1.10 Compared to those in Glasgow City as a whole, pupils in the NW Sector were more likely to use public transport to travel to school (38%, 834 NW Sector; 30%, 2,388 Glasgow City) and less likely to use active travel methods (40%, 1877 NW Sector; 48%, 3,776 Glasgow City). This is shown in Figure 3.6.

Figure 3.6: Means of Travel to School – NW Sector and Glasgow City



Deprivation: Those in the most deprived schools were more likely than those in the least deprived schools to use active travel methods (66%, 131 most deprived; 50%, 163 least deprived). Those in the least deprived schools were more likely than those in the most deprived schools to use public transport (32%, 106 least deprived; 18%, 36 most deprived).

3.1.11 Just under three in four pupils (73%, 1,676 pupils) said that they owned a bicycle.

Gender: Boys were more likely than girls to own a bicycle (77%, 837 boys; 70%, 839 girls).

Stage: Lower school pupils were more likely than upper school pupils to own a bicycle (79%, 892 lower school; 67%, 784 upper school).

Deprivation: Those in the least deprived schools were more likely than those in the most deprived school to own a bicycle (80%, 267 least deprived; 67%, 135 most deprived).

Ethnicity: Those from a White British background were more likely than others to own a bicycle (78%, 1,391 White British; 65%, 58 'other White'; 63%, 55 'other'; 49%, 28 Black; 47%, 90 Asian).

3.2 Diet

3.2.1 Three in four (75%, 1,734 pupils) pupils said that they had eaten breakfast on the morning of the survey.

Gender: Boys were more likely than girls to have eaten breakfast (81%, 893 boys; 69%, 841 girls).

Stage: Lower school pupils were more likely than upper school pupils to have eaten breakfast (80%, 921 lower school; 69%, 813 upper school).

3.2.2 Of those who had eaten breakfast, most (92%, 1,571 pupils) had eaten breakfast at home, while 4% (66 pupils) had done so in the street, 2% (39 pupils) had eaten in the school fuel zone and 2% (34 pupils) had eaten breakfast somewhere else.

3.2.3 More than nine in ten (93%, 2,142 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 (95%, 1,050 boys; 90%, 1,092 girls).

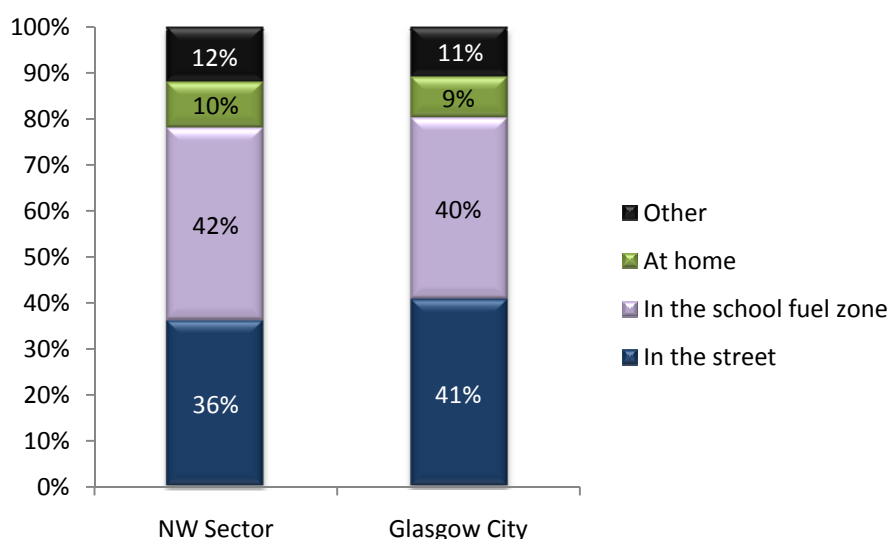
Stage: Lower school pupils were more likely than upper school pupils to have eaten lunch on the previous day (94%, 1,079 lower school; 91%, 1,063 upper school).

3.2.4 Of those who had eaten lunch on the previous day, the most common places were in the school fuel zone (42%, 892 pupils) and in the street (36%, 750 pupils).

Comparison with Glasgow City

3.2.5 As Figure 3.7 shows, pupils in the NW Sector were less likely than those in Glasgow City as a whole to eat their lunch in the street (36%, 750 NW Sector; 41%, 3,106 Glasgow City).

Figure 3.7: Where ate Lunch on Previous Day: NW Sector and Glasgow City



Gender: Girls were more likely than boys to have eaten lunch in the school fuel zone (50%, 539 girls; 34%, 343 boys). Boys were more likely than girls to have eaten lunch in the street (44%, 455 boys; 27%, 295 girls).

Stage: Lower school pupils were more likely than upper school pupils to have eaten lunch in the school fuel zone (55%, 584 lower school; 29%, 308 upper school).

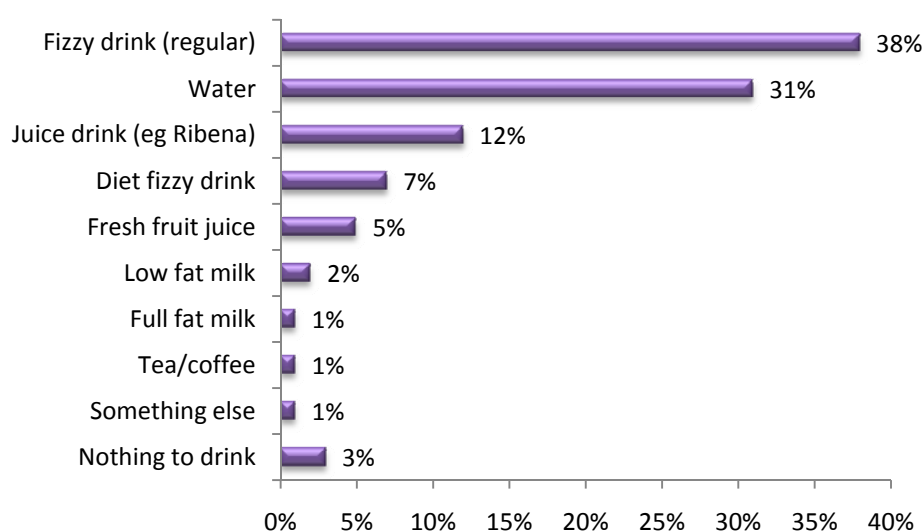
Upper school pupils were more likely than lower school pupils to have eaten in the street (47%, 496 upper school; 24%, 254 lower school).

Deprivation: Those in the least deprived schools were more likely than those in the most deprived schools to have eaten lunch in the street (47%, 147 least deprived; 28%, 51 most deprived).

Ethnicity: Those from Black and Asian backgrounds were less likely than others to have eaten lunch in the street (16%, 9 Black; 18%, 31 Asian; 31%, 29 'other'; 35%, 27 'other White'; 39%, 638 White British).

3.2.6 Figure 3.8 shows the type of drink usually consumed at lunch time by pupils. The most common was a regular fizzy drink (38%, 806 pupils).

Figure 3.8: Drinks Usually Consumed at Lunch Time – NW Sector



Gender: Boys were more likely than girls to have regular fizzy drinks at lunch time (48%, 486 boys; 29%, 320 girls). Girls were more likely than boys to drink water (37%, 411 girls; 23%, 235 boys).

Stage: Upper school pupils were more likely than lower school pupils to have regular fizzy drinks at lunch time (44%, 469 upper school; 33%, 337 lower school). Lower school pupils were more likely than upper school pupils to drink water (35%, 360 lower school; 27%, 286 upper 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 (54%, 105 most deprived; 26%, 79 least deprived).

Ethnicity: Pupils from a White British background were the most likely to drink regular fizzy drinks at lunch time (41%, 678 White British; 35%, 29 'other White'; 28%, 26 'other'; 24%, 42 Asian; 22%, 11 Black), and the least likely to drink water (27%, 442 White British; 40%, 33 'other White'; 43%, 22 Black; 48%, 44 'other'; 50%, 88 Asian).

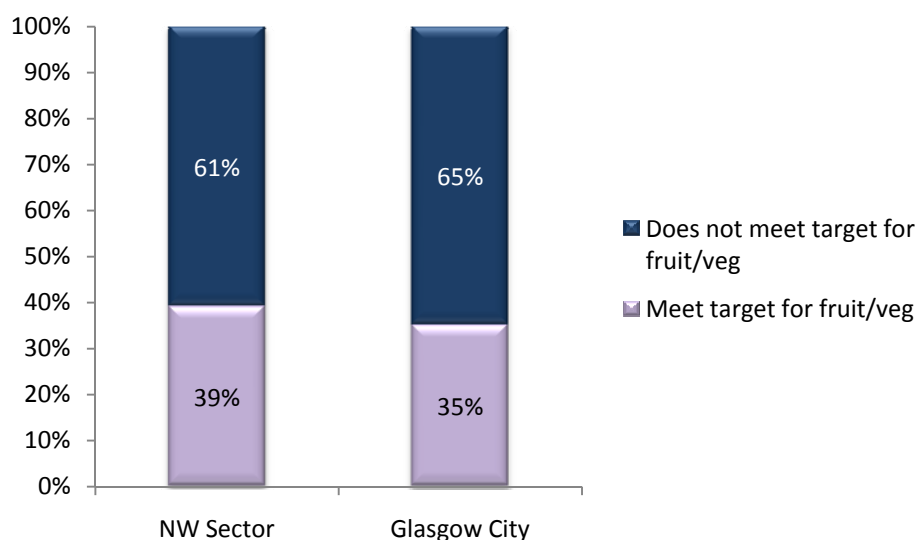
3.2.7 Pupils were asked how many portions of fruit and how many portions of vegetables they ate on the previous day. One in nine (11%, 250 pupils) did not eat any fruit

or vegetables. Two in five (39%, 864 pupils) met the target of consuming five or more portions of fruit and/or vegetables per day.

Comparison with Glasgow City

- 3.2.8 Pupils in the NW Sector were more likely than those in Glasgow City as a whole to meet the target of consuming five or more portions of fruit/vegetables per day (39%, 864 NW Sector; 35%, 2,747 Glasgow City).

Figure 3.9: Whether Meet Target for Fruit/Vegetable Consumption – NW Sector and Glasgow City



Stage: Lower school pupils were more likely than upper school pupils to meet the target for fruit/vegetable consumption (45%, 481 lower school; 34%, 383 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 (51%, 168 least deprived; 31%, 60 most deprived).

Ethnicity: Those in the White British and Black groups were less likely than others to meet the target for fruit/vegetable consumption (38%, 654 White British; 38%, 21 Black; 45%, 37 'other White'; 47%, 83 Asian; 53%, 52 'other').

3.3 Sleep

- 3.3.1 Two in three (68%, 1,352 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 (78%, 749 lower school; 58%, 603 upper school).

4 Smoking, Alcohol and Drugs

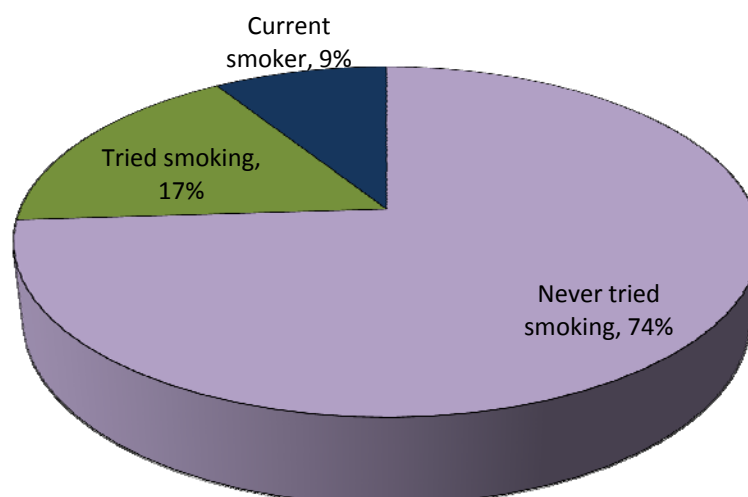
Summary of Key Indicators

	NW Sector		Glasgow City (if significant difference)	
Indicator	%	N	%	N
% of pupils who never smoke	74%	1,580	n/a	
% of pupils who are current smokers	9%	187	n/a	
% of pupils who are exposed to environmental tobacco smoke	72%	1,587	n/a	
% of pupils who never drink alcohol	59%	1,321	n/a	
% of pupils who have ever taken an illegal drug	10%	229	n/a	

4.1 Smoking

4.1.1 Three in four pupils (74%, 1,580 pupils) said they had never tried smoking. One in 11 (9%, 187 pupils) were current smokers.

Figure 4.1: Smoking Status – NW Sector



Stage: Lower school pupils were more likely than upper school pupils to say they had never tried smoking (86%, 892 lower school; 63%, 688 upper school). Upper school pupils were more likely than lower school pupils to be current smokers (14%, 158 upper school; 3%, 29 lower school).

Ethnicity: Those in the 'other White' group were the most likely to be current smokers (13%, 11 'other White'; 10%, 162 White British; 7%, 7 'other'; 6% <5 Black; 2% <5 Asian).

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

- I get them from someone I know (48%, 89 pupils);
- Buy them myself from a shop (44%, 81 pupils);
- Take them from parents/other adults without them knowing (11%, 20 pupils);
- Buy them from someone I know (9%, 17 pupils);

- Buy them myself from a mobile van (6%, 11 pupils);
- Buy them myself from a market stall (<1%, <5 pupils);
- Other (10%, 19 pupils).

4.1.3 Among smokers, 23% (42 pupils) said that they did not buy cigarettes; 60% (111 pupils) bought packs of 10; 31% (57 pupils) bought packs of 20 and 9% (17 pupils) bought single cigarettes (more than one response option was possible).

4.1.4 Of the 184 pupils who smoked and said where they smoked:

- 90% (166 pupils) smoked outside with friends;
- 45% (83 pupils) smoked at school;
- 38% (70 pupils) smoked outside alone;
- 36% (67 pupils) smoked at home; and
- 21% (39 pupils) smoked somewhere else.

4.1.5 Of the 182 pupils who smoked and said who they smoked with:

- 88% (161 pupils) smoked with friends;
- 32% (59 pupils) smoked alone;
- 16% (29 pupils) smoked with brothers/sisters;
- 9% (17 pupils) smoked with a parent/carer;
- 5% (9 pupils) smoked with grandparents; and
- 16% (29 pupils) smoked with someone else.

4.1.6 Current smokers were asked whether they would like to stop smoking. Thirty eight percent (69 pupils) said yes; 18% (33 pupils) said no and 44% (81 pupils) said possibly. Seven in ten (69%, 126 pupils) said they would know where to get assistance.

4.2 Exposure to Environmental Tobacco

4.2.1 Just over half of pupils (53%, 1,175 pupils) said that someone smoked in the place where they live most of the time.

Comparison with Glasgow City

4.2.2 Pupils in the NW Sector were less likely than those in Glasgow City as a whole to say that someone smoked in the place where they live most of the time (53%, 1,175 NW Sector; 57%, 4,501 Glasgow City).

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 (72%, 144 most deprived; 36%, 119 least deprived).

Ethnicity: Those in the White groups were more likely than others to say that someone in their home smoked (56%, 987 White British; 53%, 45 'other White'; 42%, 42 'other'; 34%, 60 Asian; 24%, 13 Black).

4.2.3 Among those who said someone smoked in their home:

- 43% (500) said they smoked outside;
- 29% (341) said they smoked anywhere in the house;
- 23% (270) said they smoked in a particular area of the house;
- 18% (208) said they smoked in one room;

- 9% (110) said they smoked in the car.

4.2.4 All pupils were asked how often they have to breathe in other people's smoke indoors. Seven in ten (72%, 1,587 pupils) said they were exposed to environmental tobacco smoke at least sometimes.

Stage: Upper school pupils were more likely than lower school pupils to be exposed to environmental tobacco smoke (78%, 866 upper school; 67%, 721 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 (85%, 164 most deprived; 70%, 225 least deprived).

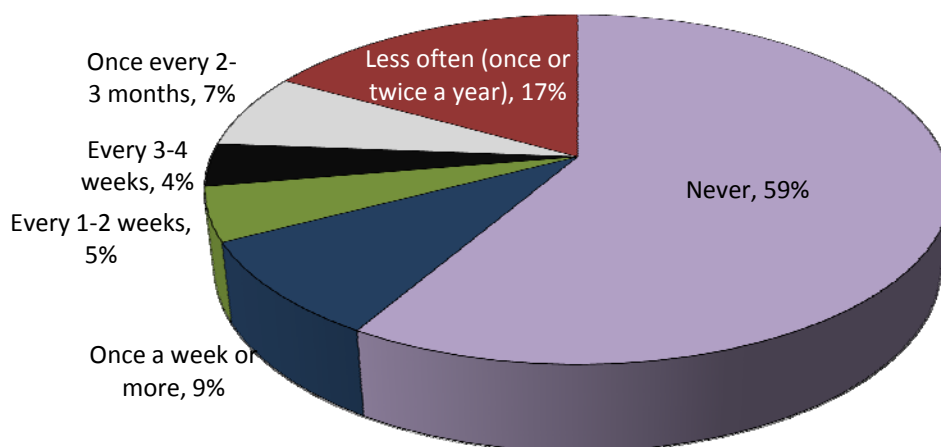
Ethnicity: Those from a Black background were less likely than others to be exposed to environmental tobacco smoke (46%, 23 Black; 60%, 109 Asian; 69%, 57 'other White'; 71%, 70 'other'; 75%, 1,291 White British).

4.2.5 A small proportion (3%, 58 pupils) said they had seen the W-West website.

4.3 Alcohol

4.3.1 Three in five (59%, 1,321 pupils) said that they never drank alcohol. Nine percent (190 pupils) of pupils said that they drank alcohol once a week or more.

Figure 4.2: Frequency Drink Alcohol – NW Sector

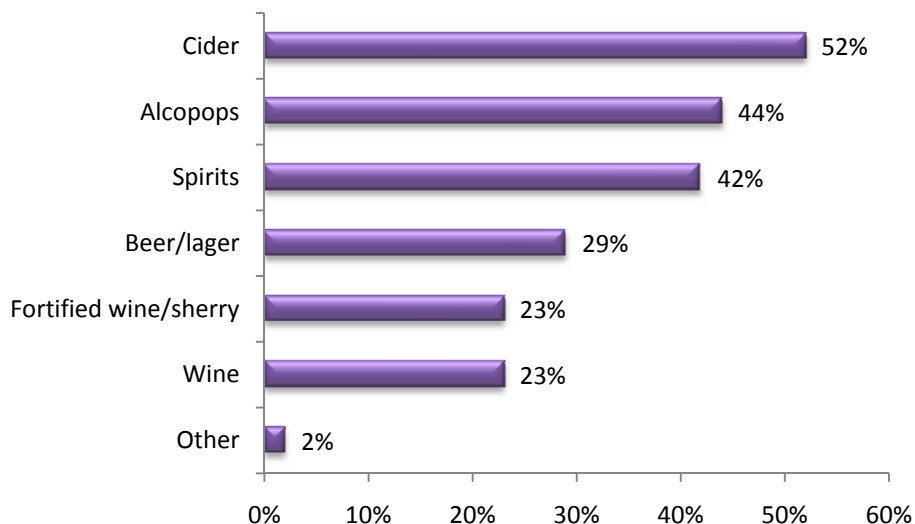


Stage: Lower school pupils were more likely than upper school pupils to say that they never drank alcohol (74%, 810 lower school; 45%, 511 upper school). Upper school pupils were more likely than lower school pupils to drink alcohol at least once a week (13%, 153 upper school; 3%, 37 lower school).

Ethnicity: Asian pupils were the most likely to say they never drank alcohol and 'other White' pupils were the least likely (94%, 169 Asian; 77%, 44 Black; 68%, 68 'other'; 55%, 964 White British; 46%, 39 '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 cider (52%, 459 pupils), alcopops (44%, 392 pupils) and spirits (42%, 374 pupils).

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



Comparison with Glasgow City

- 4.3.3 Among those who drank alcohol, pupils in the NW Sector were more likely than those in Glasgow City as a whole to drink cider (52%, 459 NW Sector; 46%, 1,405 Glasgow City) and wine (23%, 207 NW Sector; 17%, 524 Glasgow City).

Gender: Of those who ever drank alcohol, boys were more likely than girls to drink beer/lager (46%, 182 boys; 16%, 77 girls) and fortified wine (29%, 116 boys; 19%, 92 girls). Girls were more likely than boys to drink alcopops (56%, 277 girls; 29%, 115 boys) and spirits (50%, 246 girls; 32%, 128 boys).

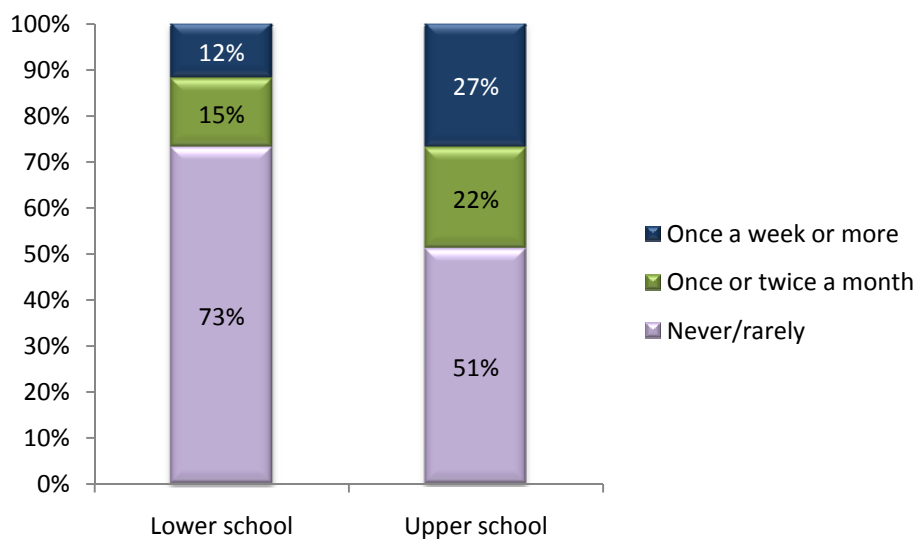
Stage: Of those who ever drank alcohol, upper school pupils were more likely than lower school pupils to drink cider (57%, 350 upper school; 40%, 109 lower school), spirits (52%, 317 upper school; 21%, 57 lower school) and fortified wine (26%, 160 upper school; 18%, 48 lower school).

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 wine (36%, 51 least deprived; 7%, 7 most deprived).

- 4.3.4 Three in five (58%, 484 pupils) of those who ever drank alcohol said that they rarely or never got drunk, while 20% (167 pupils) said they got drunk once or twice a month and 22% (187 pupils) said they got drunk once a week or more.

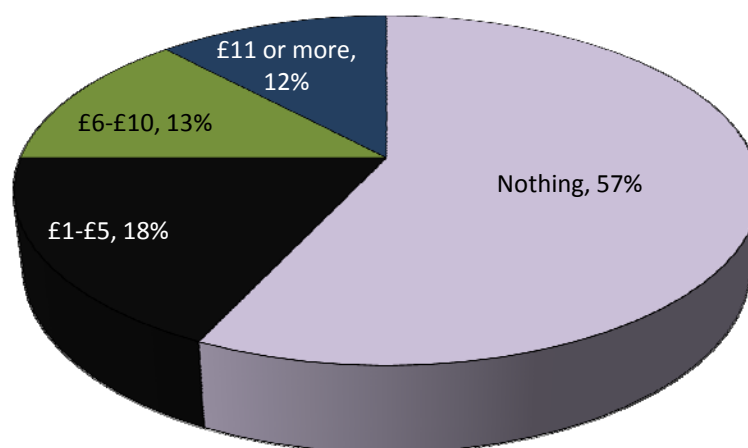
Stage: Among those who ever drank alcohol, lower school pupils were more likely than upper school pupils to say they never got drunk (73%, 182 lower school; 51%, 302 upper school).

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



4.3.5 Those who ever drank alcohol were asked how much they usually spend on alcohol per week. Nearly three in five (57%, 494 pupils) said they spent nothing on alcohol. A quarter (25%, 218 pupils) spent £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) – NW Sector



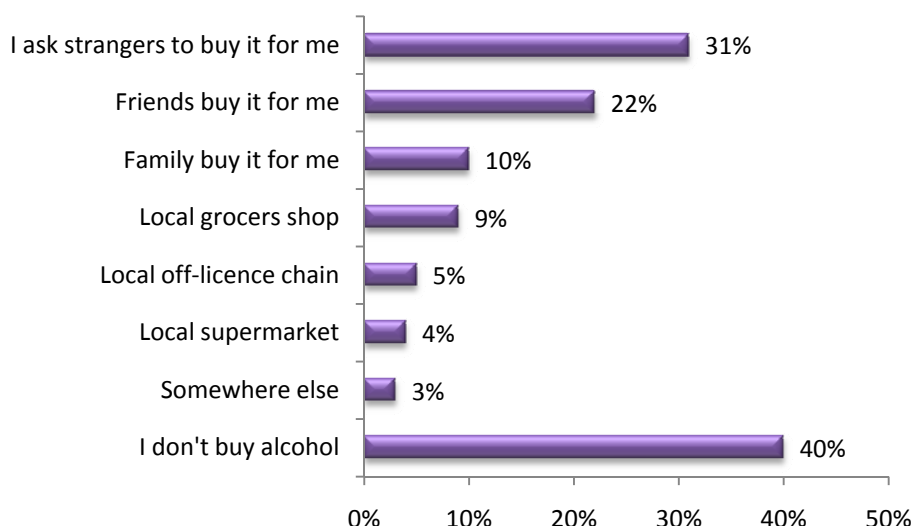
Stage: Among those who ever drank alcohol, lower school pupils were more likely than upper school pupils to say that they spent nothing on alcohol (73%, 197 lower school; 49%, 297 upper school). Upper school pupils were more likely than lower school pupils to spend £6 or more per week on alcohol (31%, 184 upper school; 13%, 34 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 (67%, 94 least deprived; 48%, 48 most deprived). Those in the most deprived schools were more likely than those in the least deprived

schools to spend £6 or more per week on alcohol (36%, 36 most deprived; 16%, 23 least deprived).

- 4.3.6 Pupils who ever drank alcohol were asked where they buy alcohol. Responses are shown in Figure 4.6. Two in five (40%, 347 pupils) said they did not buy alcohol. The most common means of buying alcohol was asking strangers to buy it (31%, 274 pupils).

Figure 4.6: Where Buy Alcohol (of those who ever drank alcohol) – NW Sector



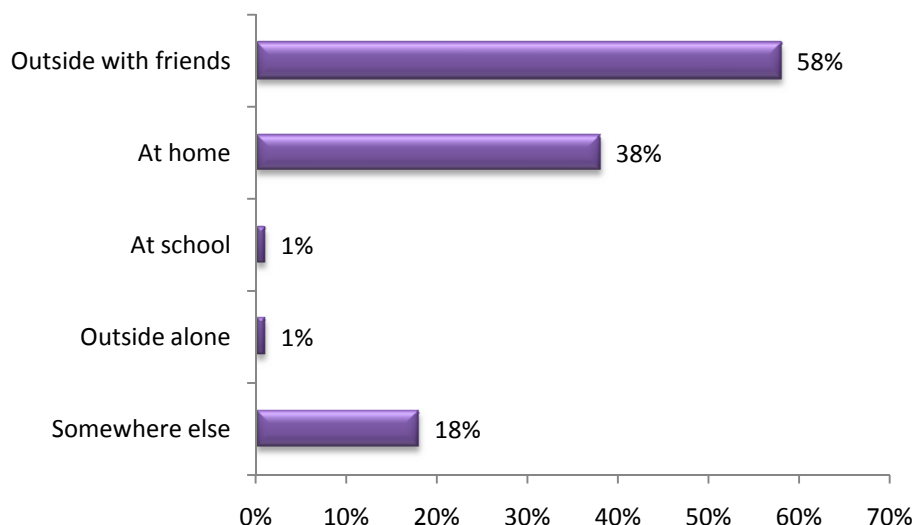
Gender: Among those who drank alcohol, boys were more likely than girls to buy alcohol at a local grocers shop (13%, 49 boys; 6%, 27 girls).

Stage: Among those who ever drank alcohol, lower school pupils were more likely than upper school pupils to say they did not buy alcohol (63%, 168 lower school; 29%, 179 upper school). Upper school pupils were more likely than lower school pupils to say that:

- They ask strangers to buy alcohol for them (37%, 226 upper school; 18%, 48 lower school);
- Friends buy alcohol for them (27%, 166 upper school; 10%, 28 lower school);
- Family buy alcohol for them (12%, 71 upper school; 6%, 16 lower school);
- They buy alcohol from a local off-licence chain (6%, 39 upper school; 1%, <5 lower school); and
- They buy alcohol in a local super market (5%, 29 upper school; 1% <5 lower school).

- 4.3.7 Those who ever drank were asked where they usually drink alcohol. Responses are shown in Figure 4.7. Nearly three in five (58%, 491 pupils) said they drank alcohol outside with friends.

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



Stage: Among those who drank alcohol, lower school pupils were more likely than upper school pupils to drink alcohol at home (49%, 120 lower school; 33%, 198 upper school). Upper school pupils were more likely than lower school pupils to drink alcohol outside with friends (65%, 391 upper school; 40%, 100 lower school).

Deprivation: Among those who drank alcohol, pupils in the most deprived schools were more likely than those in the least deprived schools to drink alcohol outside with friends (64%, 63 most deprived; 44%, 59 least deprived). Those in the least deprived schools were more likely than those in the most deprived schools to drink alcohol 'somewhere else' (26%, 35 least deprived; 11%, 11 most deprived).

4.4 Drugs

- 4.4.1 One in ten pupils (10%, 229 pupils) said that they had ever taken drugs (other than those prescribed or available at a pharmacy).

Gender: Boys were more likely than girls to have ever taken drugs (12%, 129 boys; 8%, 100 girls).

Stage: Upper school pupils were more likely than lower school pupils to have ever taken drugs (17%, 191 upper school; 3%, 38 lower school).

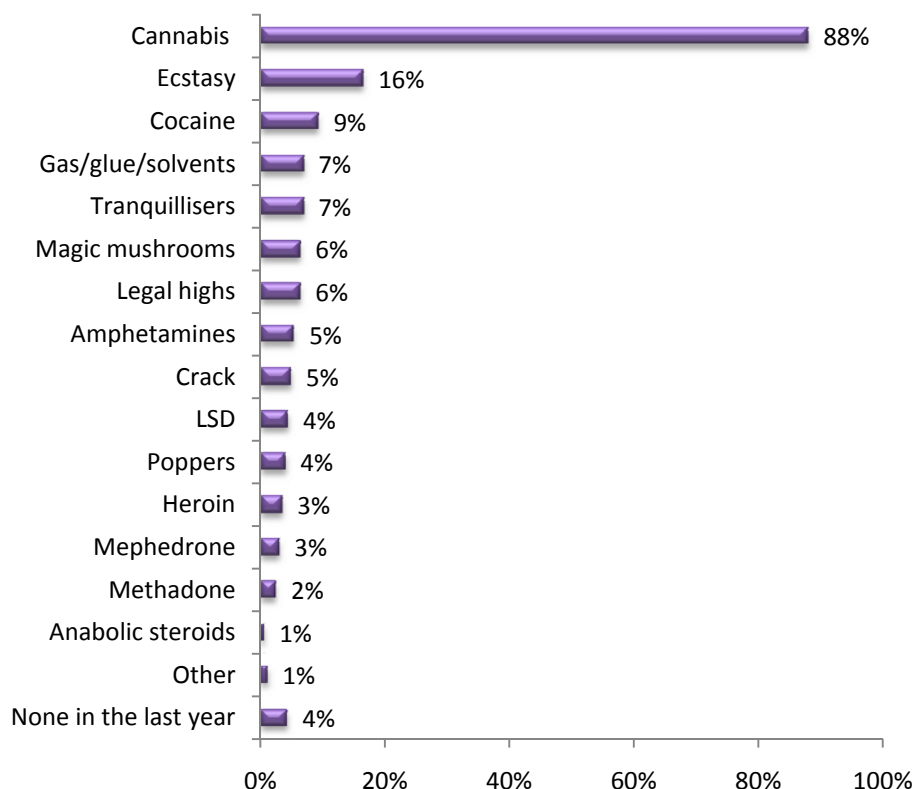
- 4.4.2 Of those who said they had ever used drugs, 54% (117 pupils) said they did so infrequently, 10% (22 pupils) no longer took drugs and 36% (79 pupils) took drugs at least monthly.

Gender: Among those who had ever used drugs, girls were more likely than boys to be infrequent users (65%, 62 girls; 45%, 55 boys). Boys were more likely than girls to use drugs at least monthly (45%, 55 boys; 25%, 24 girls).

- 4.4.3 Those who had ever used drugs were asked where they got their drugs from on the last occasion. The most common sources of drugs were friends (64%, 135 pupils), acquaintances (18%, 38 pupils) and strangers (13%, 27 pupils).
- 4.4.4 Those who had used drugs were also asked where they used them on the last occasion. Responses were:
- Outdoors (40%, 85 pupils);
 - At a friend's house (40%, 84 pupils);
 - At a party (24%, 50 pupils);
 - At home (14%, 29 pupils);
 - At a club/disco/rave (8%, 17 pupils);
 - At school (7%, 15 pupils);
 - Other (2%, <5 pupils).
- 4.4.5 Of those who said they had last used drugs outdoors, the most common places were in a park (48%, 26 pupils) and in a street/alley (30%, 16 pupils).
- 4.4.6 Those who had used drugs were asked whether, on the last occasion, they had used drugs with alcohol. More than a third (36%, 75 pupils) said they had.
- Gender:** Among those who ever used drugs, girls were more likely than boys to have taken alcohol with drugs on the last occasion (46%, 43 girls; 27%, 32 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% (204 pupils) had used at least one of the listed drugs in the last year. This equates to 9% of all pupils. The most commonly used drug was cannabis (88%, 182 pupils) followed by ecstasy (16%, 34 pupils) and cocaine (9%, 19 pupils).

⁴ The list included the bogus drug 'Cyroban' – pupils who indicated that they had used Cyroban (n=6) were excluded from the analysis of all questions relating to drug use.

Figure 4.8: Types of Drugs Taken in Last Year (of those who ever took drugs) – NW Sector



- 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 1,199 pupils who were able to say, 42% (509 pupils) said that it would be easy to get illegal drugs and 58% (690 pupils) said it would be difficult or impossible. Of the 979 pupils who were able to say, 46% (447 pupils) said it would be easy to get legal highs.

Stage: Upper school pupils were more likely than lower school pupils to say that it would be easy to get illegal drugs (58%, 401 upper school; 21%, 108 lower school) and legal highs (53%, 281 upper school; 37%, 166 lower school).

Ethnicity: Asian pupils were less likely than others to say that it would be easy to get illegal drugs (27%, 27 Asian; 36%, 20 'other'; 44%, 15 Black; 44%, 412 White British; 51%, 26 'other White') and legal highs (28%, 23 Asian; 42%, 19 'other'; 47%, 358 White British; 52%, 16 Black; 62%, 23 'other White').

5 Health, Feelings and Worries

Summary of Key Indicators

	NW Sector		Glasgow City (if significant difference)	
Indicator	%	N	%	N
% of pupils with an illness or disability that is likely to go on for a long time	25%	559	n/a	
% of pupils who clean their teeth twice a day or more	83%	1,870	n/a	
% of pupils registered with a dentist	97%	2,074	n/a	

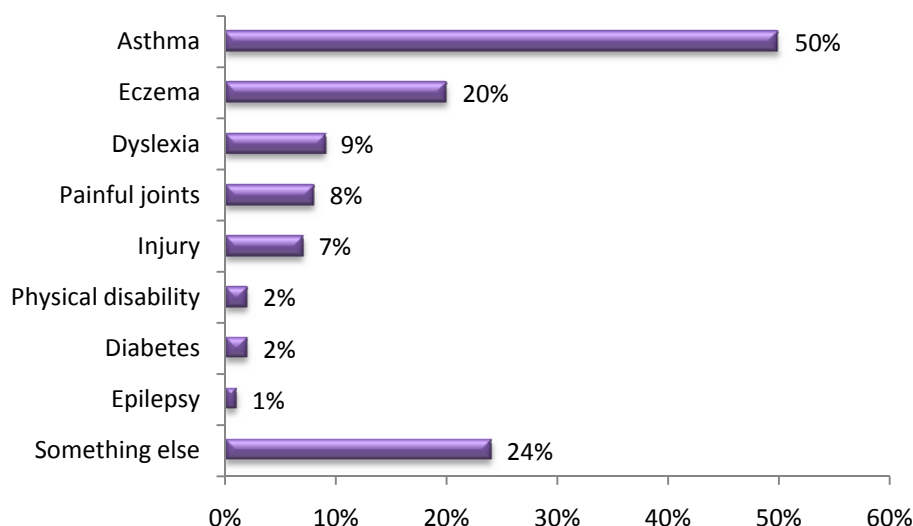
5.1 Illness and Disability

- 5.1.1 One in four pupils (25%, 559 pupils) said that they had an illness or disability that is likely to go on for a long time.

Deprivation: Those in the most deprived schools were more likely than those in the least deprived schools to have a long-term illness or disability (32%, 64 most deprived; 22%, 70 least deprived).

- 5.1.2 Those with a long term illness/disability were asked what illness/disability they had from a list of options. Half (50%, 275 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) – NW Sector



- 5.1.3 Of those who said their illness/disability was 'something else', the most common types of condition were behaviour/development/learning disorders (12%, 14 pupils) and pains/problems with limbs/hands/feet (10%, 11 pupils).

Gender: Of those with a long-term illness/disability, girls were more likely than boys to have eczema (27%, 75 girls; 14%, 38 boys).

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 (71%, 45 most deprived; 33%, 23 least deprived). Those in the least deprived schools were more likely than those in the most deprived schools to have dyslexia (23%, 16 least deprived; 0%, 0 most deprived).

- 5.1.4 Two in five (43%, 236 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 (53%, 112 pupils);
- Out of breath/tiredness (14%, 29 pupils); and
- Affects reading/writing/school work (8%, 18 pupils).

5.2 Oral Health

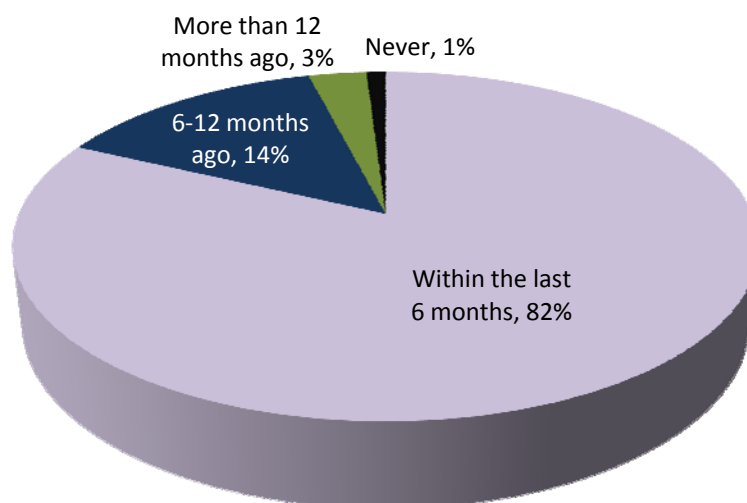
- 5.2.1 Just over eight in ten pupils (83%, 1,870 pupils) met the target of brushing their teeth twice a day (twice or more on the previous day), while 15% (342 pupils) brushed their teeth only once on the previous day and 2% (50 pupils) had not brushed their teeth at all.

Gender: Girls were more likely than boys to brush their teeth twice or more per day (87%, 1,039 girls; 77%, 831 boys).

Ethnicity: Pupils from a Black background were the least likely to meet the tooth brushing target and those from a White British background were the most likely (69%, 40 Black; 77%, 145 Asian; 81%, 70 'other White'; 82%, 81 'other'; 84%, 1,493 White British).

- 5.2.2 When asked whether they were registered with a dentist, 6% (127 pupils) said they did not know, 92% (2,074 pupils) said they were registered and 3% (59 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, 14% (321 pupils) said they could not remember and 70% (1,589) pupils went within the last six months. Thus of those who could remember, 82% 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) – NW Sector



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 (72%, 1,646 pupils) gave a positive response (32%, 730 pupils gave the most positive response, and 40%, 916 pupils gave the fairly positive response), while 20% (468 pupils) gave the neutral response and 8% (173 pupils) gave one of the negative responses.

Gender: Boys were more likely than girls to rate their health positively (77%, 834 boys; 68%, 812 girls).

Stage: Lower school pupils were more likely than upper school pupils to rate their health positively (78%, 887 lower school; 67%, 769 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%, 1,713 pupils) worried about at least one thing. The most common worries were:

- Exams (51%, 1,159 pupils);
- The way they look (30%, 682 pupils);
- The future (30%, 668 pupils);
- Getting a job (20%, 459 pupils); and
- School (20%, 448 pupils).

Gender: Girls were more likely than boys to have any worries (82%, 984 girls; 69%, 729 boys). Girls were specifically more likely than boys to worry about:

- Exams (57%, 677 girls; 45%, 48 boys);

- The way they look (43%, 512 girls; 16%, 170 boys);
- The future (36%, 432 girls; 22%, 236 boys); and
- School (24%, 283 girls; 15%, 165 boys).

Stage: Upper school pupils were more likely than lower school pupils to have any worries (85%, 972 upper school; 67%, 741 lower school). Upper school pupils were more likely than lower school pupils to worry about:

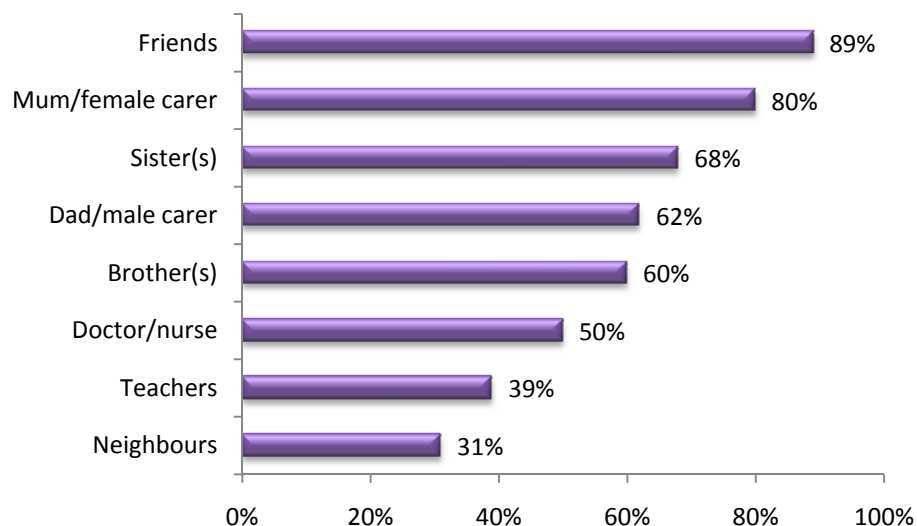
- Exams (68%, 777 upper school; 34%, 382 lower school);
- The future (35%, 405 upper school; 24%, 263 lower school);
- Getting a job (26%, 302 upper school; 14%, 157 lower school); and
- School (25%, 292 upper school; 14%, 156 lower school).

Ethnicity: Those in the Black group were the least likely to worry about the way they look (12%, 7 Black; 25%, 47 Asian; 31%, 550 White British; 31%, 31 'other'; 36%, 31 'other White'). Asian pupils were the most likely to worry about the future and those in the White groups were the least likely to do so (45%, 84 Asian; 39%, 23 Black; 35%, 35 'other'; 28%, 24 'other White'; 28%, 488 White British).

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%, 1,979 pupils) and mother/female carer (80%, 1,770 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) – NW Sector



Gender: Girls were more likely than boys to say that it was easy to talk to friends (91%, 1,077 girls; 86%, 902 boys) and sisters (72%, 519 girls; 63%, 399 boys). Boys were more likely than girls to say it was easy to talk to their:

- Dad/male carer (74%, 691 boys; 51%, 528 girls);
- Brothers (68%, 449 boys; 52%, 373 girls);
- Doctor/nurse (47%, 496 boys; 43%, 455 girls); and

- Teachers (45%, 439 boys; 33%, 378 girls).

Stage: Upper school pupils were more likely than lower school pupils to say that it was easy to talk to friends (90%, 1,032 upper school; 87%, 947 lower school). Lower school pupils were more likely than upper school pupils to say it was easy to talk to their:

- Mum/female carer (82%, 896 lower school; 77%, 874 upper school);
- Dad/male carer (66%, 639 lower school; 58%, 580 upper school);
- Doctor/nurse (53%, 510 lower school; 46%, 441 upper school);
- Teachers (46%, 481 lower school; 31%, 336 upper school); and
- Neighbours (37%, 307 lower school; 26%, 219 upper school).

Deprivation: Pupils in the most deprived schools were more likely than those in the least deprived schools to say it was easy to talk to their neighbours (39%, 69 most deprived; 26%, 60 least deprived).

Ethnicity: Asian pupils were less likely than others to say it was easy to talk to friends (81%, 148 Asian; 87%, 47 Black; 87%, 74 'other White'; 90%, 1,571 White British; 93%, 91 'other') but more likely than others to say it was easy to talk to sisters (79%, 107 Asian; 74%, 45 'other'; 67%, 24 Black; 66%, 691 White British; 64%, 29 'other White').

- 5.5.2 Pupils were also asked whether there was someone they could talk to about relationships, sexual health, etc. Overall, 89% (1,923 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 (59%, 1,282 pupils) and friends (52%, 1,136 pupils).

Gender: Girls were more likely than boys to say they had someone they could talk to about relationships (94%, 1,085 girls; 84%, 838 boys), and were specifically more likely to say they could talk to friends (61%, 708 girls; 43%, 428 boys).

Stage: Lower school pupils were more likely than upper school pupils to say they could talk to a parent/carers about relationships (68%, 714 lower school; 51%, 568 upper school). Upper school pupils were more likely than lower school pupils to say they could talk to friends about relationships (61%, 679 upper school; 43%, 457 lower school).

Deprivation: Those in the least deprived schools were more likely than those in the most deprived schools to say they had someone they could talk to about relationships (93%, 401 least deprived; 89%, 683 most deprived).

5.6 Relationships

- 5.6.1 More than four in five pupils (85%, 1,852 pupils) said they had received any sexual health and relationship education at school.

- 5.6.2 Of those who said they had received sexual health and relationship education at school, 87% (1,552 pupils) said that it had prepared them well for forming and dealing with relationships, while 13% (240 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 (90%, 764 lower school; 83%, 788 upper school).

Deprivation: Of those who had received sexual health and relationship education, pupils in the most deprived schools were more likely than those in the least deprived schools to say it had prepared them well for forming and dealing with relationships (89%, 143 most deprived; 79%, 200 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 19.7. Scores under 15 are considered to indicate low self-esteem. Overall, 15% (291 pupils) had a self-esteem score of less than 15.

Gender: Boys had higher mean self-esteem scores than girls (20.9 boys; 18.6 girls). Girls were more likely than boys to have scores indicating low self-esteem (20%, 203 girls; 10%, 88 boys).

Stage: Lower school pupils had higher mean self-esteem scores than upper school pupils (20.2 lower school; 19.1 upper school). Upper school pupils were more likely than lower school pupils to have scores indicating low self-esteem (18%, 176 upper school; 12%, 115 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 – NW Sector

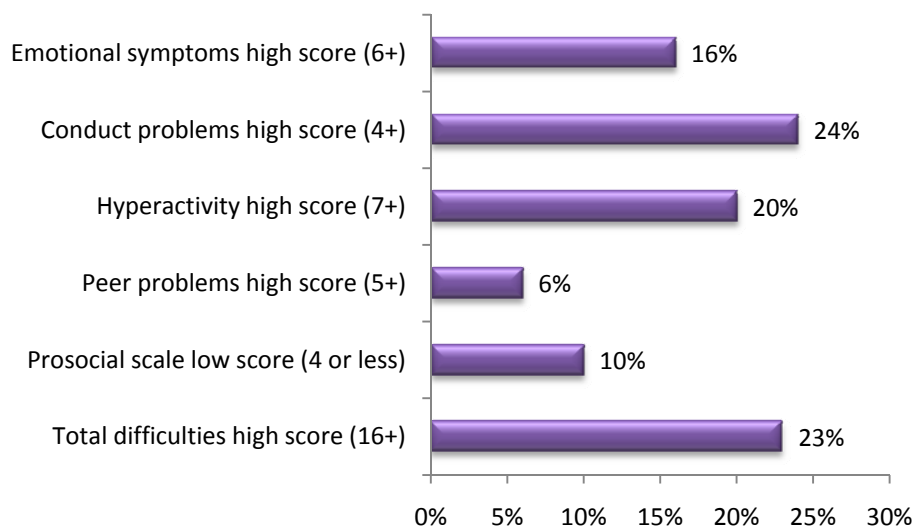
Scale	Mean Score
Emotional symptoms scale (0-10) (high score indicates difficulties)	3.0
Conduct problems scale (0-10) (high score indicates difficulties)	2.4
Hyper activity scale (0-10) (high score indicates difficulties)	4.3
Peer problems scale (0-10) (high score indicates difficulties)	1.6
Prosocial scale (0-10) (high score indicates strengths)	7.2
Total difficulties (0-40) sum of all four difficulties scales	11.4

- 5.8.2 A score of 16 or more on the 'total difficulties' scale indicates a high level of difficulties. Overall, 23% (454 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>

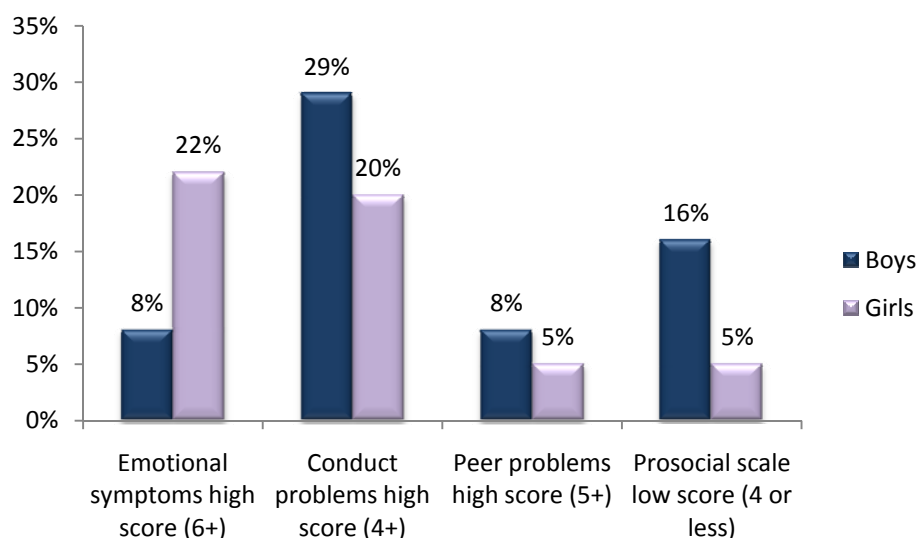
Figure 5.4: Proportion of Pupils With Scores Suggesting a High Level of Difficulties for each Strength/Difficulty Scale – NW Sector



Gender: Girls had higher mean scores than boys for the emotional symptoms scale (2.4 girls; 2.1 boys) and total difficulties (11.7 girls; 11.0 boys). Boys had higher mean scores than girls for the conduct problems scale (1.9 boys; 1.7 girls). Girls had higher mean scores than boys for the prosocial scale (7.8 girls; 6.5 boys).

Overall, girls were more likely than boys to have a score indicating a high level of difficulty of the emotional symptoms scale (22%, 258 girls; 8%, 85 boys). Boys were more likely than girls to have scores indicating a high level of difficulty on the conduct problems scale (29%, 296 boys; 20%, 233 girls), peer problems scale (8%, 85 boys; 5%, 54 girls) and the prosocial scale (16%, 164 boys; 5%, 60 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) – NW Sector



Stage: Upper school pupils had higher mean scores than lower school pupils for the emotional symptoms scale (3.3 upper school; 2.7 lower school), hyperactivity scale (4.7 upper school; 4.0 lower school) and total difficulties (12.1 upper school; 10.6 lower school). Lower school pupils had higher mean scores than upper school pupils for the prosocial scale (7.4 lower school; 7.0 upper 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 (25%, 264 upper school; 20%, 190 lower school) and high scores on the emotional symptoms scale (18%, 205 upper school; 13%, 138 lower school) and hyperactivity scale (24%, 264 upper school; 16%, 163 lower school).

Deprivation: Pupils in the most deprived schools had higher mean scores for the hyperactivity scale than those in the least deprived schools (4.9 most deprived; 4.0 least deprived).

Ethnicity: Those in the 'other White' group were the most likely to have a total difficulties score which indicated a high level of difficulties (34%, 26 'other White'; 23%, 370 White British; 20%, 32 Asian; 13%, 6 Black; 11%, 10 'other').

6 Behaviours, Attitudes and Expectations

Summary of Key Indicators

Indicator	NW Sector		Glasgow City (if significant difference)	
	%	N	%	N
% of pupils who have been bullied at school in the last year	16%	354	n/a	
% of pupils to expect to go to further education	72%	1,186	70%	4,172

6.1 Bullying

- 6.1.1 One in six pupils (16%, 354 pupils) said they had been bullied at school in the last year and 7% (152 pupils) said they had been bullied somewhere else in the last year. Overall, 19% (415 pupils) had been a victim of bullying either at school or elsewhere in the last year.

Stage: Lower school pupils were more likely than upper school pupils to have been bullied at school (19%, 214 lower school; 12%, 140 upper school) or elsewhere (9%, 94 lower school; 5%, 58 upper school) in the last year. Overall, 23% (254) of lower school pupils compared to 14% (161) of upper school pupils had been bullied anywhere in the last year.

Ethnicity: Those in the 'other White' group were more likely than others to have been bullied somewhere other than school (18%, 15 'other White'; 9%, 16 Asian; 9%, 8 'other'; 8%, <5 Black; 6%, 103 White British).

- 6.1.2 Just over one in five pupils (22%, 510 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, 40% (163 pupils) admitted to having bullied others, compared to 18% (318 pupils) of those who had not been bullied.

Gender: Boys were more likely than girls to say that they had bullied others in the last year (27%, 285 boys; 19%, 225 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, 24% (514 pupils) indicated that they had.

Gender: Girls were more likely than boys to say they had been treated offensively in the last year (26%, 302 girls; 22%, 212 boys).

Stage: Upper school pupils were more likely than lower school pupils to say they had been treated offensively in the last year (29%, 320 upper school; 19%, 194 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%, 276 pupils);
 - Unknown person in a public place (31%, 176 pupils);
 - Police (21%, 121 pupils);

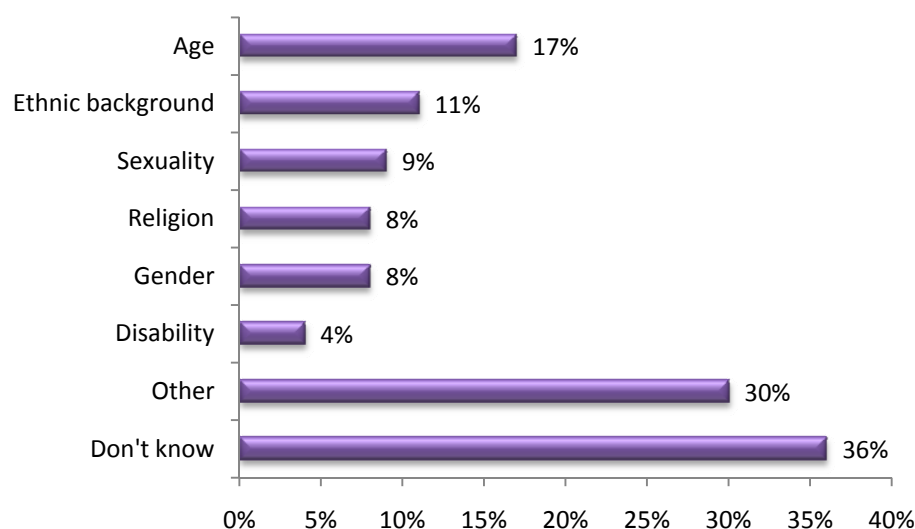
- Close relative (14%, 79 pupils);
- Shops/restaurants/cafes (13%, 73 pupils); and
- 'Friends'/pupils at school⁷ (12%, 67 pupils).

Gender: Of those who had been treated offensively, boys were more likely than girls to say they had been treated offensively by the police (28%, 68 boys; 16%, 53 lower school).

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 (27%, 95 upper school; 12%, 26 lower school) or a close relative (17%, 61 upper school; 8%, 18 lower 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' (17%, 93 pupils).

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



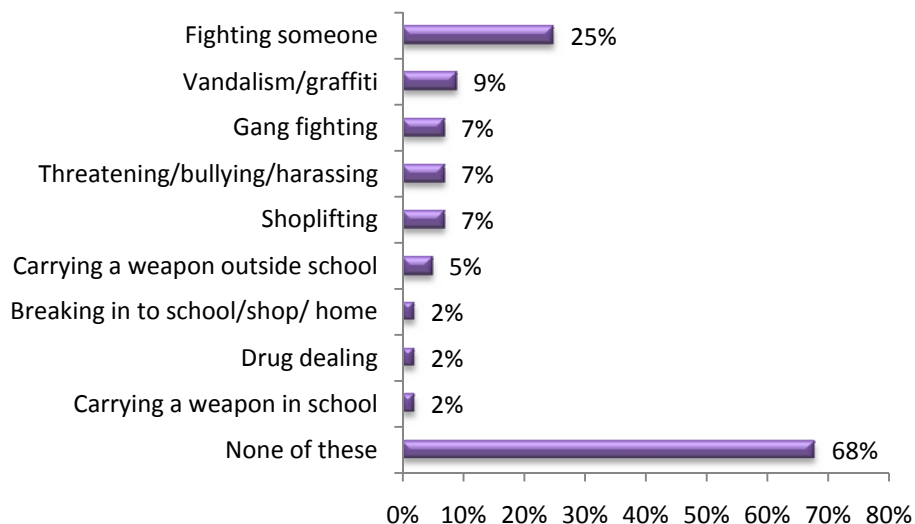
- 6.2.4 Of those who said there was an 'other' reason for being treated offensively, the most common reasons were behaviour/personality/opinions (20%, 29 pupils), hair colour (9%, 13 pupils), weight/size (9%, 13 pupils) and appearance (non specific) (9%, 13 pupils).

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. One in three (32%, 683 pupils) had engaged in at least one of the antisocial behaviours. The most common was fighting, in which a quarter (25%, 518 pupils) of pupils had engaged. All responses are shown in Figure 6.2.

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.

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



Comparison with Glasgow City

6.3.2 Pupils in the NW Sector were more likely than those in Glasgow City as a whole to admit to having engaged in shoplifting (7%, 150 NW Sector; 5%, 385 Glasgow City) and gang fighting (7%, 155 NW Sector; 6%, 429 Glasgow City).

Gender: Boys were more likely than girls to have engaged in at least one of the antisocial behaviours (43%, 423 boys; 23%, 260 girls). Specifically, boys were more likely the girls to have engaged in:

- Fighting someone (34%, 338 boys; 16%, 179 girls);
- Vandalism/graffiti (13%, 218 boys; 5%, 60 girls);
- Gang fighting (12%, boys; 3%, 38 girls);
- Threatening/bullying/harassing (9%, 84 boys; 6%, 63 girls);
- Shoplifting (10%, 94 boys; 5%, 56 girls);
- Carrying a weapon outside school (8%, 75 boys; 2%, 20 girls);
- Breaking in to school/shop/home (3%, 31 boys; 1%, 14 girls);
- Drug dealing (3%, 26 boys; 1% 6 girls); and
- Carrying a weapon in school (3%, 29 boys; <1% 5 girls).

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

- Vandalism/graffiti (12%, 126 upper school; 6%, 62 lower school);
- Gang fighting (10%, 104 upper school; 5%, 51 lower school);
- Shoplifting (9%, 100 upper school; 5%, 50 lower school);
- Carrying a weapon outside school (6%, 65 upper school; 3%, 30 lower school); and
- Drug dealing (2%, 26 upper school; 1%, 6 lower school).

Ethnicity: Black and 'other White' pupils were more likely than others to have engaged in shoplifting (18%, 9 Black; 13%, 11 'other White'; 9%, 15 Asian; 9%, 8 'other'; 6%, 102 White British).

6.4 Truancing

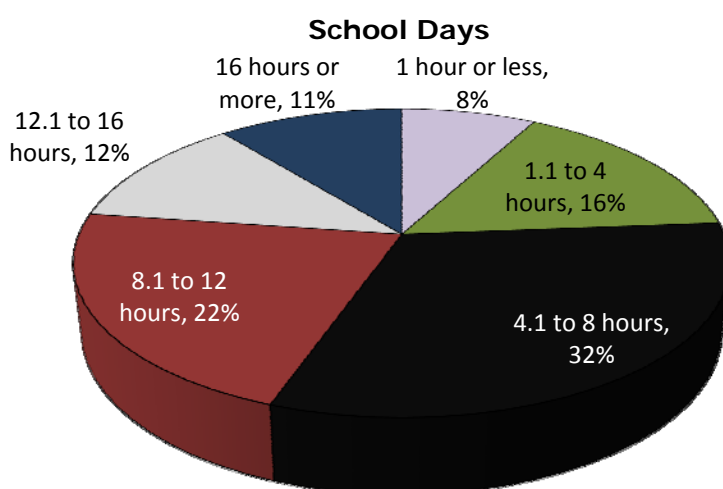
6.4.1 Just over a third of pupils (35%, 731 pupils) admitted to truancing from school in the last year.

Stage: Upper school pupils were more likely than lower school pupils to have truanted from school in the last year (45%, 493 upper school; 24%, 238 lower school).

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 1,274 pupils who gave a valid response, one in four (23%, 287 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 Days and Weekends – NW Sector⁸



Gender: Boys were more likely than girls to spend more than 12 hours on screen based activities on school days (28%, 170 boys; 17%, 117 girls) and weekends (52%, 265 boys; 34%, 209 girls).

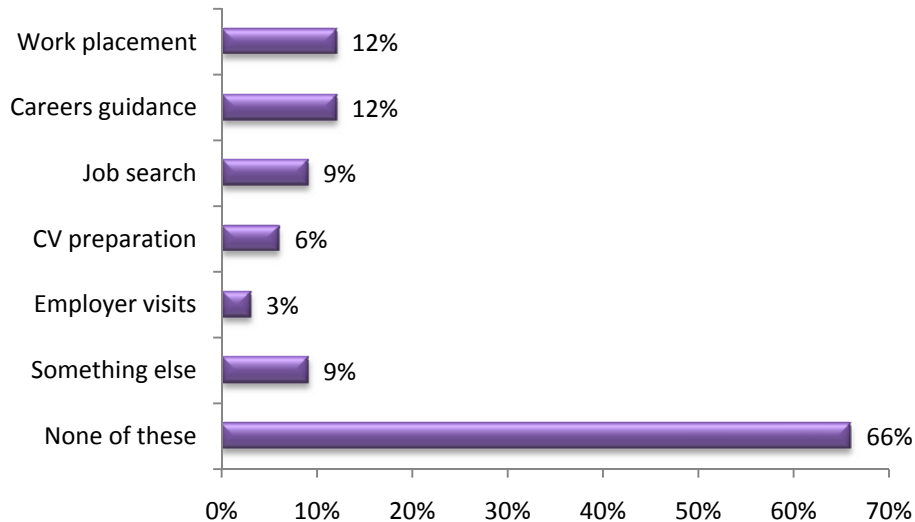
Deprivation: Those in the most deprived schools were more likely than those in the least deprived schools to spend more than 12 hours on screen based activities on school days (28%, 25 most deprived; 15%, 30 least deprived) and weekends (56%, 45 most deprived; 24%, 46 least deprived).

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 976 pupils (42%). In addition, for activities on school days, 72 pupils (3%) gave responses that exceed 24 hours for each activity. Responses exceeding 24 hours have been removed from analysis.

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, a third (34%, 684 pupils) had done at least one activity. The most common were work placements (12%, 251 pupils) and careers guidance (12%, 238 pupils).

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



Comparison with Glasgow City

- 6.6.2 Compared to those in Glasgow City as a whole, pupils in the NW Sector were less likely to say they had received a work placement (12%, 251 NW Sector; 15%, 1,078 Glasgow City), careers guidance (12%, 238 NW Sector; 14%, 1,019 Glasgow City) or CV preparation (6%, 120 NW Sector; 8%, 575 Glasgow City). Overall, 66% (1,327 pupils) of those in the NW Sector, compared to 62% (4,408 pupils) of those in Glasgow City as whole said they had not participated in any activity at school related to getting a job/working.

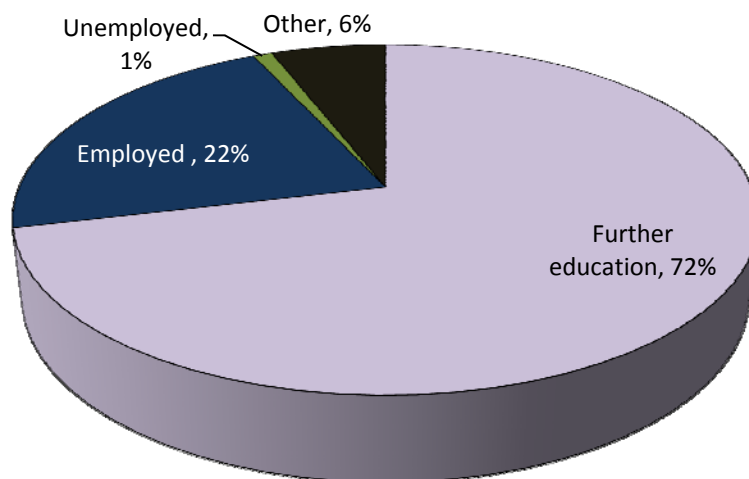
Stage: Upper school pupils were more likely than lower school pupils to say they had undertaken any of these activities (54%, 576 upper school; 11%, 108 lower school), and specifically:

- Work placements (22%, 235 upper school; 2%, 16 lower school);
- Careers guidance (19%, 204 upper school; 4%, 34 lower school);
- Job search (15%, 158 upper school; 3%, 24 lower school);
- CV preparation (10%, 103 upper school; 2%, 17 lower school);
- Something else (14%, 145 upper school; 4%, 37 lower school).

Deprivation: Those in the most deprived schools were more likely than those in the least deprived schools to say they had undertaken any of these activities (46%, 81 most deprived; 28%, 79 least deprived), and specifically for work placements (28%, 49 most deprived; 9%, 26 least deprived) and job searches (15%, 27 most deprived; 6%, 18 least deprived).

- 6.6.3 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 (72%, 1,186 pupils) said that they thought they would go to further/higher education.

Figure 6.5: Expectations of What Pupils Will Be Doing After School – NW Sector



Comparison with Glasgow City

6.6.4 Compared to those in Glasgow City as a whole, pupils in the NW Sector were less likely to say they expected to go into employment (22%, 362 NW Sector; 25%, 1,523 Glasgow City) and more likely to say they expected to go to further/higher education (72%, 1,186 NW Sector; 70%, 4,172 Glasgow City) or do 'something else' (6%, 98 NW Sector; 4%, 267 Glasgow City).

Figure 6.6: Expectations of What Will be Doing After School – NW Sector and Glasgow City



Gender: Girls were more likely than boys to say that they expected to go into further education after school (81%, 704 girls; 62%, 482 boys). Boys were more likely than girls to expect to go into employment (31%, 240 boys; 14%, 122 girls).

Deprivation: Those in the least deprived schools were more likely than those in the most deprived schools to expect to go to further education (75%, 173 least deprived; 68%, 92 most deprived). Those in the most deprived schools were more likely than those in the least deprived schools to expect to go into employment after leaving school (29%, 39 most deprived; 14%, 32 least deprived).

7 Services for Young People

Summary of Key Indicators

Indicator	NW Sector		Glasgow City (if significant difference)	
	%	N	%	N
% of pupils who go to a local youth club or drop-in youth centre	26%	743	n/a	
% of pupils who have a Glasgow Young Scot Card	65%	1,437	69%	5,484

7.1 Youth Clubs

- 7.1.1 One in four pupils (26%, 582 pupils) said they went to a local youth club or drop-in youth centre, while 40% (873 pupils) said they did not know of one they could go to and 34% (743 pupils) said they knew of one they could go to, but did not go.

Gender: Boys were more likely than girls to go to a youth club or drop-in youth centre (30%, 312 boys; 23%, 70 girls). Girls were more likely than boys to say they were unaware of a youth club they could go to (43%, 496 girls; 36%, 377 boys).

Stage: Lower school pupils were more likely than upper school pupils to go to a youth club or drop-in centre (32%, 337 lower school; 22%, 245 upper school).

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 (32%, 64 most deprived; 22%, 70 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 (50%, 158 least deprived; 26%, 52 most deprived).

Ethnicity: Those from a White British background were more likely than those in other groups to go to a youth club or drop-in centre (28%, 480 White British; 24%, 13 Black; 23%, 41 Asian; 22%, 19 'other White'; 16%, 16 'other').

- 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, 56% (669 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 (14%, 165 pupils);
- Other things to do/don't have time (9%, 112 pupils);
- Don't know of any/don't know what a youth club is (7%, 79 pupils); and
- Don't like people who go/undesirable people there (5%, 59 pupils).

7.2 Health Services

- 7.2.1 Sixteen percent of pupils (341 pupils) said they were aware of a health service in or near to their school that is for young people only.
- 7.2.2 Sixteen percent (360 pupils) of pupils said they had heard of the Sandyford.

Comparison with Glasgow City

- 7.2.3 Pupils in the NW Sector were more likely than those in Glasgow City as a whole to have heard of the Sandyford (16%, 360 NW Sector; 12%, 951 Glasgow City).

Gender: Girls were more likely than boys to have heard of the Sandyford (19%, 228 girls; 13%, 132 boys).

Stage: Upper school pupils were more likely than lower school pupils to have heard of the Sandyford (24%, 270 upper school; 8%, 90 lower school).

Ethnicity: Those in the White groups were more likely than others to have heard of the Sandyford (18%, 306 White British; 15%, 13 'other White'; 11%, 11 'other'; 10%, 18 Asian; 7%, <5 Black).

- 7.2.4 Those who had heard of the Sandyford were asked to describe what the Sandyford provides. Seventeen percent (49 pupils) of those who had heard of the Sandyford said they did not know what it provides; 50% (147 pupils) identified that it provides services relating to sexual health/contraception and the remaining 33% (97 pupils) gave another answer – most commonly general counselling/advice (14%, 41 pupils) and general health centre/clinic (10%, 28 pupils).

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 (60%, 136 upper school; 16%, 11 lower school).

7.3 Glasgow Young Scot Card

- 7.3.1 Two in three pupils (65%, 1,437 pupils) said they had a Glasgow Young Scot Card.

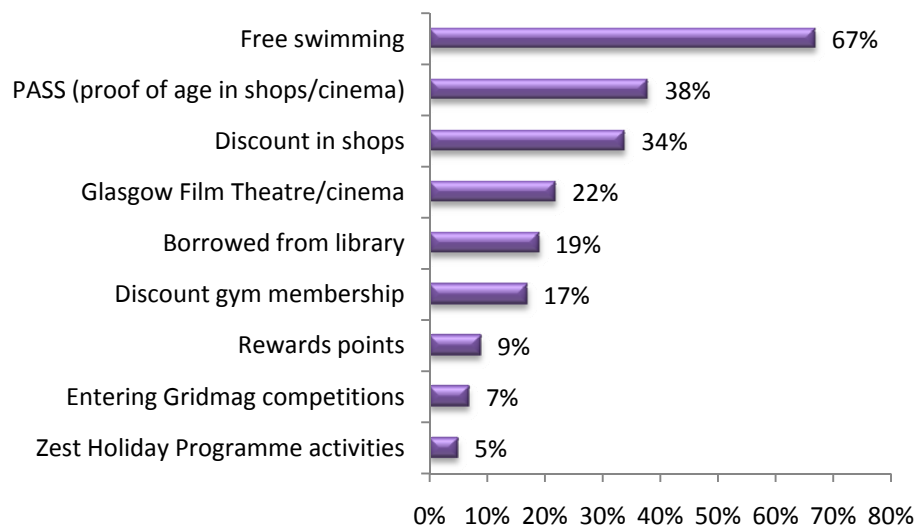
Comparison with Glasgow City

- 7.3.2 Pupils in the NW Sector were less likely than those in Glasgow City as a whole to have a Glasgow Young Scot Card (65%, 1,437 NW Sector; 69%, 5,484 Glasgow City).

Stage: Upper school pupils were more likely than lower school pupils to have a Glasgow Young Scot Card (69%, 787 upper school; 60%, 650 lower school).

- 7.3.3 Those who had a Glasgow Young Scot Card were asked whether they had used their card for certain activities in the last year. Two in three (67%, 927 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 – NW Sector



Comparison with Glasgow City

- 7.3.4 Among Young Scot Card holders, pupils in the NW Sector were less likely than those in Glasgow City as a whole to have used their card for free swimming (67%, 927 NW Sector; 73%, 3,911 Glasgow City).

Gender: Among Young Scot Card holders, girls were more likely than boys to have used their card for:

- Discounts in shops (40%, 294 girls; 28%, 180 boys);
- Entering Gridmag competitions (9%, 70 girls; 5%, 33 boys); and
- Zest holiday programme activities (7%, 48 girls; 3%, 18 boys).

Stage: Among card holders, upper school pupils were more likely than lower school pupils to have used their Young Scot card for proof of age (44%, 343 upper school; 30%, 184 lower school), discounts in shops (38%, 294 upper school; 30%, 180 lower school) and discounted gym membership (24%, 189 upper school; 7%, 42 lower school). Lower school pupils were more likely than upper school pupils to have used their card for reward points (12%, 70 lower school; 7%, 54 upper school).

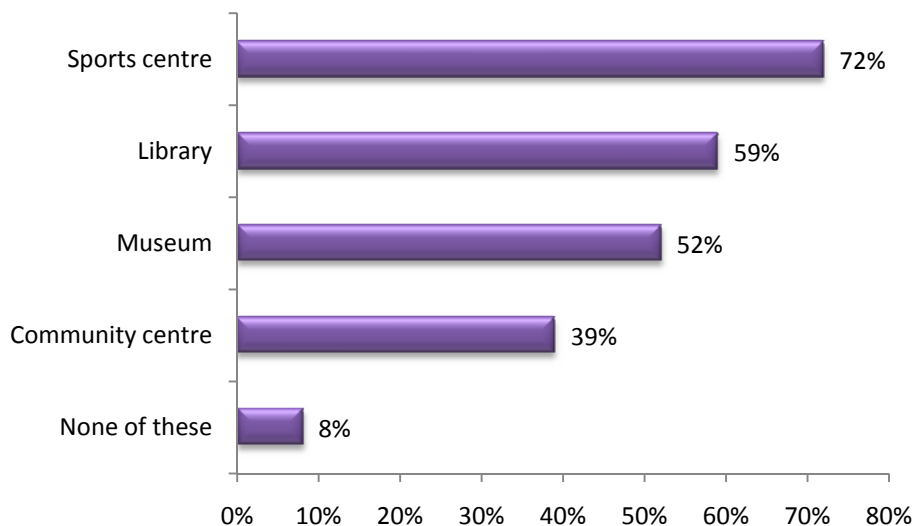
Deprivation: Among Young Scot Card holders, those in the least deprived schools were more likely than those in the most deprived schools to have used their card for discounts in shops (49%, 98 least deprived; 18%, 25 most deprived) and to borrow from a library (20%, 41 least deprived; 8%, 11 most deprived).

Ethnicity: Among card holders, Asian, Black and 'other White' pupils were more likely than White British and 'other' pupils to have used their Young Scot card to borrow from a library (31%, 38 Asian; 25%, 9 Black; 24%, 12 'other White'; 18%, 189 White British; 16%, 10 '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, 92% (2,015 pupils) had been to at least one of these. Sports centre was the most commonly used facility, with 72% (1,595 pupils) of pupils saying they had been to a sports centre in the last year.

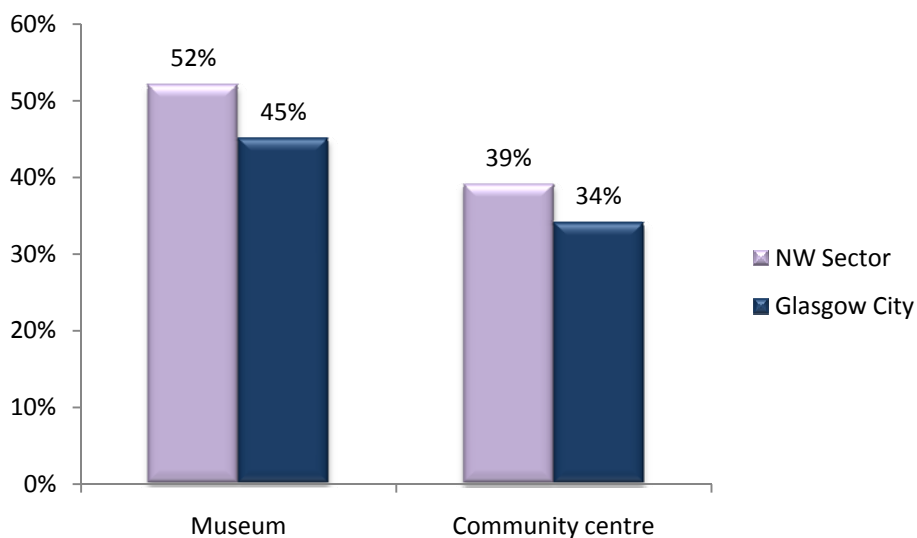
Figure 7.2: Facilities Used in Last Year – NW Sector



Comparison with Glasgow City

7.4.2 Pupils in the NW Sector were more likely than those in Glasgow City as a whole to have visited a museum (52%, 1,149 NW Sector; 45%, 3,530 Glasgow City) or community centre (39%, 850 NW Sector; 34%, 2,644 Glasgow City).

Figure 7.3: Facilities Used in Last Year – NW Sector and Glasgow City (those showing significant difference)



Gender: Boys were more likely than girls to have visited a sports centre in the last year (79%, 815 boys; 67%, 780 girls). Girls were more likely than boys to have visited a library in the last year (63%, 738 girls; 53%, 551 boys).

Stage: Lower school pupils were more likely than upper school pupils to have used any of the facilities (94%, 1,020 lower school; 89%, 995 upper school). Specifically, lower school pupils were more likely than upper school pupils to have visited a:

- Sports centre (75%, 814 lower school; 70%, 78 upper school);
- Library (67%, 725 lower school; 50%, 564 upper school);

- Museum (59%, 643 lower school; 45%, 506 upper school); and
- Community centre (44%, 481 lower school; 33%, 369 upper school).

Deprivation: Those in the least deprived schools were more likely than those in the most deprived schools to have used any of the facilities (95%, 290 least deprived; 85%, 172 most deprived). Specifically, those in the least deprived schools were more likely than those in the most deprived schools to have visited a:

- Sports centre (82%, 249 least deprived; 54%, 110 most deprived);
- Library (66%, 202 least deprived; 46%, 93 most deprived); and
- Museum (69%, 210 least deprived; 41%, 82 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 (57%, 115 most deprived; 26%, 78 least deprived).

Ethnicity: Pupils in White groups were less likely than others to have visited a library in the last year (54%, 930 White British; 65%, 53 'other White'; 73%, 40 Black; 75%, 74 'other'; 84%, 158 Asian). Asian and 'other White' pupils were less likely than others to have visited a sports centre in the last year (59%, 111 Asian; 62%, 50 'other White'; 71%, 39 Black; 74%, 1,273 White British; 80%, 79 'other'). White British pupils were more likely than others to have visited a community centre (42%, 731 White British; 27%, 27 'other'; 25%, 47 Asian; 22%, 18 'other White'; 20%, 11 Black).

8 Comparisons with Glasgow City

8.1 Indicators Showing Less Favourable Findings

8.1.1 Compared to Glasgow City as a whole, those in the NW Sector were:

- Less likely to use active travel methods to school (and more likely to use public transport);
- More likely to have engaged in shoplifting in the last year;
- More likely to have engaged in gang fighting in the last year;
- Less likely to have received a work placement, careers guidance or CV preparation at school;
- Less likely to have a Glasgow Young Scot Card; and
- (among Young Scot Card holders) less likely to have used their card for free swimming.

8.2 Indicators Showing More Favourable Findings

8.2.1 Compared to Glasgow City as a whole, those in the NW Sector were:

- Less likely to eat lunch in the street;
- More likely to meet the target of consuming five or more portions of fruit/vegetables per day;
- Less likely to say that someone in their home smoked;
- Less likely to expect to go into employment after leaving school and more likely to expect to go to further education or 'something else';
- More likely to have heard of the Sandyford;
- More likely to have visited a museum in the last year; and
- More likely to have visited a community centre in the last year.

8.3 Other Significant Differences

8.3.1 Compared to Glasgow City as a whole, those in the NW Sector were:

- (Among those who ever drank alcohol) more likely to drink cider and wine.

9 Trends

9.1 Introduction

- 9.1.1 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 for the North West Sector are shown.
- 9.1.2 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 within the North West Sector changed, as shown in Table 9.1 below. The proportion of pupils who described themselves as White British fell from 87% in 2006/7 to 80% in 2010. This change in demography between the two surveys may contribute to some of the observed trends.

Table 9.1: Contextual Comparison of Ethnic Group Breakdown: 2006/7 and 2010 surveys – NW Sector

Ethnic Group	2006/7 survey: % of pupils	2010 survey: % of pupils
White British	87.0%	80.4%
Other White	3.4%	3.9%
Mixed	1.3%	3.4%
Black	1.7%	2.6%
Asian	5.1%	8.5%
Chinese	1.1%	1.0%
Other	0.3%	0.2%
TOTAL	100.0%	100.0%

- 9.1.3 It should also be noted that the 2010 survey included one secondary school in the North West Sector which had not been included in the 2006/7 survey.
- 9.1.4 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>
$\hat{p}_p = \frac{x_1 + x_2}{n_1 + n_2} = \frac{n_1 p_1 + n_2 p_2}{n_1 + n_2}$	

- 9.1.5 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).
- 9.1.6 For those results that show significant change, we have also calculated a confidence interval for the difference between any two sets of results.

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

9.1.7 For example, the confidence interval for the result shown in Table 9.2 is (+7.3 to +10.3). 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 +7.3 and +10.3.

9.1.8 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.

9.1.9 Where a change is not significant, the size of the change is not shown in the tables, and no p value is shown.

9.2 Pupil Profile Trends

9.2.1 Between 2006/7 and 2010, there was a rise in the proportion of pupils who had internet access at home.

Table 9.2: Trends for Pupil Profile Indicators – NW Sector

	Proportion of pupils who live with both parents	Proportion of pupils with internet access at home
2006/7	59.0%	86.6%
2010	57.7%	95.4%
Change (2006/7-2010)	n/a	+8.8%
P	n/a	<0.001
Confidence Interval	n/a	+7.3 to +10.3

9.3 Trends for Physical Activity and Diet

9.3.1 There were no significant changes for the indicators relating to physical activity.

Table 9.3: Trends for Physical Activity – NW Sector

	Proportion of pupils who use activity travel methods to school	Proportion of pupils who own a bicycle
2006/7	40.9%	73.0%
2010	39.7%	73.3%
Change (2006/7-2010)	n/a	n/a
P	n/a	n/a
Confidence Interval	n/a	n/a

9.3.2 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 9.4: Diet Trends – NW Sector

	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	71.3%	91.2%	89.6%	35.5%	38.9%
2010	74.9%	91.9%	92.5%	42.4%	39.3%
Change (2006/7-2010)	+3.6%	n/a	+2.9%	+6.9%	n/a
P	<0.01	n/a	<0.001	<0.001	n/a
Confidence Interval	+1.1 to +6.1	n/a	+1.3 to +4.5	+4.2 to +9.6	n/a

9.4 Trends for Smoking, Alcohol and Drugs

9.4.1 There was a drop in the proportion of pupils who were smokers.

Table 9.5: Smoking Trends – NW Sector

	Proportion of pupils who were current smokers ⁹	Proportion of pupils who would like to stop smoking (of current smokers)
2006/7	10.6%	45.0%
2010	8.8%	37.7%
Change (2006/7-2010)	-1.8%	n/a
P	<0.05	n/a
Confidence Interval	-3.4 to -0.2	n/a

9.4.2 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.

Table 9.6: Alcohol Trends – NW Sector

	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	48.4%	26.2%	11.1%
2010	59.2%	22.3%	11.7%
Change (2006/7-2010)	+10.8%	-3.9%	n/a
P	<0.001	<0.05	n/a
Confidence Interval	+8.1 to +13.5	-7.3 to -0.5	n/a

9.4.3 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.

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 9.7: Drugs Trends – NW Sector

	Proportion of pupils who had taken one listed drug in the last year ¹⁰
2006/7	17.1%
2010	9.2%
Change (2006/7-2010)	-7.9%
P	<0.001
Confidence Interval	-9.7 to -6.1

9.5 Trends for Health, Feelings and Worries

9.5.1 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 9.8: Trends for Illness and Disability – NW Sector

	Proportion of pupils with a long-term illness/disability	Proportion of pupils with a limiting illness/disability
2006/7	21.9%	13.0%
2010	25.1%	10.6%
Change (2006/7-2010)	+3.2%	-2.4%
P	<0.01	<0.01
Confidence Interval	+0.8 to +5.6	-4.2 to -0.6

9.5.2 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.

Table 9.9: Oral Health Trends – NW Sector

	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	78.9%	78.0%
2010	82.7%	82.1%
Change (2006/7-2010)	+3.8%	+4.1%
P	<0.001	<0.001
Confidence Interval	+1.6 to +6.0	+1.9 to +6.3

9.5.3 There was a drop in the proportion of pupils who had a positive perception of their health over the previous year.

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

Table 9.10: Trends for Perceptions of Health – NW Sector

	Proportion of pupils with a positive perception of their health over last year
2006/7	75.2%
2010	72.0%
Change (2006/7-2010)	-3.2%
P	<0.05
Confidence Interval	-5.6 to -0.8

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

Table 9.11: Trends for Worries – NW Sector

	Proportion of pupils with any worries
2006/7	92.1%
2010	75.8%
Change (2006/7-2010)	-16.3%
P	<0.001
Confidence Interval	-18.3 to -14.3

9.6 Trends for Behaviours

9.6.1 There were no significant changes for the indicators relating to bullying.

Table 9.12: Bullying Trends – NW Sector

	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	14.5%	20.4%
2010	15.8%	22.5%
Change (2006/7-2010)	n/a	n/a
P	n/a	n/a
Confidence Interval	n/a	n/a

9.7 Trends for Services for Young People

9.7.1 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 9.13: Trends for Health Services for Young People – NW Sector

	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	9.9%	11.1%
2010	15.6%	16.3%
Change (2006/7-2010)	+5.7%	+5.2%
P	<0.001	<0.001
Confidence Interval	+3.8 to +7.6	+3.3 to +7.1

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

Table 9.14: Trends for Glasgow Young Scot Card – NW Sector

	Proportion of pupils with a Glasgow Young Scot Card
2006/7	79.5%
2010	64.6%
Change (2006/7-2010)	-14.9%
P	<0.001
Confidence Interval	-17.4 to -12.4

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

Table 9.15: Trends for Culture and Leisure Services – NW Sector

	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	51.4%	55.5%	72.9%	28.7%
2010	52.2%	58.5%	72.4%	38.6%
Change (2006/7-2010)	n/a	+3.0%	n/a	+9.9%
P	n/a	<0.05	n/a	<0.001
Confidence Interval	n.a	+0.3 to +5.7	n/a	+7.3 to +12.5

10 Conclusion¹¹

- 10.1.1 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.
- 10.1.2 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.
- 10.1.3 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.
- 10.1.4 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

Appendix: Annotated Questionnaire

GLASGOW HEALTH AND WELLBEING QUESTIONNAIRE

SECTION A - ABOUT YOU

- A1** Are you a ...? N=2,322
PLEASE TICK ONE BOX ONLY

Boy 47.6

Girl 52.4

- A2** How old are you? N=2,313
PLEASE WRITE IN

11: 5.4

12: 26.2

13: 23.9

14: 25.1

15: 19.1

16: 0.3

- A3** What year are you in? N=2,322
PLEASE CIRCLE ONE YEAR ONLY

S1 25.7

S2 23.8

S3 25.6

S4 24.9

- A4** Which of these best describes you? N=2,283
PLEASE TICK ONE BOX ONLY

I live with my mum and dad	57.7
I spend some time living with my mum and some time living with my dad	10.2
I live with just my mum	18.8
I live with just my dad	2.0
I live with my mum and her husband/partner	6.9
I live with my dad and his wife/partner	0.7
I live with my grandparent(s)	1.8
I live with foster parents	0.2
I am in care	0.3
Other (please write in)	1.5

A5 Which of these best describes you? N=2,278

PLEASE TICK ONE BOX ONLY

White	White – British / Scottish	79.8
	White – Irish	0.6
	White – Traveller of Irish heritage	0.4
	White – Romany or Gypsy	0.2
	White – any other White background	2.6
Mixed	White and Black Caribbean	0.3
	White and Black African	0.7
	White and Asian	1.6
	Any other mixed race background	0.7
Black or Black British	Caribbean	-
	African	2.4
	Any other Black background	0.2
Asian or Asian British	Indian	1.1
	Pakistani	5.3
	Bangladeshi	0.1
	Any other Asian background	2.0
Chinese or any other ethnic group	Chinese	1.0
	Any other ethnic background	0.2
	I don't know	0.8

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=2,140

PLEASE CIRCLE ONE NUMBER ONLY

0	1	2	3	4	5	6	7
4.2	7.2	15.3	20.6	17.5	14.4	7.5	13.3

B2 How do you usually travel to school? N=2,210

PLEASE TICK ONE BOX ONLY

Walk	38.8	Car	22.2
Cycle	0.9	Taxi	1.0
Bus	31.3	Other (please write in)	1.2
Train	4.7		

B3a How often do you do sports or physical activities at school clubs? N=2,286

PLEASE TICK ONE BOX ONLY

4 or more times a week	13.2
2 – 3 times a week	24.5
Once a week	13.5
2 – 3 times a month	1.4
Once a month	1.0
Less often	4.5
Never	35.9
Don't know	6.2

B3b If you said NEVER, please say why not.

563 responses

B4 How often do you do sports or physical activities at clubs away from school, in your own time? N=2,296

PLEASE TICK ONE BOX ONLY

4 or more times a week	19.9
2 – 3 times a week	31.4
Once a week	16.4
2 – 3 times a month	2.7
Once a month	1.2
Less often	6.3
Never	17.0
Don't know	5.0

B5 How many minutes of physical exercise per day do you think young people should do to stay healthy? N=2,294

PLEASE TICK ONE BOX ONLY

About 15 minutes	2.6
About 30 minutes	17.0
About 45 minutes	12.3
About 60 minutes	46.6
About 90 minutes	10.4
About 120 minutes	3.9
More than 120 minutes	6.0
None	1.1

B6 Do you own a bicycle? N=2,287

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=2,277

PLEASE TICK ALL THAT APPLY

Swimming	28.7	Judo	3.7	Running/jogging	43.6
Athletics	39.4	Netball	31.6	Golf	3.2
Badminton	60.5	Rugby	20.5	Tennis	14.2
Boxing	1.8	Squash	0.8	Basketball	54.3
Cycling	5.9	Table tennis	20.7	Ice skating	3.3
Gymnastics	46.8	Football	48.8	None of these	9.4
Hockey	35.1	Dance	32.4		

B7b In the last year, have you taken part in any of the following activities OUT OF SCHOOL? N=2,282

PLEASE TICK ALL THAT APPLY

Swimming	58.5	Judo	4.8	Running/jogging	38.8
Athletics	15.5	Netball	7.8	Golf	13.0
Badminton	23.5	Rugby	7.9	Tennis	18.3
Boxing	12.2	Squash	1.8	Basketball	19.9
Cycling	34.1	Table tennis	15.1	Ice skating	15.7
Gymnastics	13.1	Football	43.1	None of these	9.3
Hockey	6.0	Dance	28.7		

B7c In the last year, have you taken part in any of the following activities AS A CLUB MEMBER? N=2,144

PLEASE TICK ALL THAT APPLY

Swimming	15.7	Judo	3.6	Running/jogging	9.4
Athletics	6.0	Netball	4.8	Golf	3.2
Badminton	7.0	Rugby	3.5	Tennis	5.8
Boxing	7.3	Squash	0.7	Basketball	7.1
Cycling	4.0	Table tennis	5.6	Ice skating	2.9
Gymnastics	6.7	Football	24.9	None of these	37.0
Hockey	2.8	Dance	19.2		

SECTION C - YOUR DIET

C1 Did you eat breakfast this morning? N=2,315

PLEASE TICK ONE BOX ONLY

Yes 74.9 No 25.1



IF YOU TICKED NO, PLEASE GO TO QUESTION C3

C2 Where did you eat your breakfast? N=1,710

PLEASE TICK ONE BOX ONLY

At home 91.9
In the school fuel zone 2.3
In the street 3.9

Somewhere else (please say where)
2.1

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=2,315

PLEASE TICK ONE BOX ONLY

Yes 92.5 No 7.5



IF YOU TICKED NO, PLEASE GO TO QUESTION C5

C4 Where did you eat lunch yesterday? (or the last day you were at school) N=2,106

PLEASE TICK ONE BOX ONLY

At home 9.6
In the school fuel zone 42.4
In the street 35.6

Somewhere else (please say where)
12.4

C5 What drink do you usually drink at lunch time? N=2,106

PLEASE TICK ONE BOX ONLY

Nothing to drink	3.1
Fizzy drink (e.g. regular Irn Bru)	38.3
Diet fizzy drink	6.5
Water	30.7
Fresh fruit juice	5.3
Juice drink (e.g. Ribena, Oasis)	11.7
Milk (full fat)	0.8
Milk (low fat, e.g. semi-skimmed/skimmed)	2.2
Tea/coffee	0.5
Something else (please say what)	0.9

C6 Do you get free school meals or vouchers for free school meals? N=2,307

PLEASE TICK ONE BOX ONLY

Yes	26.7	No	58.1	Don't know	15.2
-----	------	----	------	------------	------

C7 How many portions of fruit did you eat yesterday? N=2,269

(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=2.14

C8 How many portions of vegetable or salad (not potatoes) did you eat yesterday? N=2,225

(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=1.79

SECTION D – HOW DO YOU FEEL?

D1 How have you felt, about your health in general, over the last year? N=2,287

PLEASE TICK ONE FACE ONLY



1

31.9



2

40.1



3

20.5



4

5.3



5

2.2

D2 Which, if any, of these do you worry about? N=2,261

PLEASE TICK ALL THAT APPLY

School	19.8	Exams	51.3	Fears of violence/gangs	10.2
Being bullied	9.0	Relationship with parents	12.6	The future	29.5
The way I look	30.2	Getting a job	20.3	I have no worries at the moment	24.2

Something else (please say what)

124 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=2,245)	47.7	40.5	9.0	2.4	0.5
Mum / female carer (N=2,246)	46.1	32.7	15.8	4.4	1.0
Dad / male carer (N=2,206)	28.2	27.1	22.6	11.6	10.6
Brother(s) (N=2,095)	18.4	20.8	15.4	11.1	34.3
Sister(s) (N=2,092)	22.5	21.4	11.4	9.3	35.5
Doctor or Nurse (N=2,145)	11.1	33.2	28.6	16.2	10.9
Teachers (N=2,168)	9.5	28.2	34.3	25.5	2.5
Neighbours (N=2,150)	7.1	17.3	20.1	33.3	22.1

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=2,081)	3.5	11.1	62.8	22.6
b I feel that I have a number of good qualities (N=2,205)	2.0	10.5	62.2	25.3
c All in all, I am inclined to feel that I am a failure (N=2,137)	40.1	45.1	12.2	2.6
d I am able to do things as well as most other people (N=2,188)	2.8	11.1	59.0	27.1
e I feel I do not have much to be proud of (N=2,172)	33.7	43.2	18.6	4.4
f I take a positive attitude toward myself (N=2,162)	4.5	17.8	56.0	21.7
g On the whole, I am satisfied with myself (N=2,158)	4.8	20.7	52.5	22.1
h I wish I could have more respect for myself (N=2,165)	18.8	39.7	32.0	9.6
i I certainly feel useless at times (N=2,169)	20.4	30.8	37.4	11.4
j At times I think I am no good at all (N=2,186)	32.8	30.1	26.3	10.9

D5 Have you been bullied in the last year?

PLEASE TICK ONE BOX ON EACH LINE

a At school (N=2,236)	Yes	15.8	No	84.2
b Somewhere else (N=2,115)	Yes	7.2	No	92.8

D6 Have you bullied or frightened someone in this school in the last year? N=2,267

PLEASE TICK ONE BOX ONLY

Never	77.5	Sometimes	18.4	Often	2.5	Very Often	1.6
--------------	------	------------------	------	--------------	-----	-------------------	-----

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=2,280)	2.4	37.3	60.3
b I am restless. I cannot stay still for long (N=2,268)	29.2	40.5	30.3
c I get a lot of headaches, stomach-aches or sickness (N=2,259)	56.8	29.4	13.8
d I usually share with others (food, games, pens etc) (N=2,265)	7.2	41.5	51.2
e I get very angry and often lose my temper (N=2,264)	41.4	36.9	21.7
f I am usually on my own. I generally play alone or keep to myself (N=2,264)	81.6	13.5	4.9
g I usually do as I am told (N=2,268)	11.7	58.1	30.2
h I worry a lot (N=2,260)	43.9	36.5	19.5
i I am helpful if someone is hurt, upset or feeling ill (N=2,261)	5.1	39.4	55.5
j I am constantly fidgeting or squirming (N=2,218)	50.9	33.3	15.8
k I have one good friend or more (N=2,250)	4.1	10.4	85.5
l I fight a lot. I can make other people do what I want (N=2,256)	83.9	13.4	2.7
m I am often unhappy, down-hearted or tearful (N=2,249)	71.0	22.6	6.4
n Other people my age generally like me (N=2,249)	6.4	44.4	49.2
o I am easily distracted. I find it difficult to concentrate (N=2,245)	34.6	41.1	24.3
p I am nervous in new situations. I easily lose confidence (N=2,244)	35.0	41.9	23.1
q I am kind to younger children (N=2,251)	5.7	25.6	68.7
r I am often accused of lying or cheating (N=2,239)	65.7	24.3	10.0
s Other children or young people pick on me or bully me (N=2,245)	87.8	8.7	3.5
t I often volunteer to help others (parents, teachers, children) (N=2,239)	20.6	56.1	23.3
u I think before I do things (N=2,247)	18.3	54.6	27.1
v I take things that are not mine from home, school or elsewhere (N=2,244)	88.0	9.1	2.9
w I get on better with adults than with people my own age (N=2,237)	59.8	30.9	9.3

xI have many fears. I am easily scared (N=2,249)	63.0	27.4	9.6
yI finish the work I am doing. My attention is good (N=2,244)	14.3	56.1	29.6

SECTION E – SMOKING

E1 Which of the following best describes you? N=2,137

PLEASE TICK ONE BOX ONLY

				IF YOU DON'T SMOKE PLEASE GO TO E8
I have never smoked	73.9			
I have only ever smoked once	11.3	➔		
I used to smoke sometimes, but I never smoke now	6.0	➔		
I sometimes smoke cigarettes, but less than one a week	2.4			
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=184**

PLEASE TICK ALL THAT APPLY

I buy them myself from a shop	44.0
I buy them myself from a mobile van	6.0
I buy them myself from a market stall	0.5
I buy them from someone I know	9.2
I get them from someone I know	48.4
I take them from parents or other adults (without them knowing)	10.9
Other (please say where)	10.3

E3	Do you buy ... N=184				
	PLEASE TICK ALL THAT APPLY				
	Packs of 20 cigarettes				31.0
	Packs of 10 cigarettes				60.3
	Single cigarettes				9.2
	I don't buy cigarettes				22.8
E4	Where do you <u>usually</u> smoke? N=184				
	PLEASE TICK ALL THAT APPLY				
	At home				36.4
	At school				45.1
	Outside with friends				90.2
	Outside alone				38.0
	Somewhere else				21.2
E5	Who do you smoke with? N=182				
	PLEASE TICK ALL THAT APPLY				
	Parent/carer				9.3
	Grandparent(s)				4.9
	Brother(s)/sister(s)				15.9
	Friends				88.5
	I smoke alone				32.4
	With someone else				15.9
E6	Would you like to stop smoking? N=183				
	PLEASE TICK ONE BOX ONLY				
	Yes	37.7	No	18.0	Possibly 44.3
E7	Would you know where to get assistance? N=182				
	PLEASE TICK ONE BOX ONLY				
	Yes	69.2	No	30.8	

EVERYONE TO ANSWER E8

E8 Does anyone else smoke in the place where you live most of the time? N=2,224

PLEASE TICK ONE BOX ONLY

Yes 52.8 No 47.2



**IF YOU TICKED NO, PLEASE
GO TO QUESTION E10**

E9 If yes, where do they smoke? N=1,165

PLEASE TICK ALL THAT APPLY

One room	In a particular area in the house	Anywhere in the house	Outside	In the car
17.9	23.2	29.3	42.9	9.4

EVERYONE TO ANSWER E10

E10 How often do you have to breathe in other people's smoke indoors? N=2,196

PLEASE TICK ONE BOX ONLY

Never	Rarely	Often	Everyday
27.7	44.0	15.2	13.0

E11 Have you seen the W-West website? N=2,227

PLEASE TICK ONE BOX ONLY

Yes 2.6 No 97.4

SECTION F – DRINKING ALCOHOL

F1 How often do you drink alcohol? N=2,230

PLEASE TICK ONE BOX ONLY

Never	59.2
Once a week or more	8.5
Every 1 – 2 weeks	4.6
Every 3 – 4 weeks	4.3
Once every 2 – 3 months	6.5
Less often (once or twice a year)	16.9



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

F2 Which of the following do you drink? N=887

PLEASE TICK ALL THAT APPLY

Beer/lager	29.2
Cider	51.7
Alcohol fizzy drinks or alcopops (WKD, Bacardi Breezers)	44.2
Wine (red, white, rose)	23.3
Spirits (vodka, whisky)	42.2
Fortified wine/sherry (Buckfast, Martini)	23.4
Other (please say what)	1.9

F3 How often would you say you get drunk? N=889

PLEASE TICK ONE BOX ONLY

Never or rarely	54.4
Once or twice a month	18.8
Once a week	11.0
Twice a week	7.3
Most days	2.7
Don't know	5.7

F4 How much do you usually spend on alcohol per week? N=873

PLEASE TICK ONE BOX ONLY

Nothing	56.6
Under £2	4.5
£2 – £5	14.0
£6 – £10	13.3
£11 – £15	7.0
£16 – £20	2.6
More than £20	2.1

F5 Where do you buy alcohol? N=877

PLEASE TICK ALL THAT APPLY

Local grocers shop	8.7
Local supermarket	3.6
Friends buy it for me	22.1
Family buy it for me	9.9
I ask strangers to buy it for me	31.2
Local off-licence chain	4.9
Somewhere else	3.5
I don't buy alcohol	39.6

F6 Where do you usually drink alcohol? N=844

PLEASE TICK ALL THAT APPLY

At home	37.7
At school	1.4
Outside with friends	58.2
Outside alone	1.2
Somewhere else	17.7

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=2,239

PLEASE TICK ONE BOX ONLY

Yes	10.2	No	89.8
-----	------	----	------



IF YOU TICKED NO, PLEASE GO TO QUESTION G7

G2 How often do you usually use drugs? N=214

PLEASE TICK ONE BOX ONLY

Only taken drugs once	43.0
Used to take drugs sometimes but I don't take them anymore	10.3
A few times a year	10.7
Once or twice a month	15.0
At least once a week	10.3
Most days	10.7

G3 The last time you used drugs who/where did you get them from? N=212

PLEASE TICK ALL THAT APPLY

Internet	0.9
Shop	3.3
Friend	63.7
An acquaintance	17.9
Market stall	1.9
Brother or sister	4.7
Parents	2.8
A stranger	12.7
Someone else	13.2

G4 The last time you used drugs where did you use them? N=211

PLEASE TICK ALL THAT APPLY

At home	13.7
At a club, disco, rave	8.1
At a friend's house	39.8
At a party	23.7
At school	6.9
Outdoors (please say where)	40.3
Other (please say where)	1.9

G5 The last time you used drugs did you use them with alcohol? N=211

PLEASE TICK ONE BOX ONLY

Yes	35.5	No	64.5
-----	------	----	------

G6 Which, if any, of these drugs have you taken in the last year? N=207

PLEASE TICK ALL THAT APPLY

Cannabis (Skunk, Marijuana, dope, hash, blow, joints, wacky baccy)	87.9
Gas, glue or other solvents (Correction fluid, lighter fuel, aerosols to inhale or sniff)	6.8
Amphetamines (Speed, Whizz, Sulph, Paste)	5.3
LSD (acid, tabs, trips)	4.3
Ecstasy (E, Eccies, XTC, sweeties)	16.4
Cyroban (Cy, Cyber)	*
Poppers (Amyl Nitrates, Liquid Gold, Rush)	3.9
Tranquillisers (Downers, Jellies, Valium, Vallies, Blues, Temazepam, Eggs)	6.8
Heroin (Smack, Skag, Gear, H, Brown, Junk, Kit)	3.4
Magic Mushrooms (Shrooms)	6.3
Methadone (Physeptone, Meth)	2.4
Crack (Rock, Freebase)	4.8
Cocaine (Coke, Charlie, C, Ching)	9.2
Anabolic Steroids (Roids, Gear)	0.5
Mephedrone (Bubbles, M Cat, Meow)	2.9
Legal Highs (Please say what)	6.3
<hr/>	
Other drugs (Please say what)	1.0
<hr/>	
None in the last year	3.9

* those who responded for 'cyroban' (2.8%) 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=2,155

PLEASE TICK ONE BOX ONLY

Very easy	Fairly easy	Fairly difficult	Very difficult	Impossible	Don't know
8.2	15.1	7.3	6.3	18.4	44.7

G8 How easy would it be for you to get Legal Highs? N=2,125

PLEASE TICK ONE BOX ONLY

Very easy	Fairly easy	Fairly difficult	Very difficult	Impossible	Don't know
8.5	12.6	8.3	5.0	11.7	53.9

SECTION H – ILLNESS & DISABILITY

H1 Do you have any illness or disability that is likely to go on for a long time? N=2,230

PLEASE TICK ONE BOX ONLY

Yes 25.1 No 74.9



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

H2 What is your illness or disability? N=552

PLEASE TICK ALL THAT APPLY

Asthma	49.8
Diabetes	2.2
Dyslexia	9.1
Eczema	20.5
Epilepsy	1.4
Injury (e.g. broken bones)	6.5
Painful joints	7.6
Physical disability	1.8
Something else (please say what)	23.5

H3 Does this illness or disability limit what you can do? N=548

PLEASE TICK ONE BOX ONLY

Yes 43.1 No 56.9



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

207 responses

SECTION I – ABOUT YOUR TEETH

I1 How many times did you clean your teeth yesterday? N=2,262

PLEASE TICK ONE BOX ONLY

Not at all	Once	Twice	3 times or more
2.2	15.1	66.9	15.8

I2 Are you registered with a Dentist? N=2,260

PLEASE TICK ONE BOX ONLY

Yes	91.8	No	2.6	Don't know	5.6
-----	------	----	-----	------------	-----

I3 When did you last go to the dentist? N=2,257

PLEASE TICK ONE BOX ONLY

Within the last 6 months	6–12 months ago	More than 12 months ago	Never	Can't remember
70.4	11.9	2.9	0.6	14.2

SECTION J – SERVICES FOR YOUNG PEOPLE

J1 Do you go to a local youth club or drop-in youth centre? N=2,198

PLEASE TICK ONE BOX ONLY

Yes	26.5
No – I don't know of one that I could go to	39.7
No – but I know of one that I could go to	33.8

J2 Is there anything stopping you, or putting you off, going to a youth club or drop-in youth centre? N=1,202

PLEASE WRITE IN THE BOX

NO: 55.7 OTHER RESPONSE: 44.3

J3a Are you aware of a health service in or near to your school that is for young people only?
N=2,181

PLEASE TICK ONE BOX ONLY

Yes 15.6 No 84.4



IF YOU TICKED NO,
PLEASE GO TO QUESTION
J4

J3b If you said YES, PLEASE WRITE IN ITS NAME

241 responses

J4 Have you heard of the Sandyford? **N=2,206**

PLEASE TICK ONE BOX ONLY

Yes 16.3 No 83.7



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

293 responses

J6 Do you have a Glasgow Young Scot Card? **N=2,225**

PLEASE TICK ONE BOX ONLY

Yes 64.6 No 35.4



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=1,379

PLEASE TICK ALL THAT APPLY

Free swimming	67.2
Zest Holiday Programme activities	4.8
Borrowed books/CDs or DVDs from library	19.3
PASS (To prove your age in shops or at cinema)	38.2
Discounted gym membership	16.8
Reward points (PWYP, Fuelzone or Points of View)	9.0
Glasgow Film Theatre/cinema	22.2
To enter Gridmag competitions	7.5
Discount in shops	34.4
None of these	4.4
I haven't used the Glasgow Young Scot Card in the last year	16.0

J8 Have you been to any of the following in the last year? N=2,202

PLEASE TICK ALL THAT APPLY

Museum	52.2
Library	58.5
Sports centre	72.4
Community centre	38.6
None of these	8.5

SECTION K – BEHAVIOUR/ATTITUDE

K1 Have you been treated in a way that you felt was offensive in the last year? N=2,135

PLEASE TICK ONE BOX ONLY

No	75.9
Yes, occasionally	17.4
Yes, on several occasions	6.7



**IF YOU TICKED NO, PLEASE
GO TO QUESTION K4**

K2 Who treated you in a way that you felt was offensive? N=564

PLEASE TICK ALL THAT APPLY

Health care services (e.g. Doctor, Nurse etc)	6.0
School	48.9
Police	21.5
Social services	3.4
Shops/restaurants/cafes	12.9
Bank/Building Society	1.8
Close relative	14.0
Children's panel	2.8
Unknown person in a public place	31.2
Other (please say who)	16.8

K3 Why were you treated in a way that you felt was offensive? N=550

PLEASE TICK ALL THAT APPLY

Ethnic background	11.3
Gender	7.6
Sexuality	9.5
Age	16.9
Disability	4.2
Religion	8.0
Other (please say why)	29.6

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

EVERYONE TO ANSWER K4

K4 Which, if any, of these things have you done in the last year? N=2,110

PLEASE TICK ALL THAT APPLY

Shoplifting	7.1
Fighting someone	24.5
Gang fighting	7.3
Threatening/bullying/harassing a person	7.0
Carrying a weapon outside school	4.5
Carrying a weapon in school	1.6
Drug dealing	1.5
Vandalising others' property/graffiti	8.9
Breaking into a school, shop, or another person's home	2.1
None of these	67.6

SECTION L – RELATIONSHIPS

L1 Is there someone you can talk to about relationships, sexual health, etc? N=2,170

PLEASE TICK ALL THAT APPLY

Parent/carer	59.1
Sister/brother	25.0
Other family member	21.1
Teacher	7.5
Friend	52.4
School nurse	7.6
No-one	10.6
Someone else, please say who	2.7

L2 Have you received any sexual health and relationship education at school? N=2,187

PLEASE TICK ONE BOX ONLY

Yes 84.7 No 15.3



**IF YOU TICKED NO, PLEASE
GO TO QUESTION L4**

L3 How well has this prepared you for forming and dealing with relationships? N=1,792

PLEASE TICK ONE BOX ONLY

Very well	Well	Badly	Very badly
19.9	66.7	9.7	3.7

L4 Which of the following best describes you? N=2,127

PLEASE TICK ONE BOX ONLY

I am only attracted to the opposite sex	86.8
I am mostly attracted to the opposite sex	4.6
I am equally attracted to both boys and	2.0
I am mostly attracted to the same sex	0.5
I am only attracted to the same sex	0.7
I am unsure of my sexuality	1.0
I am not attracted to either	4.5

SECTION M – HOME

M1 Do you have access to the internet at home? N=2,188

PLEASE TICK ONE BOX ONLY

Yes	95.4	No	4.6
-----	------	----	-----

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	1,716	1.4	1,724	2.2
Surfing the net	1,781	2.0	1,781	3.2
Homework	1,820	1.2	1,748	1.2
Social networking on a PC	1,676	1.8	1,678	2.8
Games console (e.g. Xbox PS3, Wii)	1,690	1.6	1,697	3.0
Smart phone (e.g. access to facebook, twitter, bebo)	1,632	1.6	1,658	2.7
Watching TV	1,807	2.7	1,793	4.1

M3 On a school night, how many hours sleep do you have? N=1,997

PLEASE WRITE IN NUMBER OF HOURS

Mean=8.1

**M4a Which of these best describes your father
(or mother's husband/boyfriend if you live with him most of the time)? N=2,071**

PLEASE TICK ONE BOX ONLY

He has a paid job	69.3
He is sick, retired or a student	3.4
He is looking for a job	5.9
He takes care of others, or is in the home	2.7
I don't know	8.9
Don't have or see him	9.9

**M4b Which of these best describes your mother
(or father's wife/girlfriend if you live with her the most of the time)? N=2,061**

PLEASE TICK ONE BOX ONLY

She has a paid job	60.7
She is sick, retired or a student	4.9
She is looking for a job	9.2
She takes care of others, or is in the home	16.2
I don't know	6.0
Don't have or see her	3.0

M5 Does anyone in your family, who you live with, have any of the following? N=2,057

PLEASE TICK ALL THAT APPLY

A disability	13.0
A long-term illness	11.2
A drug or alcohol problem	5.5
None of these	74.6



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=542

PLEASE TICK ONE BOX ONLY

Yes	64.2	No	35.8
-----	------	----	------



IF YOU TICKED NO, PLEASE GO TO QUESTION M9

M7 Do you help to look after them.....? N=335

PLEASE TICK ONE BOX ONLY

Every day	37.6
A couple of times a week	28.4
Once in a while	34.0

M8 How do your caring responsibilities affect you? N=343

PLEASE TICK ALL THAT APPLY

Sometimes unable to do homework	21.9
It makes me feel good to be able to help	54.5
Sometimes get bullied at school	3.8
Makes it difficult to make friends	4.1
Sometimes makes me late for school	9.6
I've learned lots of new skills because of caring	32.4
Helps me organise my time	17.5
Makes me tired	21.6
It can be lonely	6.4
It makes me feel stressed/anxious	15.5
Sometimes miss school	5.5
I can't join clubs	4.1
It affects me some other way (Please say how)	3.5
No effect at all	25.7

EVERYONE TO ANSWER M9

M9 Do you have any savings? N=2,100

PLEASE TICK ONE BOX ONLY

Yes	78.1	No	21.9
-----	------	----	------

M10 Where do you save your money? N=2,037

PLEASE TICK ALL THAT APPLY

I do not save	17.3
Bank/Building Society	56.0
School credit union/savings scheme	3.4
Other (please say where)	30.4

M11 How much money of your own do you have most weeks to spend as you like? N=2,071

PLEASE TICK ONE BOX ONLY

Nothing	6.2
Less than £5 a week	11.6
£5 or more, but less than £10 a week	23.0
£10 or more, but less than £20 a week	29.6
£20 or more, but less than £30 a week	15.2
£30 or more a week	14.3

M12 What kind of things do you spend your money on? N=2,096

PLEASE TICK ALL THAT APPLY

Clothes	71.6	Gaming software	30.4
Music e.g. iTunes, MP3, downloads	33.1	Alcohol	12.3
Fast food takeaways	33.3	Drugs	2.7
Tobacco	5.1	Paying bills e.g. gas, electricity	1.0
Mobile phone top-ups	35.1	I don't spend any money	3.7
Magazines	27.2	Other (please say what)	13.4

M13 Have you had any school lessons about money and savings? N=2,013

PLEASE TICK ONE BOX ONLY

Yes	36.0	No	64.0
-----	------	----	------

SECTION N - YOUR FUTURE

N1 Which one of these do you think you are most likely to be doing when you leave school? N=1,830

PLEASE TICK ONE BOX ONLY

University	54.9
Apprenticeship/trade	4.5
Working	14.6
Take a gap year	3.6
Further Education College	9.9
Youth Training/Skill Seekers	0.7
Unemployed	0.5
Don't know	9.6
Other (Please say what)	1.7

N2 Have you done any of the following through school? N=2,011

PLEASE TICK ALL THAT APPLY

Work placement	12.5
Careers guidance	11.8
Employer visits	3.4
CV (Curriculum Vitae) preparation	6.0
Job search	9.1
Something else related to getting a job/working	9.1
None of these	66.0

N3 In the last year, how many times did you dog, skip or skive school? N=2,071

PLEASE TICK ONE BOX ONLY

Not at all	64.7
Once	9.5
Twice	8.2
3 times	4.8
4 times	2.4
5 times	1.6
Between 6 and 10 times	2.4
More than 10 times	6.4

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.