A young person with short brown hair, wearing a white surgical face mask, is sitting at a desk and reading an open book. They are wearing a dark-colored shirt with a white floral pattern. The background is slightly blurred, showing other people in a classroom or library setting. The entire image has a light blue tint.

Norwich Opportunity Area 2018-2021 School Monitoring Survey

A report of the Norwich Opportunity Area survey in
Norwich schools 2018-2021

Schools Health Education Unit, Exeter

SHEU

www.sheu.org.uk

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Draft 1.0 January 2022



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Summary

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

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

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

Over 12,000 questionnaires were returned from children and young people attending a Norwich school between 2018 and 2021.

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

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

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

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

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

▪ Background

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

▪ Coronavirus & lockdown

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

▪ School perceptions

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

▪ Aspirations

We asked secondary phase pupils about their plans after school/college; there is a marked shift among Y11 pupils between 2018 and 2021 away from planning to get a job and towards University.

Sadly, it has not been easy for schools during the pandemic to keep links going with local employers.

▪ Emotional health and wellbeing

Primary pupils' scores on the Stirling Children's Wellbeing Scale have significantly declined, with markedly fewer pupils scoring in the 'high' score bracket.

Secondary pupils' scores on the Warwick-Edinburgh Wellbeing Scale have also declined, with fewer pupils scoring in the

higher score brackets, but the shift is not so large.

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

The primary pupils in the later waves of the study were more likely to tick a larger number of worries at the level of 'quite a lot' or above.

▪ **Substance use**

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

▪ **Safer schools officers**

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

▪ **Associations with parental involvement**

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

Parental involvement seems to be associated with greater wellbeing.

▪ **Associations with pupil voice**

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

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

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

▪ **Conclusions**

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

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

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

Acknowledgements

This report summarises the results of the **Norwich Opportunity Area** Survey 2018-2021 and its first draft was produced by SHEU, Exeter.

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

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

Purpose of the survey

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

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

Survey method

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

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

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

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

Survey design

The survey was divided into a number of distinct sections:

Table 1: Topics in the Norwich Opportunity Area Survey 2018-2021, by primary/secondary school phase and by wave

	<i>Pri</i>	<i>Sec</i>	<i>2018-2020 Spring</i>	<i>2020 Autumn -2021</i>
<i>Background</i>	✓	✓	✓	✓
<i>Coronavirus & lockdown</i>	✓	✓		✓
<i>Pupil voice</i>	✓	✓	✓	✓
<i>School perceptions</i>	✓	✓	✓	✓
<i>Aspirations</i>	✓	✓	✓	✓
<i>Parental involvement</i>	✓	✓	✓	✓
<i>Emotional health and wellbeing</i>	✓	✓	✓	✓
<i>Diet</i>	✓	✓	✓	✓
<i>Substance use</i>		✓	✓	✓
<i>Anti-social behaviour</i>		✓	✓	✓
<i>Bullying & harassment</i>	✓	✓	✓	
<i>Exercise</i>	✓	✓	✓	
<i>Relationships and sexual health</i>		✓	✓	
<i>Public services</i>	✓	✓	✓	
<i>Transport & access</i>	✓	✓	✓	

Recruitment of Schools

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

A range of actions was implemented to promote schools taking part in the project.

Number of Young People

Over 12,000 questionnaires were returned from children and young people attending a Norwich school between 2018 and 2021.

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

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

	<i>Pri</i>	<i>Sec</i>	<i>All</i>
<i>2018</i>	721	1,659	2,380
<i>2020 Spring</i>	704	2,831	3,535
<i>2020 Autumn</i>	346	3,723	4,069
<i>2021</i>	393	2,140	2,533
<i>Total</i>	2,164	10,353	12,517

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

Table 3: Numbers participating in the Norwich Opportunity Area Survey 2018-2021, by year group and wave

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

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

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

In the text below:

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

Number of Schools

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

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

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

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

Reporting to Schools

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

Survey Analysis: headlines and trends

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

Background

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

Table 4: Selected background responses, by phase and wave

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

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

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

A question was asked in each wave, *Does your school/college give you enough extra help?* In the first two waves, this question was answered only by those pupils who indicated that they had special or additional needs; in the latter two waves, it was answered by everyone. There is no difference in the responses given between the Autumn 2020 and 2021 waves.

Coronavirus & lockdown

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

Table 5: Selected responses to 37: Do you feel the time missed at school because of the COVID-19 (coronavirus) lockdown will affect how well you do in your exams? by selected year groups and by wave

Year group	Response	2020 Autumn	2021
Year 10	Yes, I think I will do worse	53%	51%
Year 11	Yes, I think I will do worse	75%	69%

- ② Older secondary pupils think that COVID-19 and lockdown will have a detrimental effect on their examination prospects.

Table 6: Selected responses to 38: Do you feel the time missed at school because of the COVID-19 (coronavirus) lockdown will affect your job prospects? by selected year groups and by wave

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

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

Table 7: Selected responses to 39: Do you feel the time missed at school because of the COVID-19 (coronavirus) lockdown has affected your wellbeing? by selected year groups and by wave

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

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

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

▪ Pupil voice

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

Table 8: Selected responses to Pupil voice questions, by selected year groups and by wave

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

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

▪ School perceptions

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

Table 9: Selected school perception responses, from Q9: Please think about each of the following statements...: % responding 'agree', by selected year groups and by wave

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

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

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

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

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

- ② There were related questions in the secondary questionnaire, *Do you think it is important to go to school/college regularly?* And *How many lessons do you enjoy at school/college?*. The interpretation of these two questions may well have been affected by pupils not having to go to school or be at school during lockdown, but in any case the responses are rather similar between waves of the survey, with about 70% of Y10 pupils enjoying at least half of their lessons, and about 80% agreeing that it is important to go to school regularly.

■ Aspirations

- ② We asked secondary phase pupils about their plans after school/college; there is a marked shift among Y11 pupils between 2018-2021 away from planning to get a job and towards University.

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

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

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

Table 12: Selected responses to Q14: Do you think you will end up doing a job like this? in Yeas 6 & 10, by wave

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

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

Table 13: Selected responses to Q18: How many times have you spoken to a local employer visiting your school/college? in selected year groups, by wave

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

② Sadly, it has not been easy for schools during the pandemic to keep links going with local employers.

▪ **Parental involvement**

Table 14: Selected responses to Parental involvement questions in selected year groups, by wave

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

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

▪ **Emotional health and wellbeing**

Primary and secondary pupils completed age-appropriate wellbeing scales.

Table 15: Stirling Children's Wellbeing Scale scores in selected primary year groups, by wave

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

① Primary pupils' scores on the Stirling Children's Wellbeing Scale have significantly declined, with markedly fewer pupils scoring in the 'high' score bracket.

Table 16: Warwick-Edinburgh Wellbeing Scale scores in selected secondary year groups, by wave

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

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

Average scores show a similar decline.

We also ask a number of questions related to resilience, and derive a score; there is little evidence that young people's resilience has changed during the pandemic.

Table 17: Resilience scores in selected year groups, by wave

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

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

Table 18: Responses to Q45/46: How much do you worry about the issues listed below? % responding 'quite a lot' or 'a lot', in Year 10, by wave

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

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

Another approach to these results is to add up the number of worries marked at least 'quite a lot'.

Table 19: Number of worries marked 'quite a lot' or 'a lot', in Year 6, by wave

Year	Response	2018	2020 Spring	2020 Autumn	2021
Year 6	6 or more	17%	15%	48%	44%

① The primary pupils in the later waves of the study were more likely to tick a larger number of worries at the level of 'quite a lot' or above

Substance use

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

The alcohol figures from Y10 students illustrate these features:

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

	2018	2020 Spring	2020 Autumn	2021
Ever tried alcohol	32%	33%	24%	25%
Drank alcohol last week	12%	16%	9%	13%

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

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

What might account for these changes?

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

Also, in national surveys and in SHEU's aggregate data sets, young people's participation in substance use behaviours has been undergoing a long slow decline over the last 10-20 years.

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

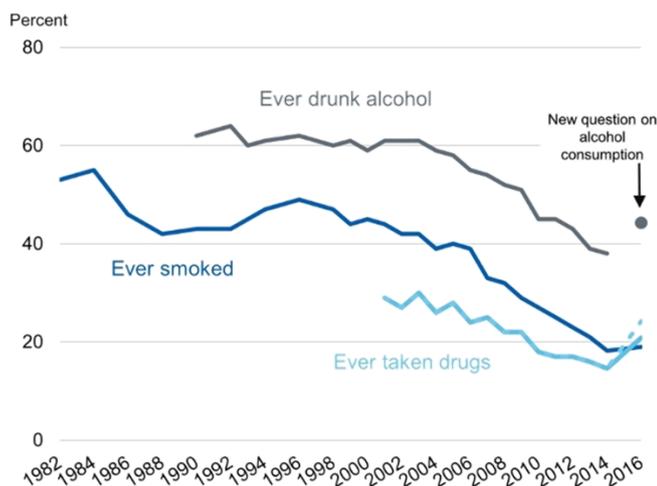
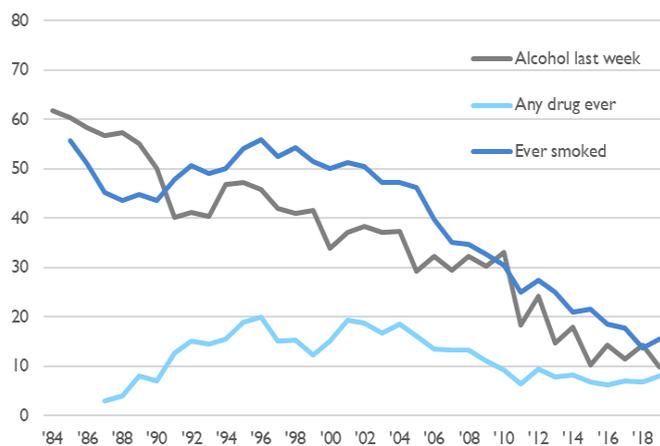


Chart 2: Trends 1984-2018 in substance use behaviours from SHEU, Y8 & Y10



- **Anti-social behaviour**

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

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

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

There are no clear trends about anti-social behaviours among Y10 pupils.

- **Safer schools officers**

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

<i>Phase</i>	<i>Response</i>	<i>2018</i>	<i>2020 Spring</i>	<i>2020 Autumn</i>	<i>2021</i>
<i>Year 10</i>	Yes	27%	22%	9%	18%

- ② There is some evidence that awareness of Safer Schools Officers is lower now than when the survey series started.

- **Diet**

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

Survey Analysis: connections

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

These connections can be tested in the data set, and the analysis is shown below.

Associations with parental involvement

Table 23: Relationship between parental involvement and resilience and aspiration, by selected year groups in 2021

		High resilience score	Expect to go to University
Year 6			
<i>Do your parents go to parents' evening?</i>	No	23%	41%
	Don't know	25%	50%
	Yes	35%	46%
<i>Are your parents helping you think about your career choices after 16?</i>	No	23%	36%
	Don't know	29%	43%
	Yes	39%	51%
Year 10			
<i>Do your parents go to parents' evening?</i>	No	3%	24%
	Don't know	8%	29%
	Yes	14%	43%
<i>Are your parents helping you think about your career choices after 16?</i>	No	5%	36%
	Don't know	4%	35%
	Yes	15%	41%

If parents don’t go to parents’ evenings, 23% of Y6 pupils have high resilience scores; if they do go, then the figure rises to 35%. In year 10, the equivalent figures are 3% and 14%. There are similar contrasts for the other question shown.

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

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

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

A → B

B → A

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

C → B
C → A

Table 24: Relationship between parental involvement and wellbeing and worry, among Y10 students in 2021

Year 10		Average wellbeing score	Average maximum worry level
<i>Do your parents go to parents' evening?</i>	No	39.4	3.2
	Don't know	40.0	2.9
	Yes	44.6	3.3
<i>Are your parents helping you think about your career choices after 16?</i>	No	35.4	3.4
	Don't know	36.9	3.4
	Yes	46.3	3.2

The figures in the table are averages. The wellbeing score is a figure from 10 to 70, where a higher score shows higher wellbeing. For worries, we looked across the whole list of worries where young people indicated how worried they were on a scale from 0 'Not at all' to 4 'A lot'; we then took the maximum level of worry indicated by each pupil, and then took the average for the groups according to their answers about parental involvement.

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

▪ **Associations with pupil voice**

Table 25: Relationship between parental involvement and resilience and aspiration, among Year 10 students in 2021

Year 10		High resilience score	Expect to go to University
11a: Are you <u>asked</u> for your ideas and opinions...			
	...About what you learn in school/college?	No 9%	41%
		Yes 15%	39%
	...About how you learn in school/college?	No 11%	42%
		Yes 15%	36%
	...About the school/college environment?	No 11%	38%
		Yes 13%	42%
	...In your community?	No 12%	42%
		Yes 12%	36%
11b: Do the opinions of young people <u>make a difference</u> to decisions...?			
	...About what you learn in school/college?	No 13%	41%
		Yes 12%	38%
	...About how you learn in school/college?	No 13%	41%
		Yes 12%	39%
	...About the school/college environment?	No 11%	38%
		Yes 13%	42%
	...In your community?	No 11%	40%
		Yes 14%	40%

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

Table 26: Relationship between pupil voice and wellbeing and worry, among Year 10 students in 2021

<i>11a: Are you asked for your ideas and opinions...</i>		<i>Average wellbeing score</i>	<i>Average maximum worry level</i>
<i>...About what you learn in school/college?</i>	No	42.09	3.28
	Yes	44.86	3.16
<i>...About how you learn in school/college?</i>	No	42.25	3.30
	Yes	45.89	3.08
<i>...About the school/college environment?</i>	No	40.41	3.29
	Yes	45.88	3.16
<i>...In your community?</i>	No	42.23	3.29
	Yes	46.50	3.05
11b: Do the opinions of young people make a difference to decisions...?			
		<i>Average wellbeing score</i>	<i>Average maximum worry level</i>
<i>...About what you learn in school/college?</i>	No	42.45	3.28
	Yes	45.46	3.14
<i>...About how you learn in school/college?</i>	No	42.80	3.25
	Yes	44.71	3.18
<i>...About the school/college environment?</i>	No	40.92	3.28
	Yes	45.48	3.19
<i>...In your community?</i>	No	42.22	3.32
	Yes	45.35	3.10

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

▪ **Association with Free School Meals**

A search for associations with Free School Meals in the small 2021 primary sample yielded just one significant result.

Table 27: Relationship between pupils currently receiving Free School Meals (FSM) and school orientation, among primary schools in 2021

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

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

The equivalent list for secondary school pupils is much longer. All the figures listed in the table below are significantly different between FSM pupils and the whole NOA sample. The higher figure in each row has been highlighted.

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

Table 28: Relationship between pupils currently receiving Free School Meals (FSM) and other variables, among secondary schools in 2021

Question	FSM	Norwich
live with their Mum and Dad together	34%	61%
are a 'young carer' or a young adult carer	11%	4%
% responded that their parents go to parents' evenings	63%	79%
think they'll be better off in the future than their parents/guardians were	51%	36%
% responded that their parents are helping them think about their career choices after 16	60%	68%
enjoy 'most' or 'all' of their lessons at school/college	32%	43%
think it is important to go to school/college regularly	76%	84%
% agreed that in their school/college, people with different backgrounds are valued	65%	71%
% responded that their school/college gives them enough extra help	35%	29%
think they'll go to University	43%	49%
want to continue education at a school sixth form or start full-time education at FE/sixth form college or University at the end of school/college	62%	69%
want to get an apprenticeship or other training for a skilled job at the end of school/college	35%	29%
'don't know anything' about apprenticeships	30%	23%
know who their Safer Schools/Colleges Officer is	26%	19%
had at least 5 portions of fruit and vegetables to eat on the day before the survey	17%	25%
didn't have anything to eat or drink before lessons on the day of the survey	24%	19%
had an alcoholic drink in the 7 days before the survey	8%	14%
% had a low measure of resilience (0 – 16)	43%	36%
worry about school/college-work problems, exams and tests 'quite a lot' or 'a lot'	41%	48%
have been feeling loved 'often' or 'all of the time' over the last two weeks	53%	60%

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

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

■ Conclusions

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

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

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

APPENDIX: Questions omitted from the latter surveys

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

▪ **Bullying & harassment**

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

DOMESTIC VIOLENCE

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

NEGATIVE RELATIONSHIPS

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

▪ **Healthy lifestyles**

WEIGHT AND APPEARANCE

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

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

HEALTHY CHOICES

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

LUNCH

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

FOOD & DRINK

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

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

DRINKS

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

Physical Activity

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

▪ **School and Public Services**

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

▪ **SEXUAL HEALTH SERVICES**

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

▪ **INTERNET SAFETY**

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

▪ **Police & Crime**

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

▪ **Transport & Access**

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

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

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

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

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

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

▪ **Leisure**

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

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

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

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