



**Children's  
Neighbourhoods  
Scotland**

**Wellbeing Survey Findings:  
Miller Primary School,  
Castlemilk  
March 2021**

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## Miller Primary School – Wellbeing Survey Findings

### 1. Background

Children's Neighbourhoods Scotland works across six neighbourhoods in the West of Scotland, inviting children and young people to articulate their goals for wellbeing. Our aim is to support children and young people to identify their wellbeing priorities with the aim of brokering action for change with decision-makers at neighbourhood, local authority and national levels.

### 2. Capabilities Research

CNS uses the Capabilities Research model in our work with children, a participatory research tool that generates a wellbeing framework for change. The first step in the model is to carry out a wellbeing survey with a 20% sample of pupils.

The wellbeing survey asks children to answer eight survey questions, as follows:

- a) What do children need to live a good life?
- b) How would you rank your choices from 1 to 5?
- c) Why did you choose your number 1 goal?
- d) What could help children to achieve this goal?
- e) Who could help children to achieve this goal?
- f) What could stop children from achieving this goal?
- g) What could you do in your school or community to achieve this goal?
- h) What is the first step you could take?

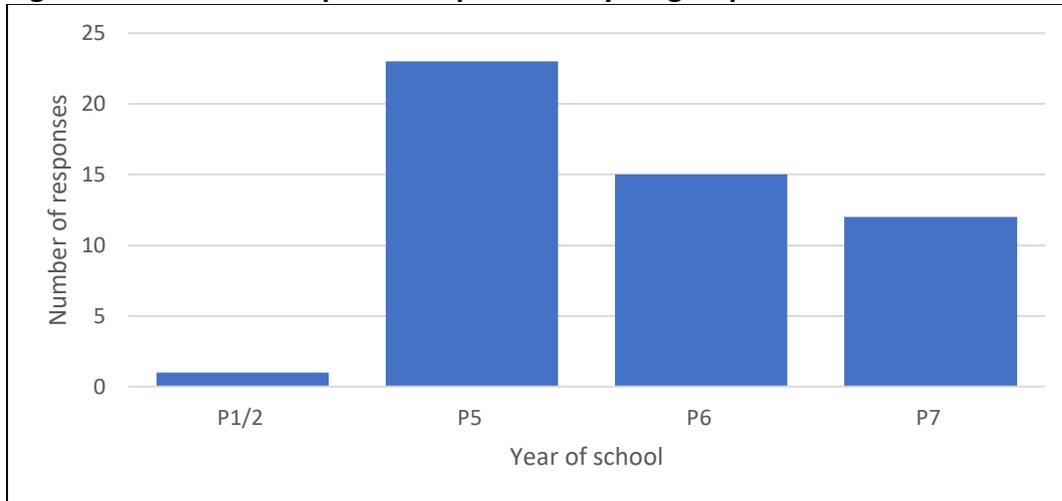
The survey findings inform the second step in our research: a series of in-depth focus groups and activities where we discuss children's concerns and priorities for change in depth.

### 3. Research Participants: Miller Primary School, Castlemilk

Miller Primary School is located on Arden Craig Road in Castlemilk and has a school roll of 184 pupils (November 2020). Following discussions with the Headteacher, Children's Neighbourhoods Local Coordinator and research staff offered to carry out the Capabilities Research Model in the school. The research was planned to commence with the wellbeing survey in December 2020, and to move onto in-depth research from January 2021. Unfortunately, due to the restrictions of the COVID-19 pandemic, the in-depth research has been postponed until April 2021. The following report summarises findings from the wellbeing survey only.

51 pupils (28% of the school roll) took part in the survey. Pupils from P1/2, P5, P6 and P7 took part in the survey. The majority of responses came from P5 (23), followed by P6 (15), P7 (12), and P1/2 (1).

**Figure 1: Number of respondents per school year group**



#### 4. Wellbeing Survey Findings – summary

##### 4.1. What do children need to live a good life?

The pupils each identified the top 5 most important things they felt children need to live a good life. For the 12 domains, the following responses were received:

1. Feel safe (84%)
2. Be healthy (75%)
3. Have good relationships with family and friends (63%)
4. Live a long life (49%)
5. Be able to learn (at school and in the wider community) (43%)
6. Feel happy and confident (41%)
7. Have a job, place to live, food and clothes (41%)
8. Be able to play (27%)
9. Take part in decisions and having your opinions heard (26%)
10. Be protected by the law (22%)
11. Have access to nature, pets and animals (16%)
12. Be able to take part in activities you enjoy and be valued for your contribution (4%)

9% of pupils selected 'Other', with three respondents suggesting that 'being able to eat and drink' was a priority, and one suggesting that 'being loved' was a priority.

## 4.2. How did children rank their choices?

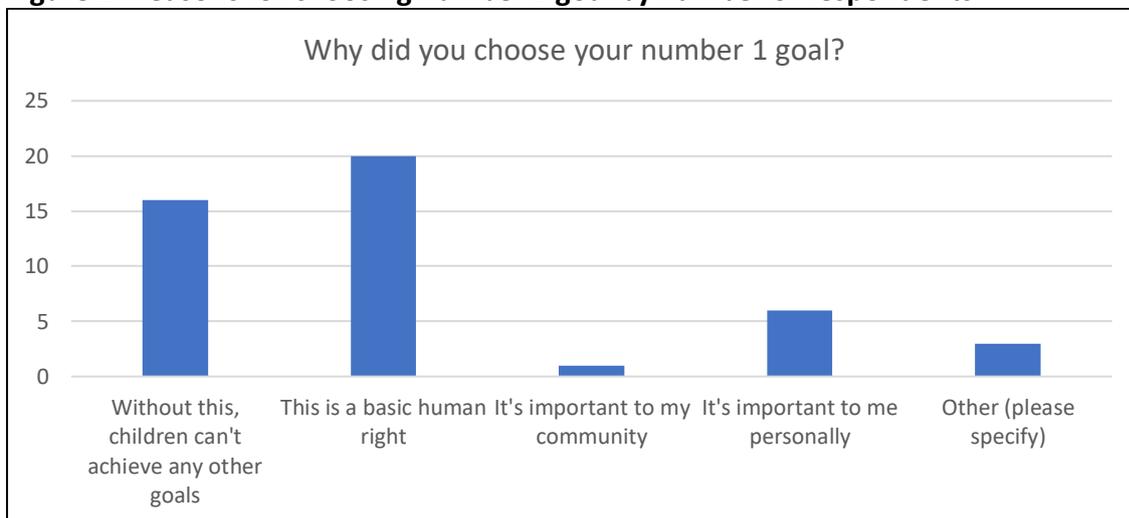
Children were asked to rank their 'top 5' wellbeing goals in order (where 1=high). The top 5 most important wellbeing goals were as follows:

WELLBEING GOALS	
1.	Feel safe
2.	Be healthy
3.	Have good relationships with family and friends
4.	Live a long life
5.	Have a job, place to live, food and clothes

## 4.3. Why did children choose their Number 1 goal for wellbeing?

Children were asked to choose from a drop-down menu of options in response to this question on why they had chosen their Number 1 goal for wellbeing. Twenty pupils (39%) chose their wellbeing goal because they felt it to be a basic human right, sixteen (31%) because they felt it was fundamental to the achievement of other wellbeing goals and six (12%) stated that the goal was important to them personally. 'Other' responses were: 'If we don't eat or drink, we might die' and 'You will die if you don't have this'.

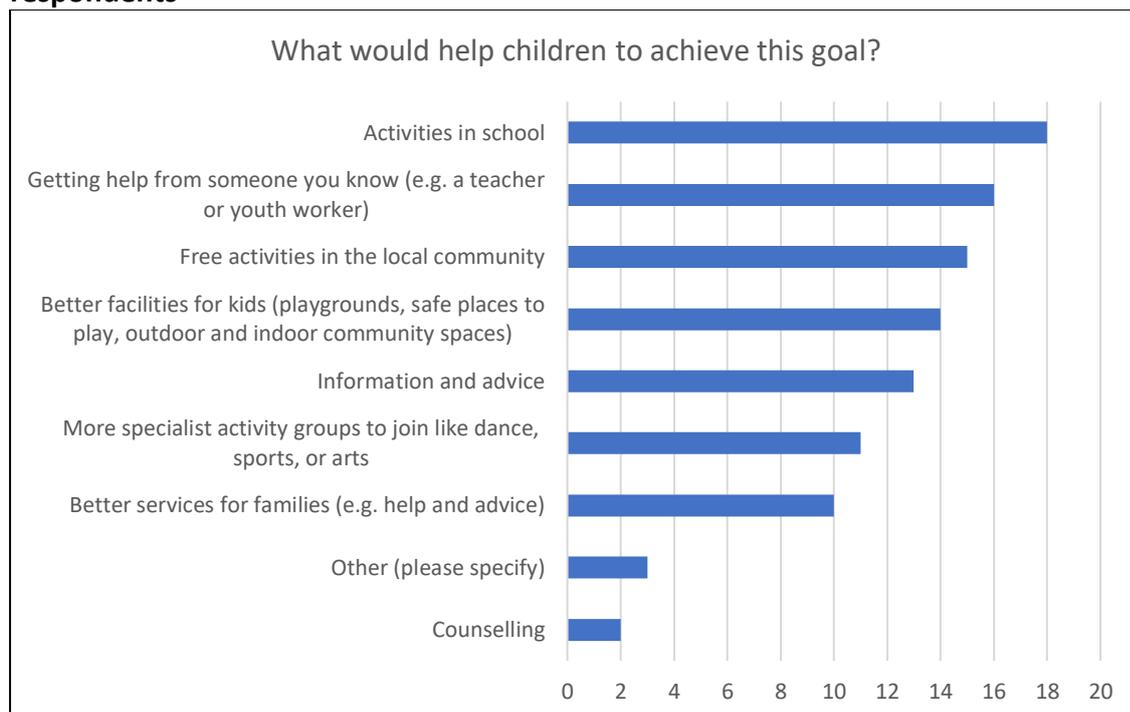
**Figure 2: Reasons for choosing number 1 goal by number of respondents**



#### 4.4. What resources did children think would help them to achieve their Number 1 goals for wellbeing?

Children were asked to choose the resources that they believed would help them to achieve their number 1 goal most effectively from a drop-down list. Eighteen respondents (35%) cited 'activities in school' as the most important resource to help with wellbeing; sixteen (31%) chose getting help from someone you know (e.g. a teacher or local coordinator); fifteen (29%) chose free activities in the local community; fourteen (27%) opted for better facilities for kids; thirteen (25%) wanted information and advice; eleven (22%) would value specialist activity such as dance or sports; ten (20%) wanted better services for families and two (4%) suggested that counselling would help them to achieve their wellbeing goal. Other responses were 'school and family', 'buying items helps a lot', and 'it's a goal because everyone should feel safe'.

**Figure 3: Factors that would help children to achieve their number 1 goal by number of respondents**

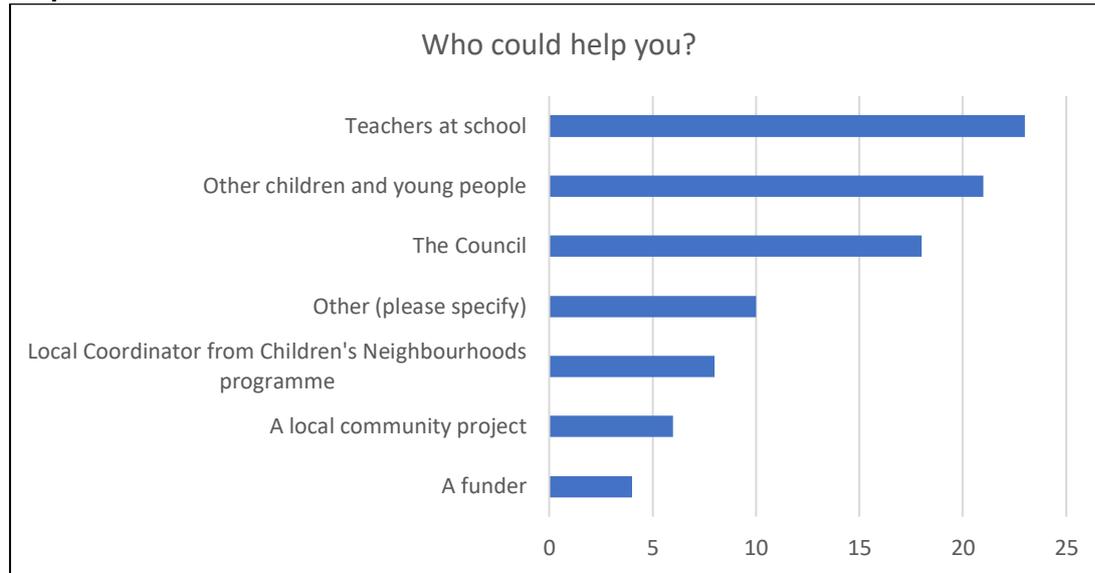


#### 4.5. Who did children think could help them to achieve their Number 1 goals for wellbeing?

Children were asked to choose the resources that they believed would help them to achieve their number 1 goal most effectively from a drop-down list. Twenty-three respondents (45%) cited teachers at schools as being the best people to help them achieve their wellbeing goal; twenty-one (41%) thought that other children could help; eighteen (35%) stated that the Local Authority could help; eight (16%) thought the CNS Local Coordinator could help; six (12%)

stated a local community project; and four (8%) thought a funder would be best placed to help them. Other responses included four (8%) responded citing 'family' and three (6%) citing 'parents': a total of seven (14%) stating that family members would be of help in achieving their wellbeing goal.

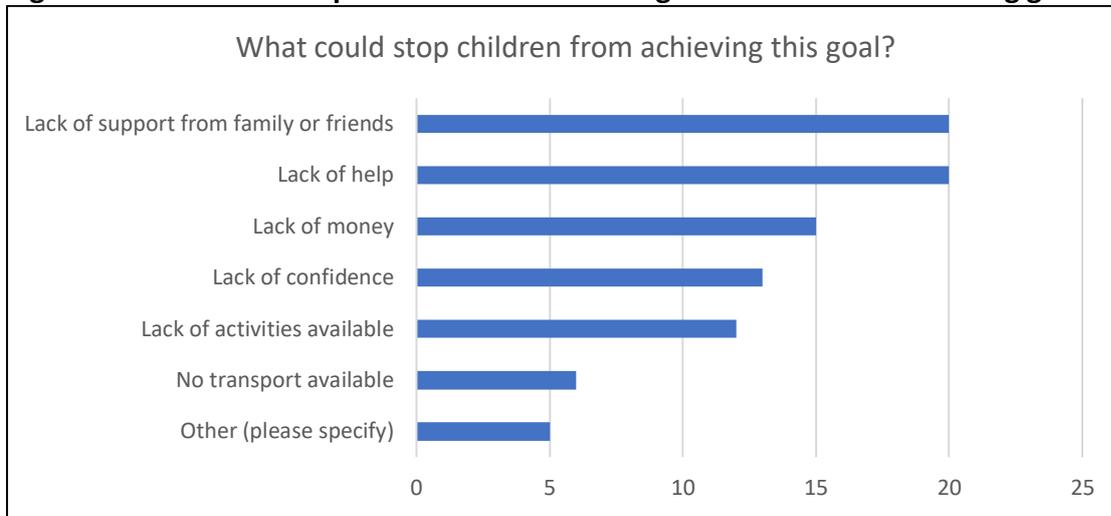
**Figure 4: People who could help children to achieve their number 1 goal by number of respondents**



#### 4.6. What did children think could stop them from achieving their Number 1 goal for wellbeing?

Children were asked to identify from a drop-down list, what might stop them from achieving their Number 1 goal for wellbeing. An equal number of respondents (twenty, or 39% of respondents) chose a lack of support from family and friends, and a lack of help as their response. Fifteen (29%) chose a lack of money and thirteen (25%) cited lack of confidence as the greatest barrier to achieving their goal. Six (12%) cited a lack of transport as a barrier to achieving their wellbeing goal. In 'other' responses, several respondents cited 'a lack of food and water' as a primary barrier, and one chose a lack of confidence.

**Figure 5: What could stop children from achieving their Number 1 wellbeing goal?**



#### 4.7. What did children think they could do in their school or community to achieve their Number 1 goal for wellbeing?

Children were asked to identify from a drop-down list which resources would help them to achieve their goal in their school and/or community. Twenty-one (41%) respondents thought that raising money would help and eighteen (35%) wanted to talk to adults who could help them. Ten (20%) respondents would like more activities, and the same number of respondents thought it would be helpful to hold an event to help achieve their goal. Nine (18%) children thought that asking for better services for families was important, and nine (18%) suggested talking to the people in charge of making decisions. Eight (16%) children wanted better information on what was available to support their wellbeing. Other responses included 'talk to your friends it will make you feel better' and 'raise money so that you keep this school up and running'.

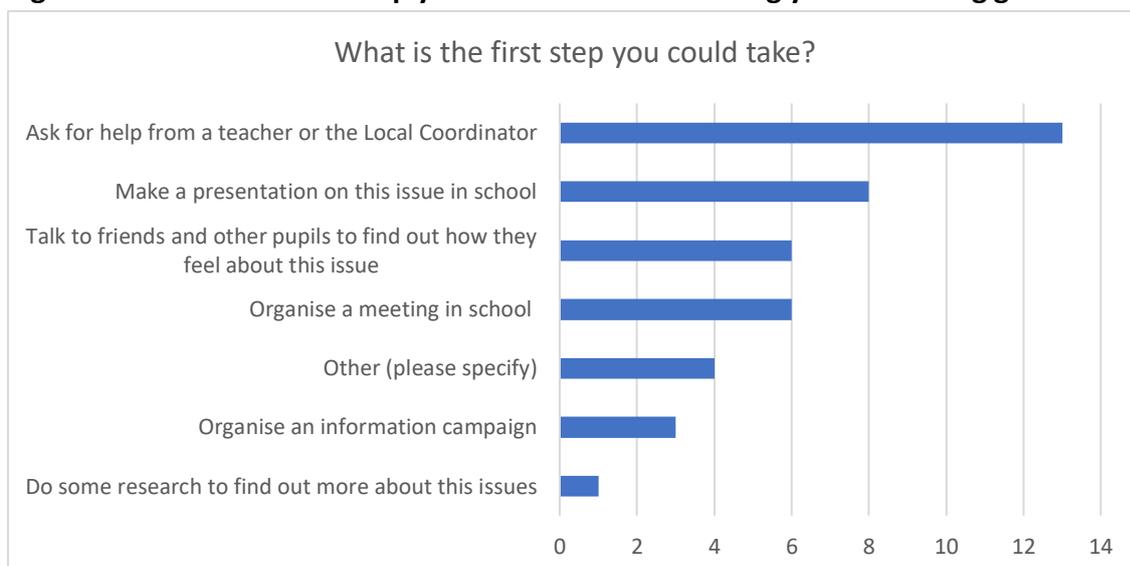
**Figure 6: What could you do in your school or community to achieve this goal?**



#### 4.8. What did children identify as the first step they could take to achieving their wellbeing goal?

Children were asked to identify from a drop-down list what would be the first step they'd like to take towards realising their Number 1 goal for wellbeing. Thirteen (25%) respondents wanted to ask for help from a teacher or the CNS Local Coordinator and eight (16%) respondents wanted to make a presentation about the wellbeing goal at school. Six (12%) pupils wanted to talk to friends and other pupils to find out how they felt about this issue, and six (12%) suggested organising a meeting in school to discuss the issue. Three (6%) respondents wanted to organise an information campaign. Other responses included a suggestion to 'talk to the Council about it' and two responses stated, 'I don't know'.

**Figure 7: What is the first step you could take to achieving your wellbeing goal?**



### 5. Research: Next steps

Our Local Coordinator is currently liaising with the school to gather information on the digital requirements to support the next phase of research, and to identify a suitable start date. When research activities resume, CNS researchers and Local Coordinator will work with P6 to undertake our eight-session programme of in-depth research. The data from this will be combined with the school survey data to produce a wellbeing framework of goals for the school, with a range of specific goals and actions attributed to each.

CNS will then meet with the school Headteacher and other staff to discuss how to take forward the proposed wellbeing actions identified by pupils.

### 6. Contact Details

If you require any further information on the above data or wish to discuss the research programme, please do not hesitate to contact us.

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# Children's Neighbourhoods Scotland

This report is published by Children's Neighbourhoods Scotland.

## About us

A children's neighbourhood is an initiative that brings together people, resources and organisations in a neighbourhood area, so that all of those things can work together towards better lives for the children living there.

Children's Neighbourhoods Scotland is a collaborative centre, developed by Glasgow Centre for Population Health, Policy Scotland and Robert Owen Centre at the University of Glasgow.



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## Get in touch

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