



**Children's  
Neighbourhoods  
Scotland**

**Wellbeing Survey Findings:  
Lanark Primary School,  
Lanark  
July 2021**

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## Lanark 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: Lanark Primary School, Lanark

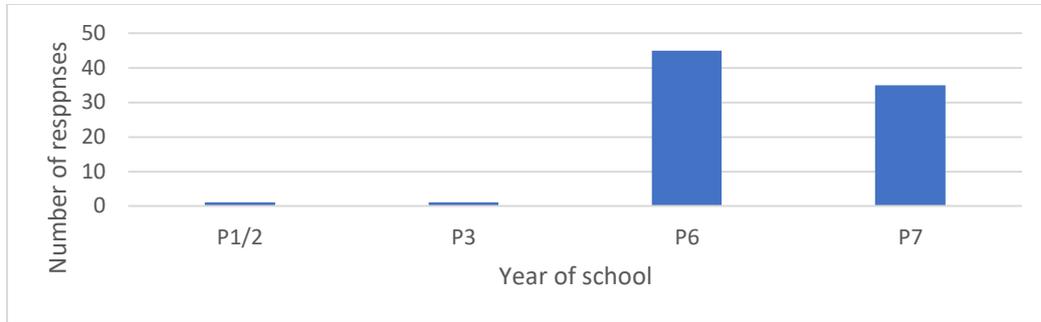
Lanark Primary School is located on Rhyber Avenue in Lanark and has a school roll of 271 pupils.<sup>1</sup> Following discussions with the Headteacher, Children's Neighbourhoods Local Coordinator and research staff offered to carry out the Capabilities Research Model in the school. The research was 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 was postponed until May 2021. The following report summarises findings from the wellbeing survey only.

83 pupils (30% of the school roll) took part in the survey. Pupils from P1/2, P3, P6 and P7 took part in the survey. The majority of responses came from P6 (45), followed by P7 (35), P3 (1), and P1/2 (1).

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<sup>1</sup> South Lanarkshire Council (n.d.) *Lanark Primary School* [online]. Available at: [www.southlanarkshire.gov.uk/info/200189/our\\_primary\\_schools/1188/lanark\\_primary\\_school](http://www.southlanarkshire.gov.uk/info/200189/our_primary_schools/1188/lanark_primary_school) [Accessed 14 May 2021].

**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 (81%)
2. Be healthy (72%)
3. Have a job, place to live, food and clothes (67%)
4. Have good relationships with family and friends (61%)
5. Feel happy and confident (46%)
6. Live a long life (35%)
7. Have access to nature, pets and animals (31%)
8. Be able to learn (at school and in the wider community) (25%)
9. Be protected by the law (24%)
10. Be able to play (23%)
11. Be able to take part in activities you enjoy and be valued for your contribution (16%)
12. Take part in decisions and having your opinions heard (16%)

2 pupils selected 'Other', with one respondent saying that 'to not have covid in the world' was a priority, and one suggesting that 'to have a person that they can talk to and trust' was a priority.

## 4.2. How did children rank their choices?

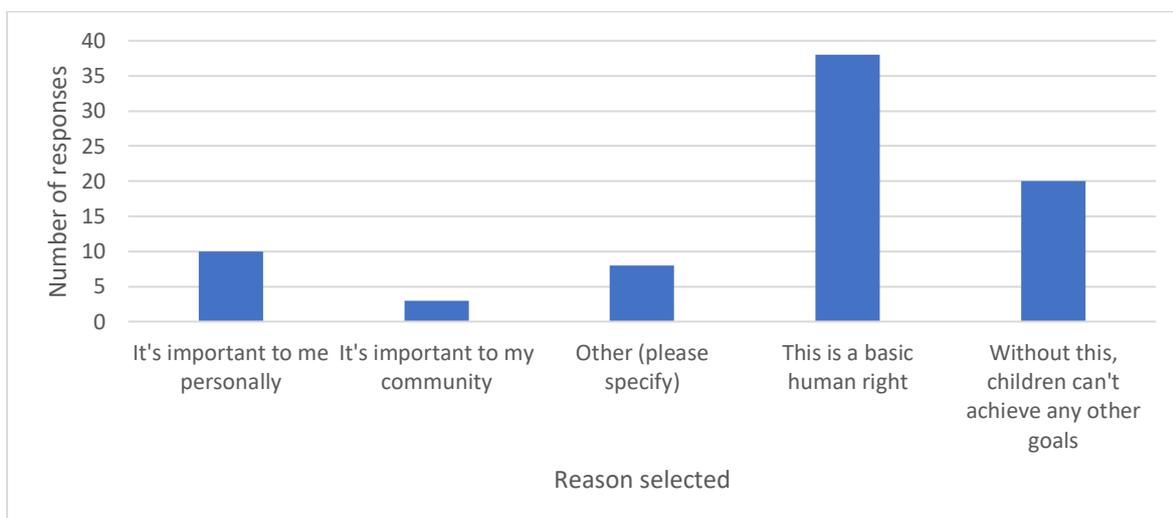
Children were asked to rank their 'top 5' wellbeing goals in order (where 1=high). The top 5 most important wellbeing goals were as follows:

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

## 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. 79 pupils responded to this question. Almost half of all respondents (48%) chose their wellbeing goal because they felt it to be a basic human right, twenty (25%) because they felt it was fundamental to the achievement of other wellbeing goals, ten (13%) stated that the goal was important to them personally, and three (4%) felt that it was important to their community. The eight 'Other' responses included: 'if you are not healthy through your life you will not get to do other things later in your life'; 'if you dont have food money clothes and other things then you wont be able to pay for clubs'; 'you can't enjoy anything if you are felling scared and unsafe'; 'I chose to be healthy because if you are not healthy you wont feel good and it will not be good!'; 'we should be able to live a long life and see the younger generation grow up'; 'to be a football player'; 'family or friends'; and 'it can be hard in life if u dont have a good relationship with your family'.

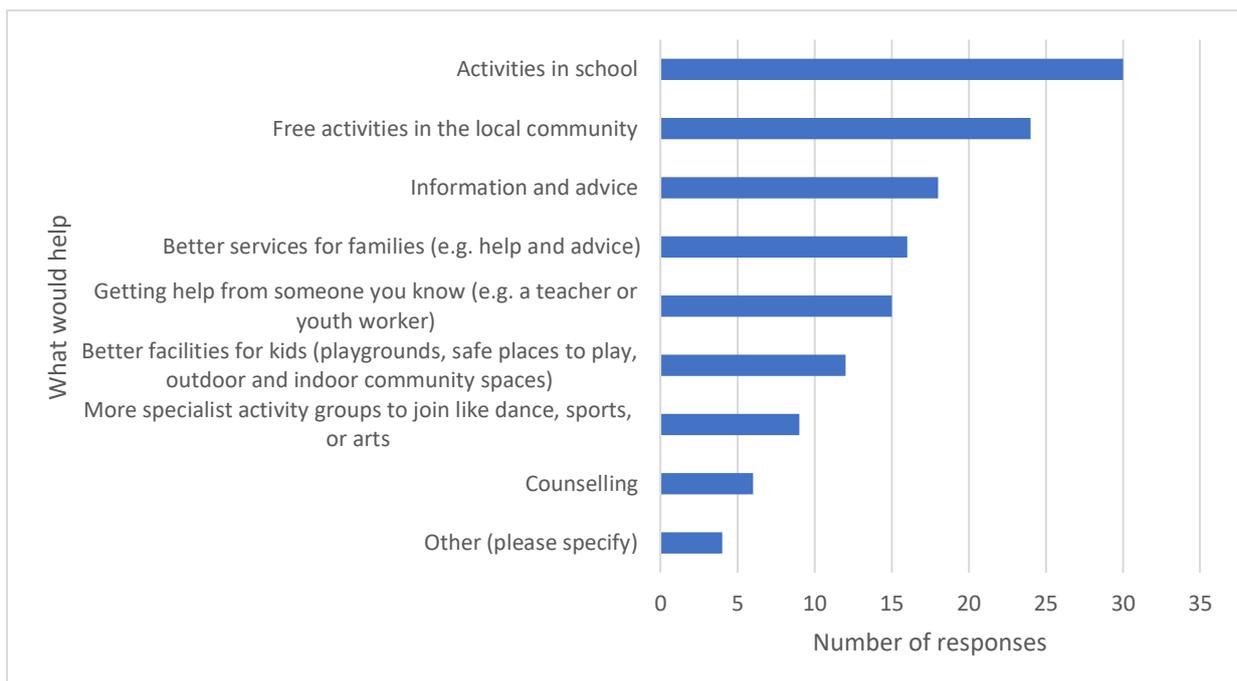
**Figure 2: Reasons for choosing number 1 goal by number of respondents**



#### 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. Thirty respondents (39%) cited 'activities in school' as the most important resource to help with wellbeing; twenty-four (31%) chose 'free activities in the local community'; eighteen (24%) selected 'information and advice'; sixteen (21%) opted for 'better services for families (e.g. help and advice)'; fifteen (19%) selected 'getting help from someone you know (e.g. a teacher or youth worker)'; twelve (15%) would value better facilities for kids, including playgrounds, safe places to play, outdoor and indoor community spaces; nine (12%) wanted more specialist activity groups like dance, sports or arts, and six (8%) suggested that counselling would help them to achieve their wellbeing goal. Other responses were 'go to school', 'eating healthily and drinking', 'there is not really something to help you live longer', and 'I think it would help is schools pushing having more healthy food options at lunch time'.

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

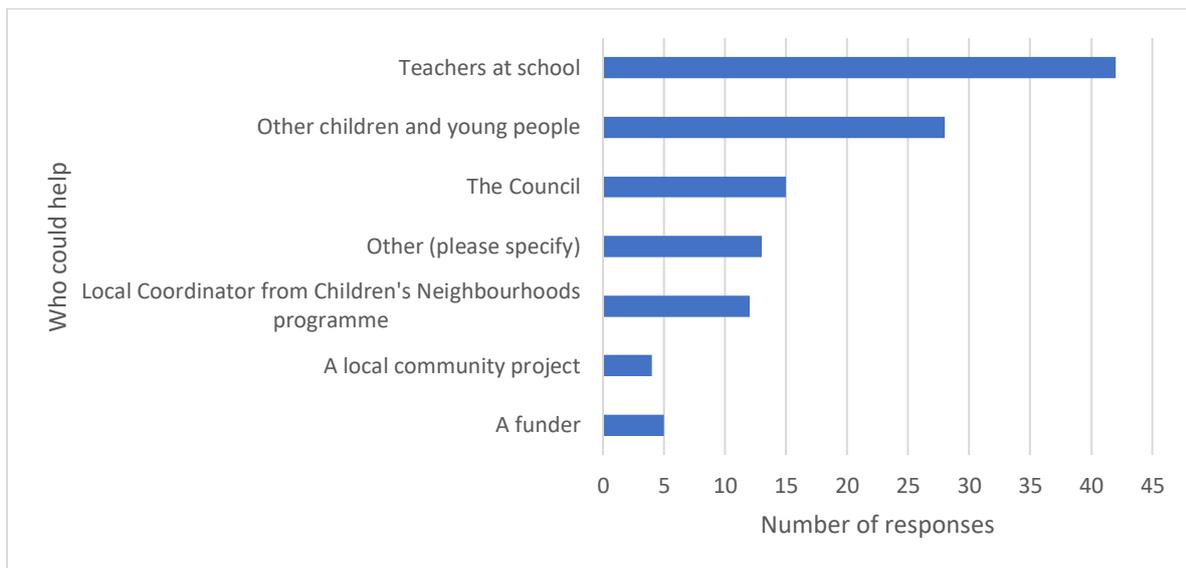


#### 4.5. Who did children think could help them to achieve their Number 1 goals for wellbeing?

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. Forty-two respondents (54%) cited teachers at schools as being the best people to help them achieve their wellbeing goal;

twenty-eight (36%) thought that other children could help; fifteen (19%) stated that the Local Authority could help; twelve (15%) thought the CNS Local Coordinator could help; five (6%) thought a funder would be best placed to help them; and four (5%) stated a local community project. Other responses included five (6%) citing 'family'; five (6%) citing 'parents' or 'my mum and dad'; and other responses including 'parents or really anyone you trust'; 'no one'; and 'every one'.

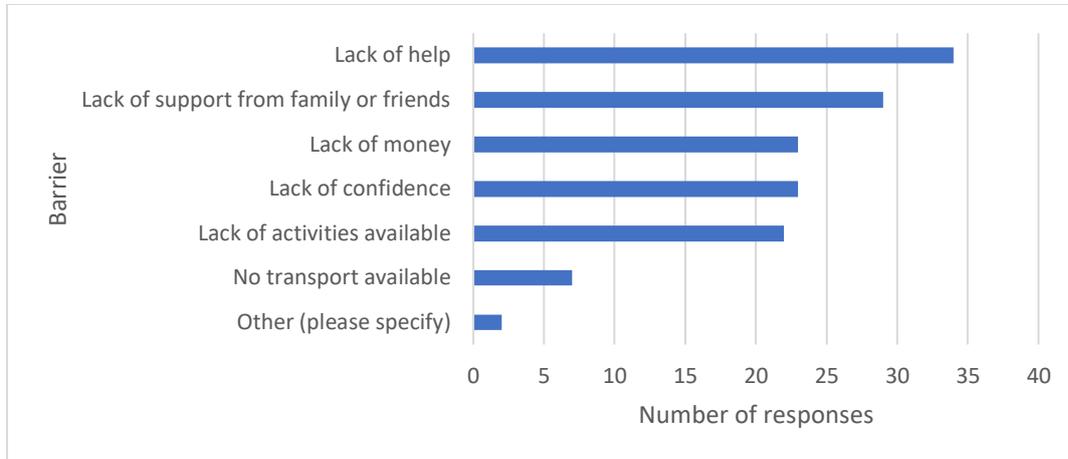
**Figure 4: People who could help children to achieve their number 1 goal by number of respondents**



#### 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. Thirty-four respondents (44%) chose lack of help as their response and twenty-nine (37%) selected a lack of support from family and friends. The same number of respondents (twenty-three or 29% each) chose a lack of money and lack of confidence as the greatest barriers to achieving their goal. Twenty-two (28%) cited a lack of activities available as a barrier to achieving their wellbeing goal and seven (9%) cited a lack of transport. In 'Other' responses, one respondent cited 'people putting you down' as a primary barrier, and one cited 'lack of the school pushing eating healthy things with your [lunch]'.

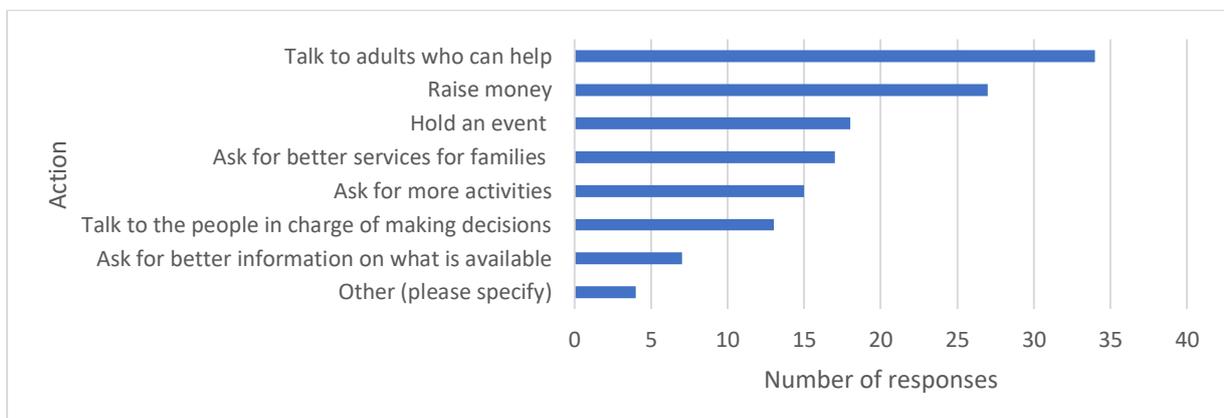
**Figure 5: What could stop children from achieving their Number 1 wellbeing goal?**



#### 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. Thirty-four (44%) respondents wanted to talk to adults who could help them and twenty-seven (35%) thought that raising money would help. Eighteen (23%) respondents thought it would be helpful to hold an event to help achieve their goal and seventeen (22%) thought that asking for better services for families could help achieve their wellbeing goal. Fifteen (19%) wanted to ask for more activities, and thirteen (17%) suggested talking to the people in charge of making decisions. Seven (9%) children wanted better information on what was available to support their wellbeing. Other responses included ‘let us play football’; ‘be healthy’; tell the school to offer up healthy things to the children’; and ‘make sure that cars are going at the right speed, make sure that there is lots of people to help if you are being chased’.

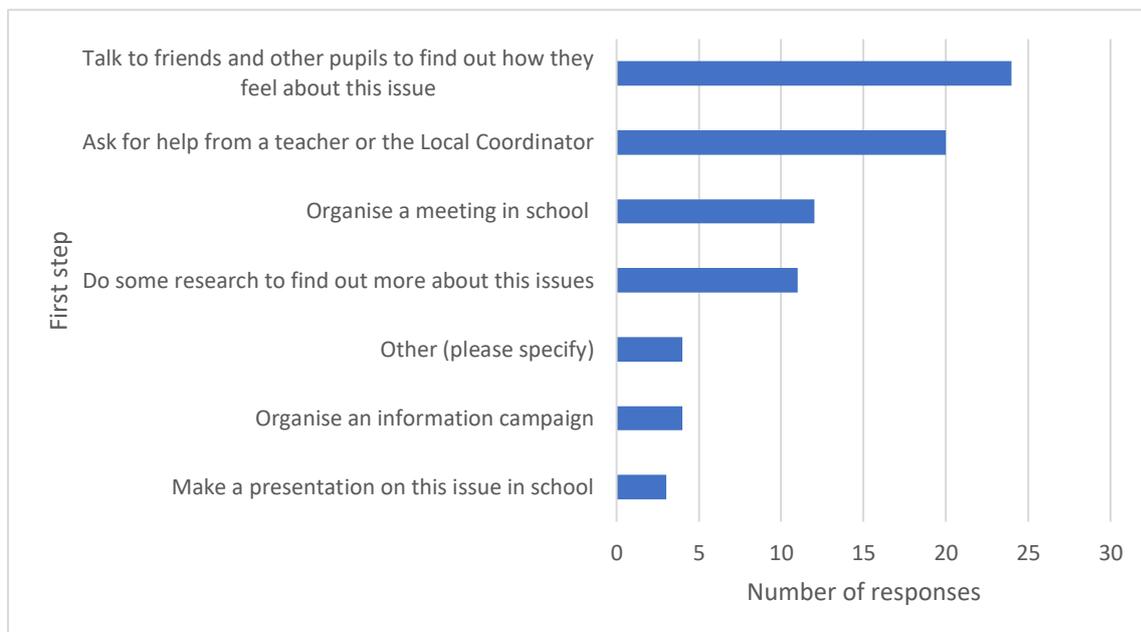
**Figure 6: What could you do in your school or community to achieve this goal?**



#### 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. Twenty-four (31%) respondents wanted to talk to friends and other pupils to find out how they felt about this issue and twenty (26%) wanted to ask for help from a teacher or the CNS Local Coordinator. Twelve (15%) pupils suggested organising a meeting in school to discuss the issue and eleven (14%) wanted to do some research to find out more about this issue. Four (5%) pupils suggested organising an information campaign and three (4%) wanted to make a presentation about the wellbeing goal at school. Other responses included 'talking to my teacher'; 'to help people'; 'be nice'; and one response stated 'I do not know'.

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





## Lanark Primary School – Wellbeing Survey Findings

### 5. Research: Next steps

CNS researchers and Local Coordinators began the next phase of research in Lanark Primary on 12 May 2021, comprising six sessions of in-depth research due to finish in August 2021. 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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