



**Children's
Neighbourhoods
Scotland**

**Wellbeing Survey Findings:
Drumchapel High School,
Drumchapel
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Drumchapel High 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 young people - 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 young people to answer eight survey questions, as follows:

- a) What do young people 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 young people to achieve this goal?
- e) Who could help young people to achieve this goal?
- f) What could stop young people 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 help inform our understanding of the young people's concerns and priorities which are explored in greater depth through our participatory research with young people.

3. Research Participants: Drumchapel High School, Drumchapel

Drumchapel High School is located on Kinfauns Drive in Drumchapel, and has a school roll of 508 pupils¹. Following discussions with the Headteacher, Children's Neighbourhoods Scotland's Local Coordinator and research staff agreed to carry out the Capabilities Research Model in the school. The following report summarises findings from the online wellbeing survey only.

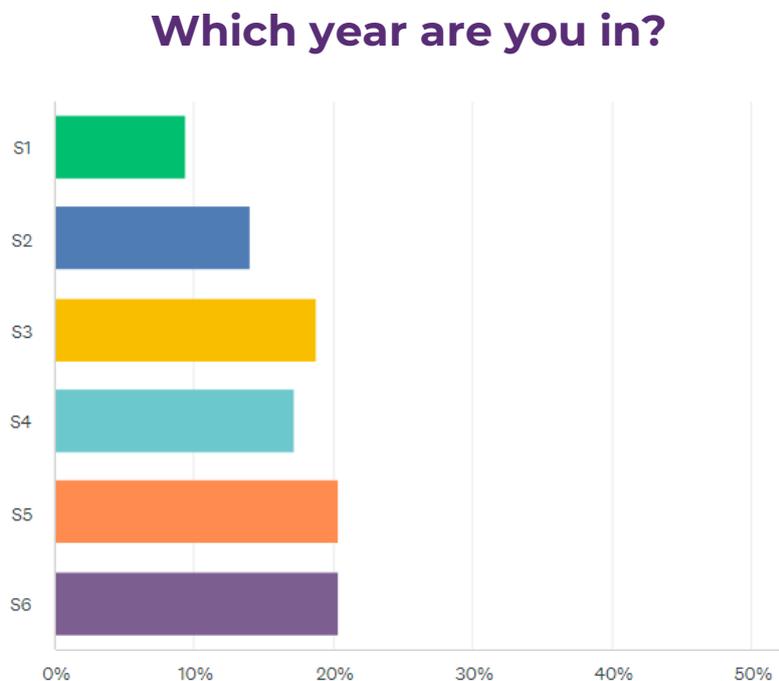
82 pupils (16% of the school roll) took part in the survey, but 18 of the 82 pupils did not respond beyond identifying their name. 64 pupils (13% of the school roll) identified their year;

¹ Drumchapel High School website, Facts and Figures [online]. Available at: www.drumchapelhigh.glasgow.sch.uk/PlainText/PlainText.aspx?SectionId=ec3a81d4-6a26-43fc-82fb-e5df5a12d43b [Accessed 13 January 2021].

57 pupils (11% of the school roll) participated in the ranking. This level of participation is significantly lower than the desired 20% target. Pupils from S1 - S6 took part in the survey. There was less participation from years S1 and S2 (6% and 9% of overall surveys respectively) than from years S3 – S6 (12%, 11%, 13% and 13% respectively).

The ongoing challenges to staff capacity as a result of COVID-19 meant that there was little time to actively promote the survey, likely contributing to the low response rate. A larger sample might have shown a different ranking order, however, the top wellbeing priorities are consistent with findings from other schools and similar age groups and therefore are likely to be an accurate representation of the priorities of the wider school population.

Figure 1: Number of respondents per school year group



4. Wellbeing Survey Findings – summary

4.1. What do young people need to live a good life?

In response to the survey questions, the pupils each identified the top 5 most important priorities for wellbeing that they felt young people need to live a good life. For the 12 domains, the following responses were received from 64 pupils:

- 1) Feel safe (80%)
- 2) Have good relationships with family and friends (80%)

- 3) Feel happy and confident (67%)
- 4) Be healthy (56%)
- 5) Have a job, place to live, food and clothes (55%)
- 6) Be able to learn (at school and in the wider community) (44%)
- 7) Be protected by the law (31%)
- 8) Live a long life (25%)
- 9) Take part in decisions and having your opinions heard (23%)
- 10) Be able to take part in activities you enjoy and be valued for your contribution (17%)
- 11) Have access to nature, pets and animals (12%)
- 12) Be able to take part in leisure activities (5%)

4.2. How did young people rank their choices?

Young people were asked to rank their 'top 5' wellbeing goals in order (where 1=high). The top 5 most important wellbeing goals based on 57 pupil rankings were as follows:

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

4.3. Why did young people choose their Number 1 goal for wellbeing?

Young people were asked to choose one option from a drop-down menu in response to the question why they had chosen their Number 1 goal for wellbeing. 57 pupils responded to this question. 24 of all respondents (42%) chose their wellbeing goal because they felt it was 'a basic human right'. 15 of the young people (26%) felt it was important to them personally. 14 (almost 25%) felt that without their chosen wellbeing goal, young people can't achieve any other goals. 3 pupils (5%) provided their own reason, for example: "I want to live happily for longer", "people won't be motivated without it".

Figure 2: Reasons for choosing number 1 goal by percentage

Why did you choose your number 1 goal?

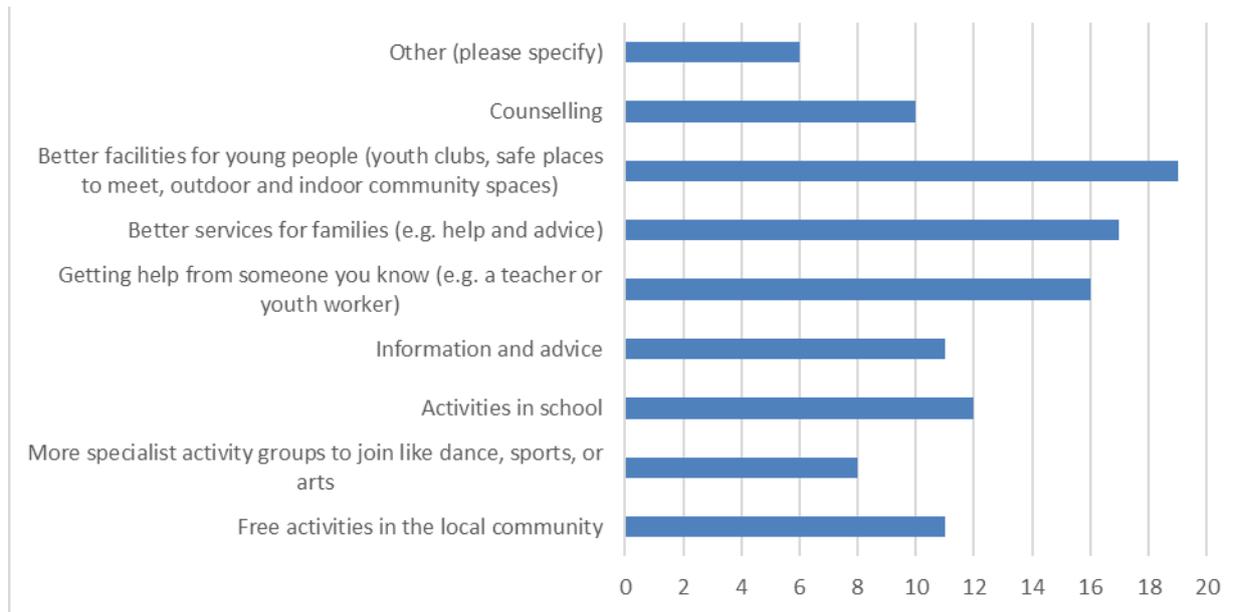


4.4. What resources did young people think would help them to achieve their Number 1 goals for wellbeing?

Young people were asked to choose the resources they believed would help them to achieve their number 1 goal most effectively from a drop-down list; multiple choices could be selected. 57 pupils responded. 19 young people (33%) chose 'better facilities for young people (youth clubs, safe places to meet, outdoor and indoor community spaces)' as the top resource that would further their wellbeing. 17 young people (30%) chose 'better services for families' whilst 16 (28%) chose 'getting help from someone you know'. 12 (21%) pupils chose 'activities in school' while both 'free activities in the local community' and 'information and advice' received 11 votes (19%) each. 'Counselling' was chosen by 10 young people (18%), while 8 (14%) chose 'more specialist activity groups to join like dance, sports or arts'. 6 pupils (11%) chose 'other' which included comments such as: "if my family all got support to help them, then they & me would all live longer lives", "protesting or appealing", "access to schools", "a house" and "specialist teachers placed in classes of children who struggle with being by themselves then eventually give up".

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

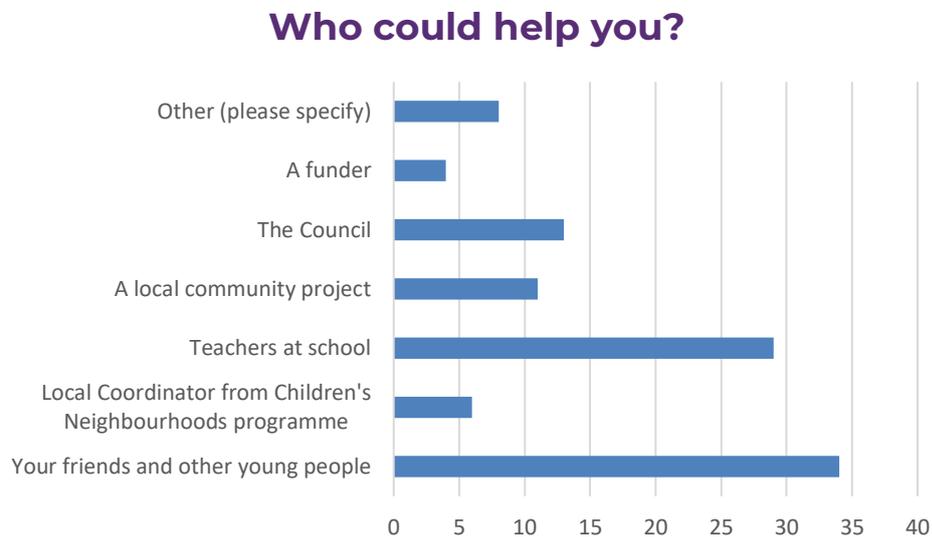
What would help young people to achieve this goal?



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

Young people 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; multiple choices could be selected. 55 young people responded. 34 pupils (62%) thought 'friends and other young people' could help; 29 respondents (53%) cited 'teachers at school' as being the best people to help them achieve their wellbeing goal; 13 (24%) cited 'the Council'; 11 (20%) felt that 'a local community project' could help; 6 (11%) chose a 'Local Coordinator from Children's Neighbourhoods programme', 8 (15%) chose 'other' and 4 (7%) chose 'a funder'. Five of the young people who chose 'other' listed family as a source of support and one referenced a social worker. One stated: "better resources & better people making better decisions with money".

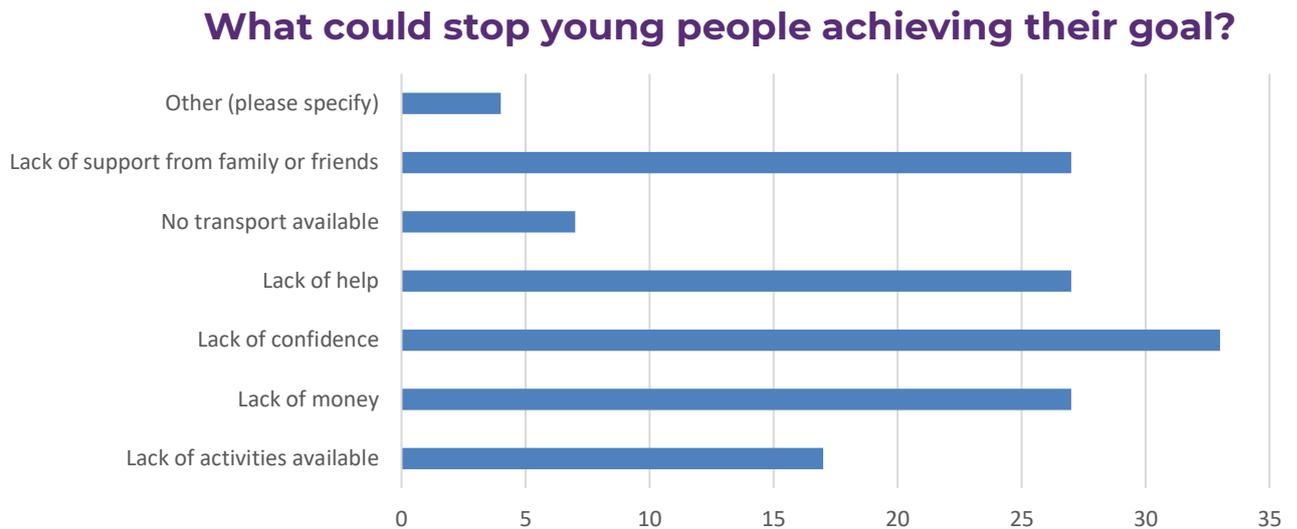
Figure 4: People who could help young people to achieve their number 1 goal by percentage



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

Young people were asked to identify from a drop-down list, all the things that might stop them from achieving their Number 1 goal for wellbeing; multiple choices could be selected. A total of 54 pupils responded. 33 participants (61%) chose 'lack of confidence'. 27 pupils (50%) chose three options: 'lack of money', 'lack of support from family or friends' and 'lack of help' as barriers to achieving their wellbeing goals. 17 participants (32%) chose 'lack of activities available; 7 (13%) chose 'no transport available' and 4 (7%) selected 'other' stating "when communities are ignored & left with less opportunities than other authorities - that is unfair to Drumchapel!", and "the council no agreeing" could stop them achieving their number 1 wellbeing goal.

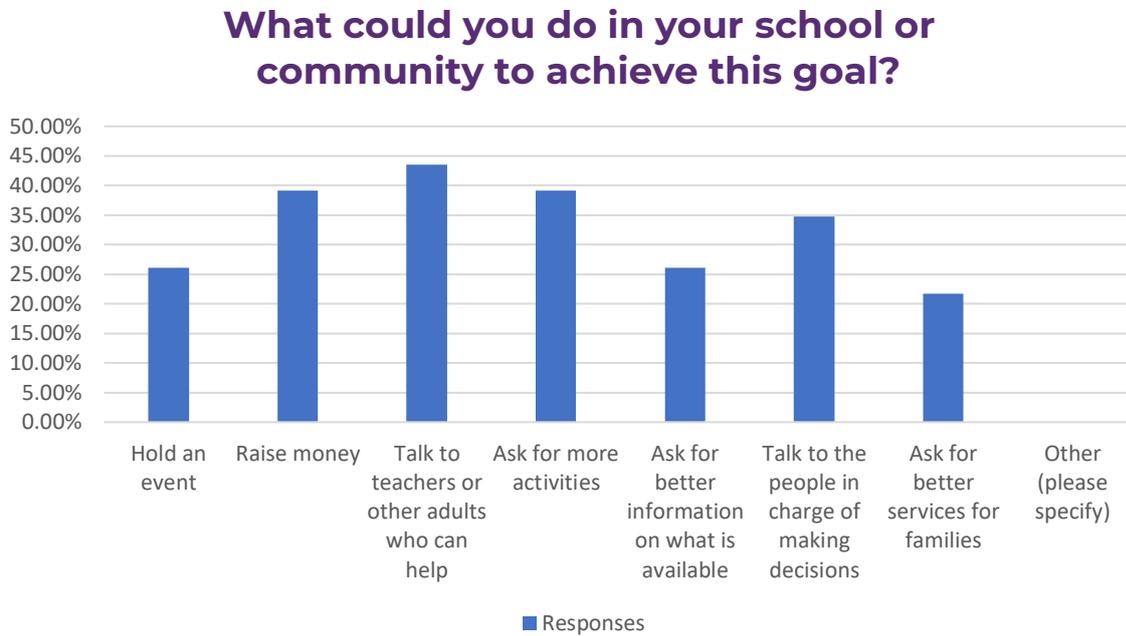
Figure 5: What could stop young people from achieving their Number 1 wellbeing goal? By percentage



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

Young people were asked to identify from a drop-down list all the resources that could help them to achieve their goal in their school and/or community; multiple options could be selected. 54 pupils responded. 33 respondents (62%) felt 'talking to teachers or other adults' could help them achieve their wellbeing goals and 19 (35%) felt 'talking to the people in charge of making decisions' could help. 18 respondents (33%) felt that 'asking for better information on what is available' and 16 (30%) that 'asking for better services for families' could help. 14 (26%) selected 'raise money', 11 (20%) selected 'hold an event' while 9 (17%) selected 'ask for more activities'. 2 (4%) selected 'other' one of whom stated "lobby government" as an option.

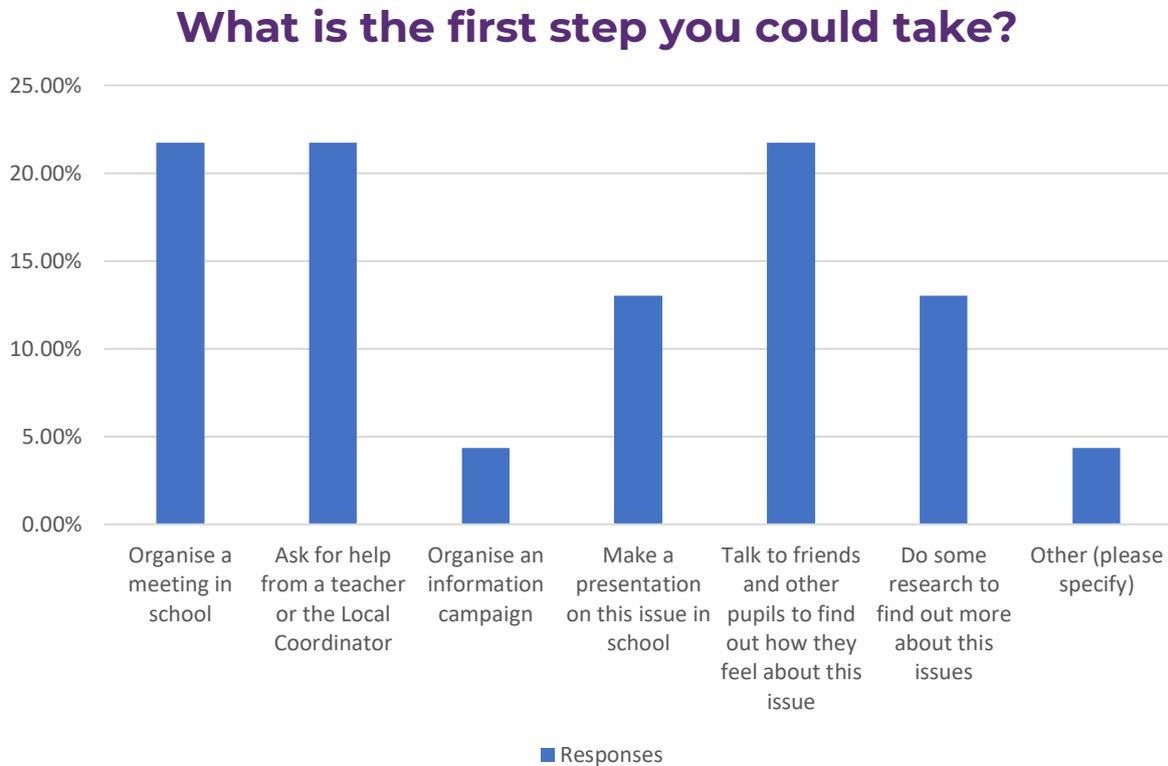
Figure 6: What could you do in your school or community to achieve this goal?



4.7. What did young people identify as the first step they could take to achieving their wellbeing goal?

Young people were asked to identify from a drop-down list the first step they would take towards realising their Number 1 goal for wellbeing. 54 participated. By far the most popular step was to ‘talk to friends and other pupils to find out how they feel’, selected by 21 pupils (39%). 8 students (15%) selected both ‘ask for help from a teacher or the Local Coordinator’ and ‘do some research to find out more about this issue’. 6 pupils (11%) said they could ‘organise a meeting in school’. 4 pupils (7%) selected both ‘organise an information campaign’ and ‘make a presentation on this issue in the school’. 3 (6%) selected ‘other’, one of whom identified their first step as “start a social media group to highlight the systems failures to make change”.

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



5. Research: Next steps

In addition to the survey research reported here, the Local Coordinator engaged with young people from the Alternative Curriculum class at Drumchapel High School. CNS is currently reviewing what came out of both of these processes, along with evidence from Langfaulds Primary School, the G15 youth group, local stakeholders and a context analysis. CNS will use this wider evidence to produce a wellbeing framework for the Drumchapel neighbourhood.

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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