



**Children's
Neighbourhoods
Scotland**

**Wellbeing Survey Findings:
Langfaulds Primary School,
Drumchapel
January 2022**

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Langfaulds 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 help inform our understanding of the children's concerns and priorities which are explored in greater depth through our participatory research with the children.

3. Research Participants: Langfaulds Primary School, Drumchapel

Langfaulds Primary School is located on Ledmore Drive in Drumchapel and has a school roll of 95 pupils in P4 and above¹. Following discussions with the Headteacher, Children's Neighbourhoods Scotland's Local Coordinator and research staff arranged to carry out the Capabilities Research Model in the school. The following report summarises findings from the wellbeing survey only.

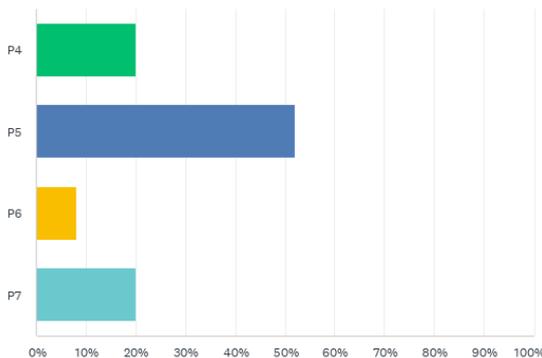
29 pupils from P4 and above (30% of the school roll) took part in the survey. 4 of the 29 pupils did not respond beyond identifying their year. Responses from the other 25 students represents 26% of the school roll. Pupils from P4, P5, P6 and P7 took part in the survey. Over

¹ School roll confirmed by Head Teacher, Lyndsay Murray, November 12, 2021.

50% of responses were from pupils from P5, 20% from each of the P4 and P7 years, and 8% from P6.

Figure 1: Number of respondents per school year group

Which year are you in?



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 wellbeing priorities they felt children need to live a good life. For the 12 options available, the following responses were received from 25 pupils:

- 1) Feel safe (84%)
- 2) Be healthy (84%)
- 3) Feel happy and confident (68%)
- 4) Have good relationships with family and friends (64%)
- 5) Be able to learn (at school and in the wider community) (56%)
- 6) Have a job, place to live, food and clothes (52%)
- 7) Have access to nature, pets and animals (20%)
- 8) Live a long life (16%)
- 9) Take part in decisions and having your opinions heard (16%)
- 10) Be protected by the law (16%)
- 11) Be able to take part in leisure activities (16%)
- 12) Be able to take part in activities you enjoy and be valued for your contribution (8%)

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 based on 14 rankings were as follows:

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

As a point of comparison, the 17 children we engaged with in the classroom (P6/P7) selected their top 5 wellbeing goals as follows:

WELLBEING GOALS – CLASSROOM SESSIONS	
1.	Have a job, place to live, food and clothes
2.	Be able to play
3.	Be able to learn
3.	Enjoy a long life
5.	Feel safe

Note, there were an equal number of votes for the 3rd and 4th choice. There were only two of the same goals (to feel safe and have a job/place to live/food/clothes). There were likely a number of reasons why there might have been differences in the ranking across the different groups. For example, 70% of the children participating in the survey were from P4 and P5, so potentially age was a factor. Secondly, children in the classroom sessions had the benefit of engaging with the CNS team and taking part in group discussions on their wellbeing goals; this likely shaped their responses.

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

In the survey, children were asked to choose one option from a drop-down menu in response to the question of why they had chosen their Number 1 goal for wellbeing. Of the 21 pupils who responded, over 40% chose their wellbeing goal because it was important to them personally. 28.6% of children felt that without their chosen wellbeing goal, young people can't achieve any other goals. 23.8% of children chose their goal as they felt it was a basic human right, one pupil chose other with their response being 'everyone should feel safe in life'.

Why did you choose your number 1 goal?

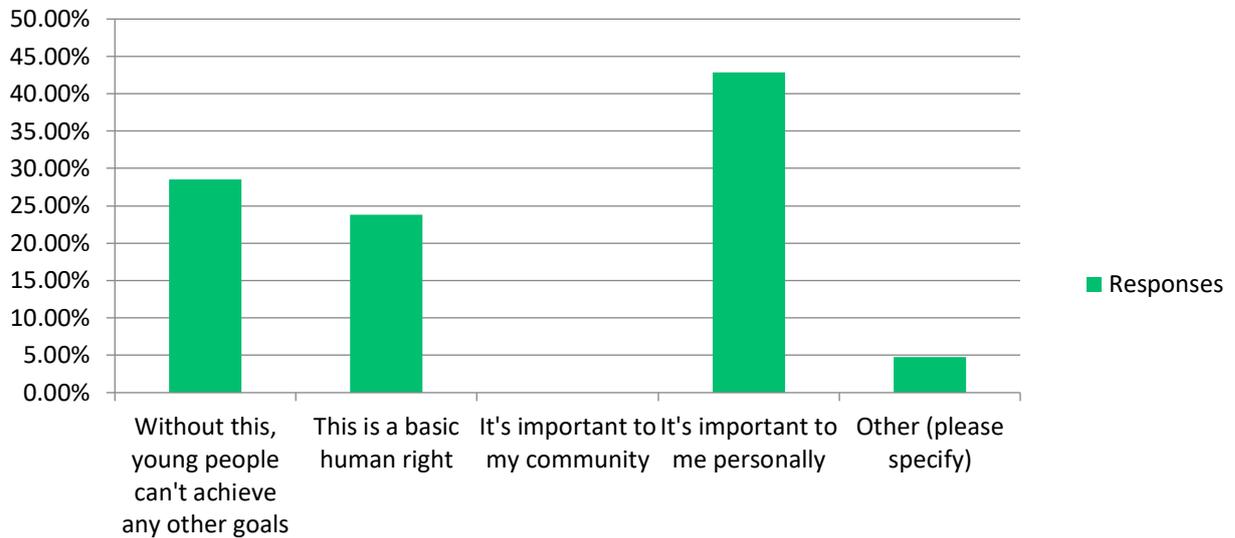


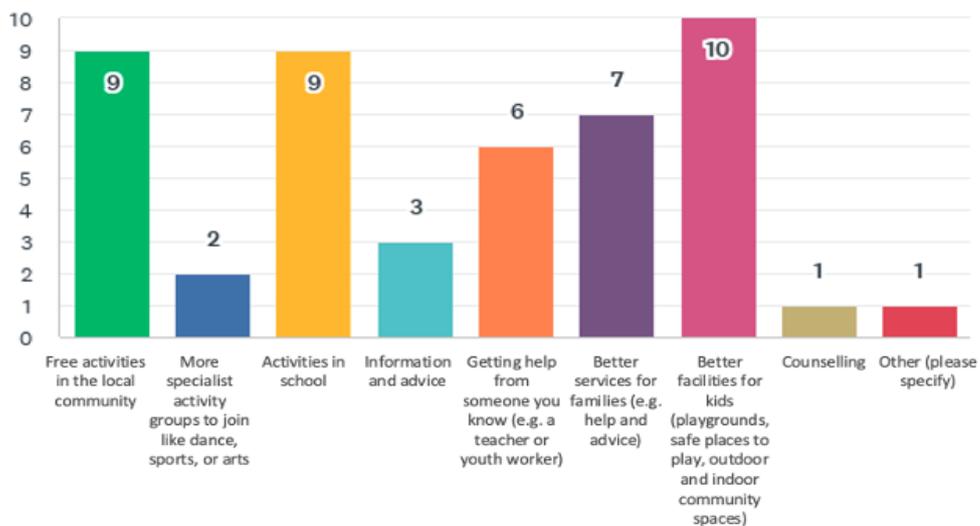
Figure 2: Reasons for choosing number 1 goal by percentage

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

Children were asked to choose all the resources that they believed would help them to achieve their number 1 goal most effectively from a drop-down list. 10 young people (43.5%) chose 'free activities in the local community' as the top resource that would further their wellbeing. Both 'free activities in the local community' and 'activities in school' received 9 votes (39.1%) each. 7 young people (30.4%) chose 'better services for families' whilst 6 (26.1%) chose 'getting help from someone you know'. Less popular choices included 'information and advice' (3), 'more specialist activity groups to join like dance, sports or arts' (2) and counselling (1). One pupil chose 'other' and responded: "Other people make them feel safe and confident".

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

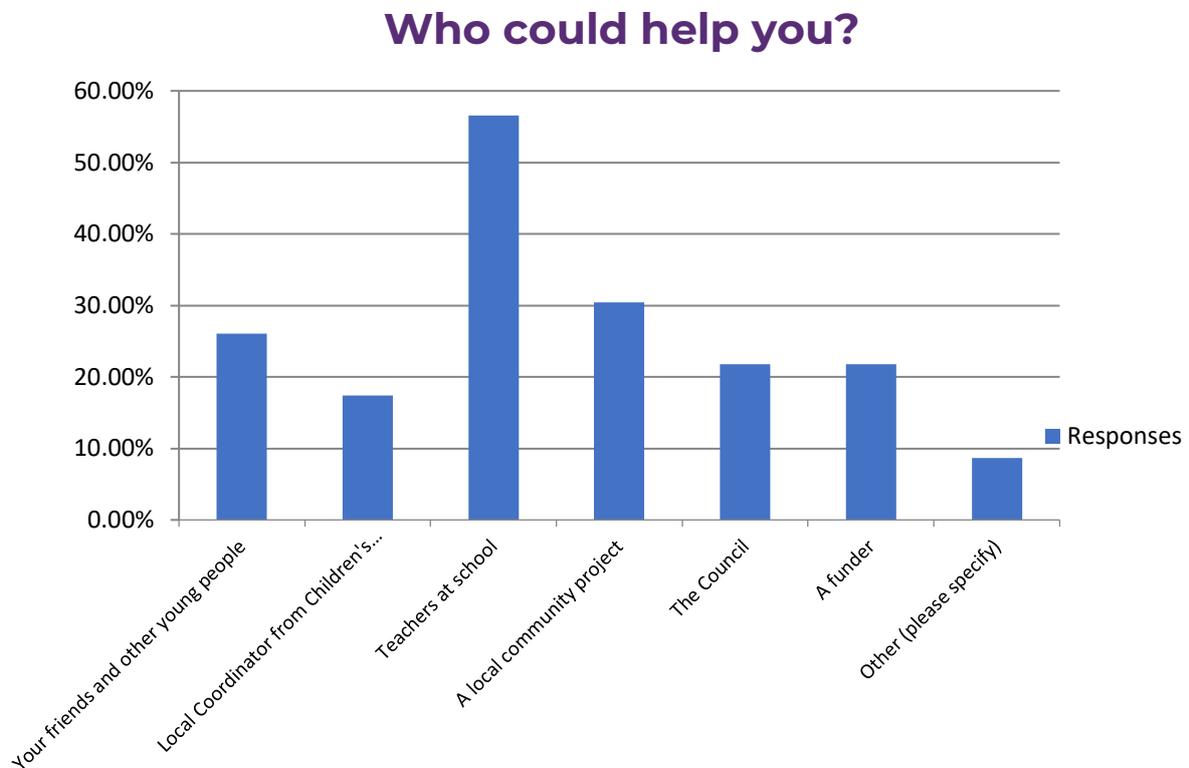
What would help young people to achieve this goal?



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

Children were asked to choose all the resources that they believed would help them to achieve their number 1 goal most effectively from a drop-down list. 13 respondents (56.5%) cited teachers at school as being the best people to help them achieve their wellbeing goal; 7 (30.4%) felt that a local community project could help; 6 (26.1%) thought friends and other young people could help; 5 (21.7%) cited the Council and funders; 4 (17.4%) chose Local Coordinator from Children's Neighbourhoods programme, whilst 2 chose other. The 2 young people who chose other responded "parent" and "lots of people like friends and family" as being able to help them achieve their goals.

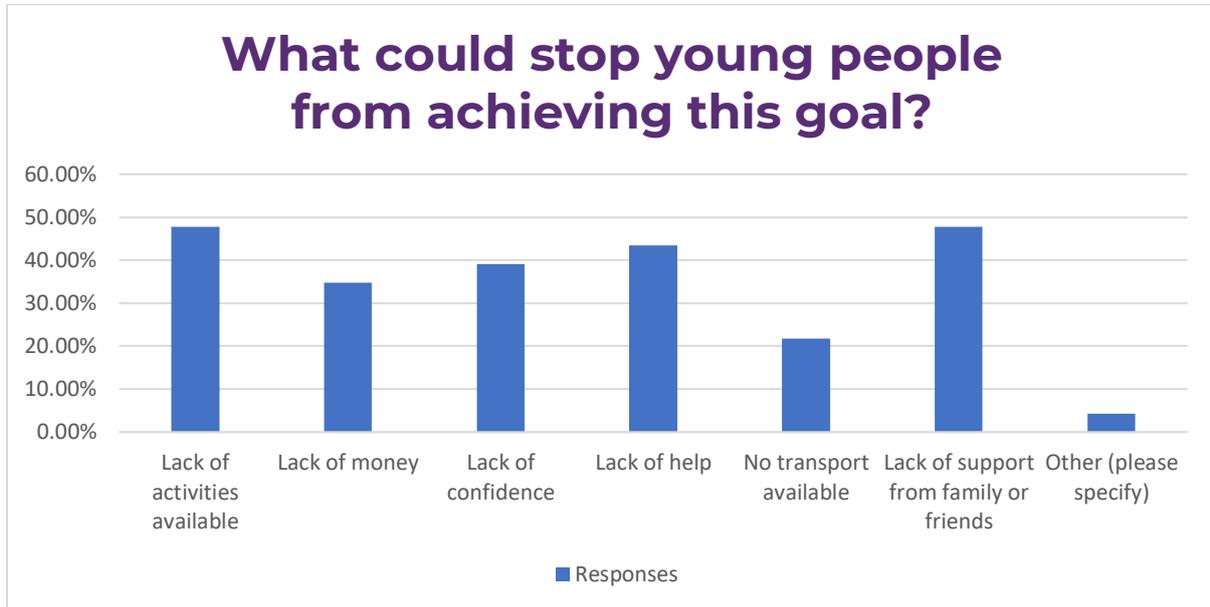
Figure 4: People who could help children to achieve their number 1 goal by percentage



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, what might stop them from achieving their Number 1 goal for wellbeing (pupils could chose multiple options). 11 participants (47.8%) both chose 'lack of activities available', and 'lack of support from family or friends' as barriers to achieving their wellbeing goals. 10 participants (43.5%) chose 'lack of help'; 9 (39.13%) chose 'lack of confidence'; 8 (34.8%) chose 'lack of money'; 5 (21.7%) chose 'no transport available' and one participant selected other, stating 'people putting them down and being rude and mean' could stop them achieving their number 1 wellbeing goal.

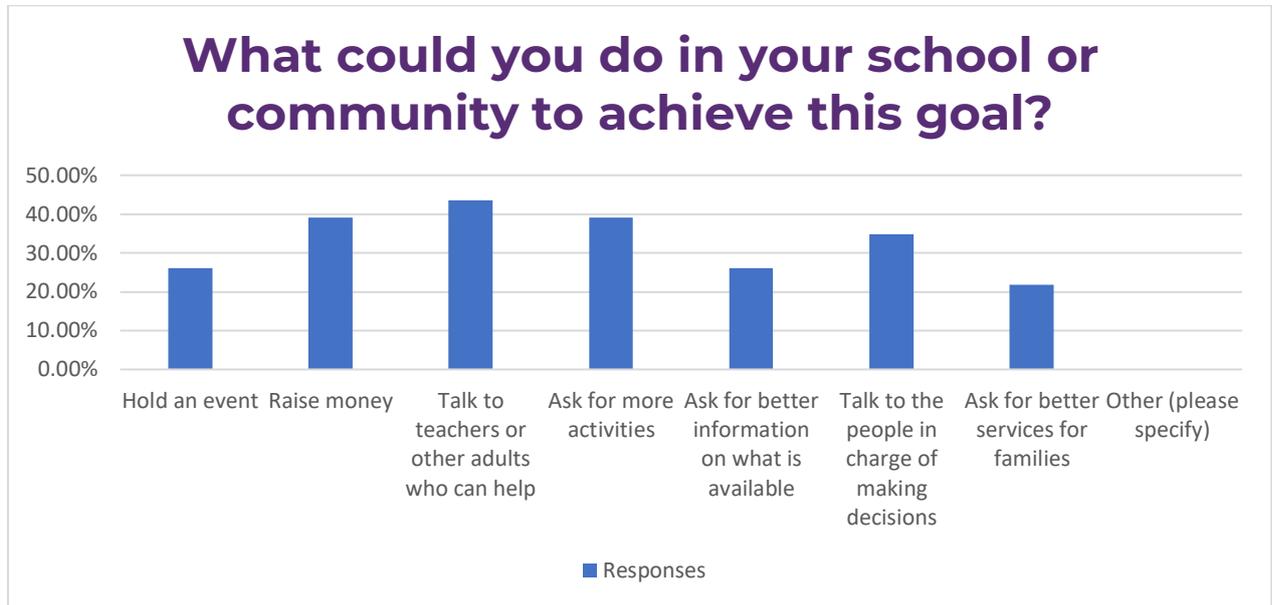
Figure 5: What could stop young people from achieving their Number 1 wellbeing goal? (By percentage)



4.7. What did 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. 10 respondents (43.5%) felt 'talking to teachers or other adults who can help' could help them achieve their wellbeing goals. 9 respondents (39.1%) felt that either 'raising money' or 'asking for more activities' could help, whilst 8 (34.8%) cited 'talking to the people in charge of making decisions' as being able to help achieve their number 1 goal. 'Ask for better information on what is available' and 'hold an event' received 6 votes (26.1%) whilst 'ask for better services for families' received 5 votes (21.7%). No respondents chose the category 'other'.

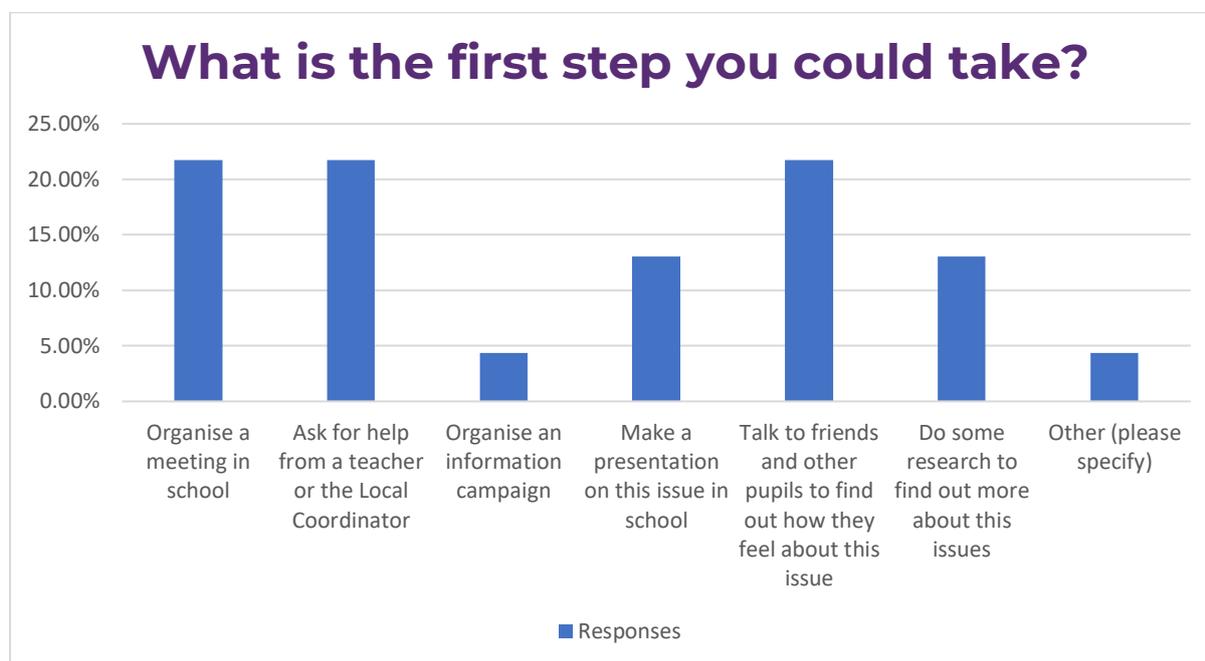
Figure 6: What could you do in your school or community to achieve this goal?



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 would take towards realising their Number 1 goal for wellbeing. 5 respondents (21.7%) chose 'organising a meeting in school', a further 5 respondents (21.74%) chose 'ask for help from a teacher or the Local Coordinator' and 'talk to friends and other pupils to find out how they feel about this issue (21.7%)'. 3 respondents (13%) felt they could 'make a presentation on this issue in school' whilst another 3 (13%) believed they should 'do some research to find out more about this issue'. One participant (4.4%) chose 'organise an information campaign' as the first step they could take to achieve their wellbeing goal whilst one selected 'other' stating: 'all of the above'.

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, CNS researchers and Local Coordinators have completed a participatory research process with a group of young people at Langfaulds Primary School. The results from the participatory research are currently being analysed and will be combined with evidence from the local high school, the G15 youth group, local stakeholders and a context analysis. CNS will use this 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.



Children's Neighbourhoods Scotland is funded by Scottish Government.



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