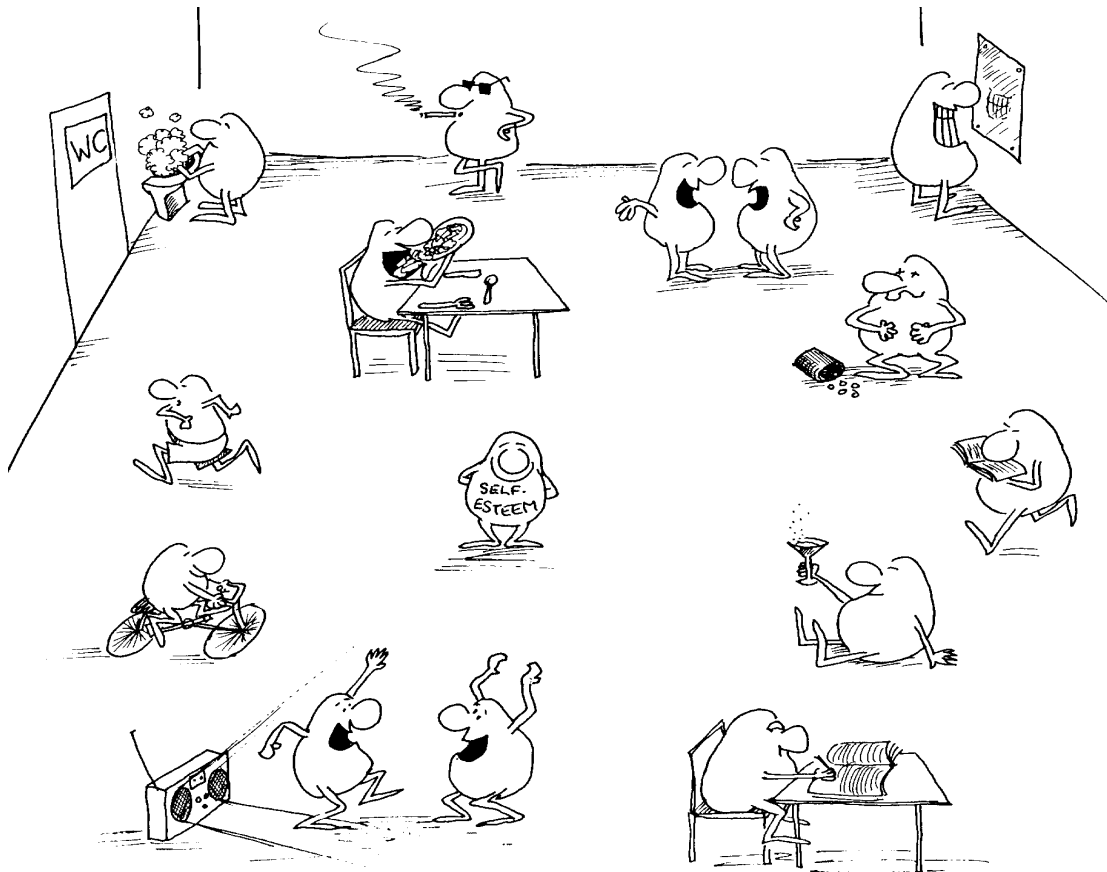




Every Child Matters in Derbyshire

- Report 1 Being healthy
- Report 2 Staying safe
- Report 3 Enjoying and achieving
- Report 4 Positive contribution**
- Report 5 Economic wellbeing



Every Child Matters

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EXECUTIVE SUMMARY

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This document gives a brief summary of the methods and samples; there is a fuller account given in complementary documents available from the Council.	7
The questionnaire was designed by advisers in Derbyshire in collaboration with local teachers and SHEU.	7
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To ensure that we had the opportunity to compare like with like, we identified 4 schools which also conducted the survey exercise in 2007 and 2009.	8
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Informal pursuits clearly form the largest part of reported leisure activities, but adult-led youth clubs and groups are reaching at least 30% of this sample of young people.	12
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Talking to teachers was the most common way that pupils thought they were listened to in school, with about a quarter so reporting.	15

KEY POINTS

- These schools have had a chance to review and respond to their results, and so changes in these schools may not be seen in the whole Derbyshire samples (and vice versa).
- The item least often agreed with was: 'the school teaches me how to manage my feelings' (29%).
- Although about a third of pupils report that they take their chances to give their views about 'Life in school', they are not all convinced that giving their views makes much difference.

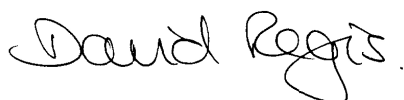
Foreword

Every Child Matters is the Government White Paper about caring for children. It describes five sets of outcomes for young people.

This report describes results from a consultation exercise with young people where, for each outcome area, they tell us what their lives are like, and how well we are looking after them.

Such a comprehensive data base provides everyone involved with young people, be they parents, professionals or volunteers, with the opportunity to reflect and consider whether service delivery is consistent with the survey findings; it offers opportunity to better engage with students because it improves the probability of relationships based on fact rather than supposition.

It is hoped that this report will encourage a wide-ranging debate that will define the actions to achieve good health for all the young people within Derbyshire.



Dr. David Regis

*Research Manager
Schools Health Education Unit*

■ Acknowledgements

Grateful thanks go to all the pupils in Derbyshire for their willingness and enthusiasm to take part in the survey. The help, and the time and effort spent, by the staff of the schools is also very much appreciated.

Ashgate Croft School	Ilkeston School
Belper School	Newbold Community School
Bennerley School	Parkside Community School
Chapel-en-le-Frith High School	Queen Elizabeth's Grammar School, Ashbourne
Dronfield Henry Fanshawe School	Swanwick Hall School
Highfields School	The Bolsover School
Hope Valley College	The William Allitt School

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Introduction

This report arises from a survey of young people in secondary schools in Derbyshire conducted in the Summer of 2009, following an earlier study in 2007. It was commissioned by Derbyshire County Council and led by Steve Ford (School Improvement Adviser).

This document gives a brief summary of the methods and samples; there is a fuller account given in complementary documents available from the Council.

■ The Schools Health Education Unit

SHEU is the leading provider of school-based surveys in the areas of PSHE and health education. It was established in 1977 by John Balding, and continues his vision of providing local information to enable better discussion and planning. The Unit originated and developed within the University of Exeter, where it was based until 1998.

■ Method

The questionnaire was designed by advisers in Derbyshire in collaboration with local teachers and SHEU.

Items were drawn from a number of sources including:

- SHEU *Every Child Matters* questionnaire
- SHEU *Health-Related Behaviour* questionnaire, Version 23
- customised items previously used by other SHEU clients
- new items suggested by the group

■ Quality assurance

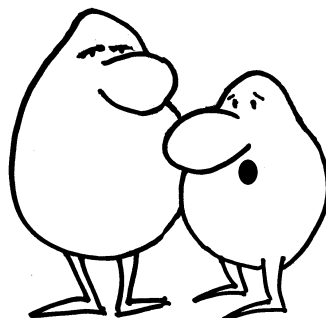
A seminar was offered to all participating schools to explain and discuss administering the survey to pupils, and representatives attended from each school. Further guidance was provided through written material supplied by e-mail and on paper with the questionnaire booklets.

■ Reporting and analysis

Analysis was carried out by the Schools Health Education Unit at Exeter using the statistical software package SPSS. Analysis took the form of simple frequency distributions and cross-tabulation.

Reporting from the survey has been carried out at different levels:

- The commissioners have a set of detailed tables based on the composite data set for the district, and supplementary tables and analysis.
- Each school has a similar set of tables, and a 'school report', a summary of their own data next to a summary of the whole Derbyshire data, together with a supporting text.



Samples

Each school was asked to provide at least 100 pupils per year group (about 4 classes) who are a representative cross-section of their school population.

This means that the survey would be representative of pupils of similar ages across the county. This does not take into account absentees¹.

The Derbyshire sample 2009

The completed sample size (excluding blank returns and scripts with inappropriate answers) was:

	Year 8	Year 10	All
Male	845	849	1694
Female	831	836	1667

Comparing Derbyshire figures in 2008 and 2009

The overall samples from 2009 can be compared with figures from 2007.

		Year 8	Year 10	All
2007	Male	485	449	934
	Female	466	462	928
2009	Male	845	849	1694
	Female	831	836	1667

Schools taking part in 2007 and 2009

To ensure that we had the opportunity to compare like with like, we identified 4 schools which also conducted the survey exercise in 2007 and 2009.

The 'repeat' sample

The combined sample of 'repeat schools' was:

Repeaters	Year 8	Year 10	All
2007	666	627	1293
2009	593	590	1183

- These schools have had a chance to review and respond to their results, and so changes in these schools may not be seen in the whole Derbyshire samples (and vice versa).

Reference samples

It is often interesting to compare local figures with results from elsewhere in the country. In this report, the Derbyshire sample has been compared with the SHEU aggregate sample from 2008.

	Year 8	Year 10	All
Male	14211	14079	28290
Female	15133	14810	29943
	29344	28889	58233



¹ Absent pupils will include those who are ill and any that habitually miss school. Therefore, some of the data recorded in the surveys may be biased. This will be a feature of any school-based survey. However, staff may already be more familiar with the characteristics of this absentee group than those of the section of the school population that complete the questionnaire. Moreover, we should not assume that the absentees are all poorly behaved; our work on bullying suggests that a number of shy, well-behaved pupils may be missing school and therefore biasing the results in the other direction.

National context

In 2003, the Government published a Green Paper called *Every Child Matters* alongside the formal response to the report into the death of Victoria Climbié. After a thorough consultation process, the Children Act 2004 became law. This legislation is the legal underpinning for *Every Child Matters*, which sets out the Government's approach to the well-being of children and young people from birth to age 19.

The aim of the *Every Child Matters* programme is to give all children the support they need to:

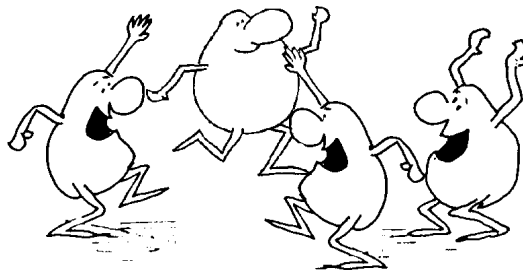
- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution, and
- achieve economic well-being.

The *Every Child Matters* agenda has been further developed through publication of the *Children's Plan: Building Brighter Futures* in December 2007. The *Children's Plan* is a ten-year strategy to make England the best place in the world for children and young people to grow up. It places families at the heart of Government policy, taking into account the fact that young people spend only one-fifth of their childhood at school. Because young people learn best when their families support and encourage them, and when they are taking part in positive activities outside of the school day, the *Children's Plan* is based around a series of ambitions which cover all areas of children's lives.

The goals set out in the *Children's Plan* include:

- Enhance well being, particularly at transition points.
- Every child ready for success in school.
- Every child ready for Secondary School.
- Every young person with the skills for adult life and further study.
- Parents satisfied with the information and support they receive.
- Employers satisfied with young people's readiness for work.
- Child health improved.
- Child poverty eradicated by 2020.
- Significantly reduce number of young offenders

<http://www.dcsf.gov.uk/everychildmatters/about/>



Local context

The Derbyshire Service Plan 2009-2014 identifies how the Children and Younger Adults Department will continue its delivery of high quality services by contributing to the vision and priorities identified within both the Sustainable Community Strategy for Derbyshire and the Council Plan. The Plan is structured around the council's planning framework, which sets out an overarching priority for 2009-2014 **to tackle inequalities** and twenty two other thematic priorities.

In planning for the future, the council has identified a number of challenges that the authority and partners will need to address and has set a number of specific priorities to concentrate its effort on achieving in 2009/10.

Derbyshire County Council, Children and Younger Adults Department Service Plan, 2009-2014

Positive contribution

Principles and Priorities

Our **Key principles** are:

In order that children and young people can take a full and active part in their own development:-

- We will improve support to parents and carers to promote the positive social development of children and young people by further developing the parent support strategy
- We will further develop effective consultation, involvement and participation mechanisms to ensure that the voice of children and young people influence both decisions about their own lives as well as future policy and service development.
- We will provide information to children and young people and their families about services that are available to them
- We will create opportunities for young people to engage in volunteering
- We will develop positive activities for young people
- We will reduce youth crime in Derbyshire
- We will celebrate children and young people's achievements

Our key priority is: -

To increase the range of positive activities, incorporating sport and community safety activities

Our secondary priorities are:-

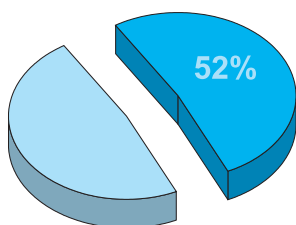
1. Further development of the new integrated youth support structure to offer young people more effective services
2. Further develop arrangements for the systematic involvement, participation and consultation with children and young people and parents and carers
3. Reducing offending and anti-social behaviour particularly final warnings and convictions of children in care
4. Involving more young people in reviewing and planning their care and education
5. Promoting a positive image of children and young people in Derbyshire
6. Creating opportunities for volunteering for children, young people and others

MAKING A POSITIVE CONTRIBUTION

Pupils were offered a number of statements under this heading about the provision by the school. They answered as follows:

Percentages responding to statements about making a positive contribution.

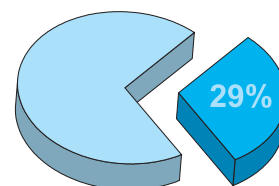
	Agree/ Strongly agree	Not sure	Disagree/ Strongly disagree
The school teaches me how to manage my feelings (emotional health and well-being)	29	31	28
The school prepares me to cope with changes that happen in life	40	26	21
The school encourages everyone to take part in decisions, e.g. class discussions or school council	46	23	19
If children behave badly, the school does something about it quickly	48	22	18
The school encourages me to take part and contribute to community events	32	30	25
The school helps me know about rights and responsibilities	52	22	14
The school helps me to be confident	46	22	20



There was a single statement about Making a Positive Contribution that more than half of the pupils agreed with: 'the school helps me know about rights and responsibilities' (52%). This was also one of the higher-scoring items in 2007.

- The item least often agreed with was: 'the school teaches me how to manage my feelings' (29%).

Again, this was an exceptional item in 2007 although is not very different to the figure seen in the reference sample.

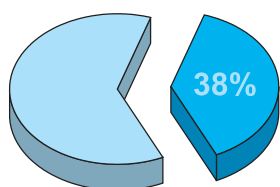


Comparison of Year 8 and Year 10

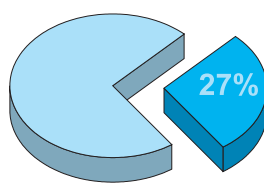
Agree/ Strongly agree	Year 8	Year 10
The school teaches me how to manage my feelings (emotional health and well-being)	35	23
The school prepares me to cope with changes that happen in life	45	35
The school encourages everyone to take part in decisions, e.g. class discussions or school council	49	42
If children behave badly, the school does something about it quickly	50	45
The school encourages me to take part and contribute to community events	38	27
The school helps me know about rights and responsibilities	55	48
The school helps me to be confident	51	40

As is often the case for perception data, Year 8 responses are notably more positive than those from Year 10 pupils. This is most marked for *The school teaches me how to manage my feelings*, *The school encourages me to take part and contribute to community events* and *The school helps me to be confident*, where the gap is 10% or more.

Percentage of pupils who agree that *The school encourages me to take part and contribute to community events*



Year 8



Year 10



■ Participation in leisure activities

59% of pupils reported they had taken part any activity led by an adult outside school lessons in the last four weeks.

10% said they were not sure.

Older females were the least likely to take part in such activities, but about half of them had participated at least once in the last month.

We asked about a participation in a variety of specific activities, including mention of a youth club or youth group with organised activities led by adults.

4: Which of these have you been to in the last four weeks?

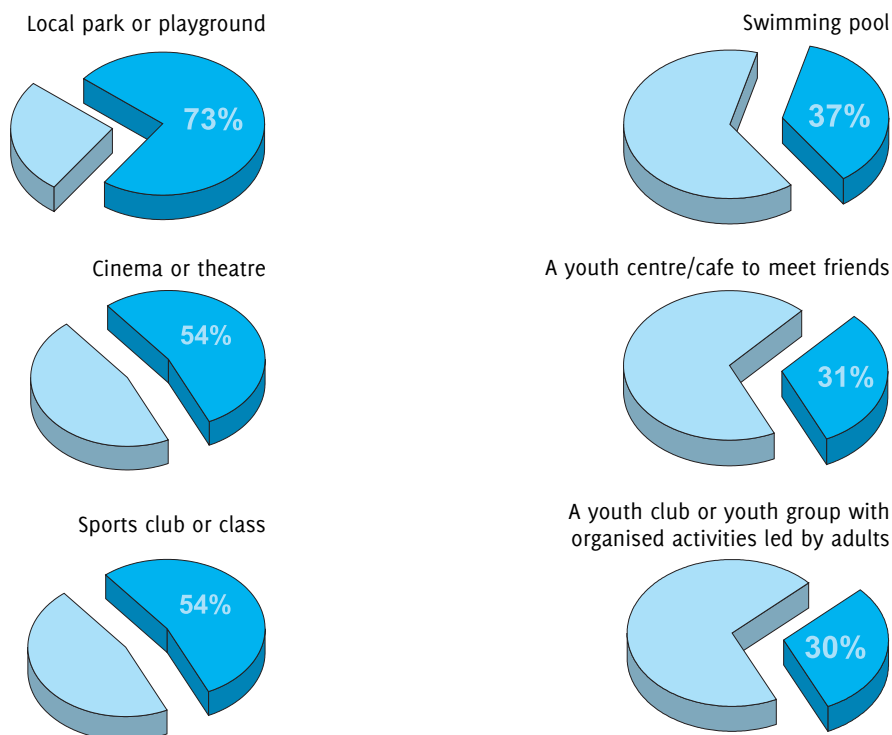
Q3. Percentage answering they had taken part any activity led by an adult outside school lessons in the last four weeks.

All Derbyshire		
	Yr 8	Yr 10
Males	65	62
Females	61	51

	Year 8 Males	Year 8 Females	Year 10 Males	Year 10 Females	All
Local park or playground	75%	74%	73%	69%	73%
Cinema or theatre	48%	57%	49%	62%	54%
Sports club or class	63%	56%	59%	38%	54%
Swimming pool	45%	51%	26%	28%	37%
A youth centre/cafe to meet friends	26%	36%	24%	39%	31%
A youth club or youth group with organised activities led by adults	36%	30%	27%	27%	30%
Gym	25%	22%	33%	24%	26%
A library or museum	26%	31%	18%	20%	24%
Art, craft, dance, drama, film/video-making group or class	10%	36%	9%	24%	20%
Music group or lesson	16%	20%	18%	17%	18%
A music concert or gig	13%	13%	18%	25%	17%
Residential course	7%	7%	8%	5%	7%
Faith or community group	7%	7%	5%	7%	6%

N.B. Responses from several items listed: percentages are of total sample

The most common activities that young people in Derbyshire took part in are:



Informal pursuits clearly form the largest part of reported leisure activities, but adult-led youth clubs and groups are reaching at least 30% of this sample of young people.

■ **Active Citizenship**

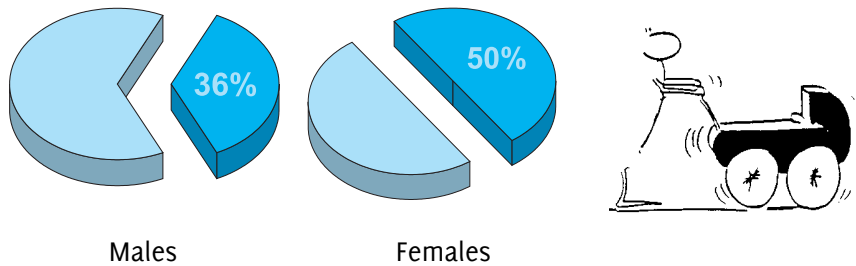
Pupils reported taking part in the following activities 'regularly' or 'frequently':

Q69. Active citizenship.

Males			Females		
1	Care for a younger member of family	36	1	Care for a younger member of family	50
2	Care for older member of family	31	2	Care for older member of family	34
3	Helping others (informal)	29	3	Helping others (informal)	30
4	Fundraising for national charities	22	4	Fundraising for national charities	22
5	Helping others (organised)	18	5	Fundraising for local causes	16
6	Organising events for own age group	17	6	Helping others (organised)	15
7	Fundraising for local causes	17	7	Organising events for own age group	14
8	Organising events for younger children	15	8	Take part in local youth forum/council	12

These lists are very similar in their order, but females are rather more likely than males to take care of younger members of their family regularly.

Percentage of pupils who regularly Care for a younger member of family

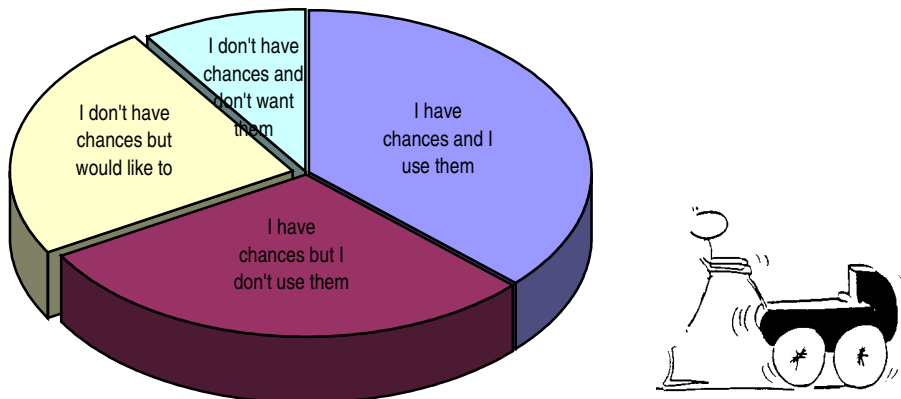


These data are relevant to the national performance indicator NI110 cited in the *Derbyshire Service Plan 2009-2014: Young people's participation in positive activities PSA 14*

■ **Pupils' voice**

We asked students in Question 70 if they had a chance to give their views and change things that affect them. The answers for 'Life in school' for all students were:

I have chances and I use them	31
I have chances but I don't use them	25
I don't have chances but would like to	20
I don't have chances and don't want them	8



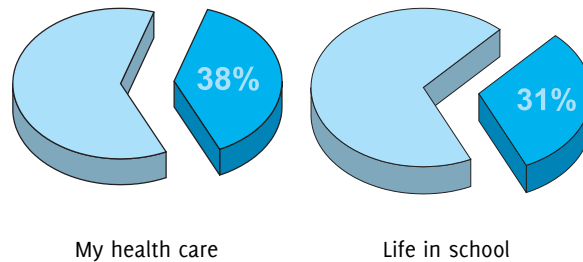
The responses for *I have chances and I use them* for males and females were:

Q70. Opportunities to give their views.

Males				Females			
1	My health care	35	1	My health care	43		
2	Life in school	30	2	Life in school	31		
3	Leisure opportunities	30	3	Leisure opportunities	31		
4	Other services that can support me	22	4	Other services that can support me	24		
5	My community and environment	19	5	My community and environment	20		

Health care is a clear first with *life in school* just ahead of *leisure opportunities*.

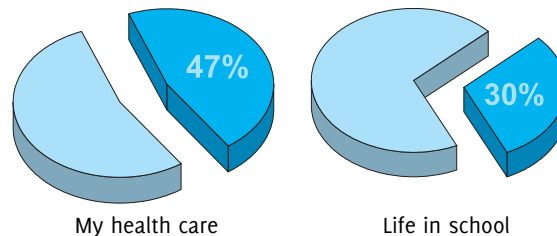
Percentage of pupils who say they have chances and I use them



We went on to ask, in Question 71, if they thought getting involved or giving their views makes a difference. The proportions of pupils responding 'quite a lot of difference' or more for each topic were:

Males				Females			
1	My health care	44	1	My health care	50		
2	Leisure opportunities	37	2	Leisure opportunities	30		
3	My community and environment	32	3	Life in school	29		
4	Life in school	31	4	My community and environment	27		
5	Other services that can support me	29	5	Other services that can support me	24		

Percentage of pupils who thought giving their views makes 'quite a lot of difference'



- Although about a third of pupils report that they take their chances to give their views about 'Life in school', they are not all convinced that giving their views makes much difference.



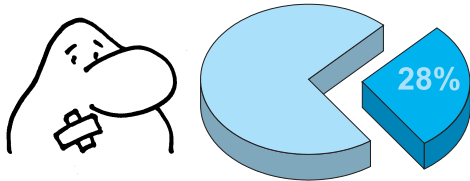
These data and some results from the previous few pages are relevant to the national performance indicator **NI199** cited in the *Derbyshire Service Plan 2009-2014: Children and young people's Satisfaction with parks and play areas*

In Question 72 we asked how they would prefer to give their views about issues that concern them:

Males			Females		
1	Being asked to take part in a survey on paper	45	1	Being asked to take part in a survey on paper	60
2	Someone coming to school to talk with a group	40	2	Someone coming to school to talk with a group	48
3	Meeting people who make decisions	34	3	Being asked to take part in a survey on the Internet	40
4	Being asked to take part in a survey on the Internet	33	4	Meeting people who make decisions	39
5	Sending an e-mail or using the Internet	29	5	Sending an e-mail or using the Internet	33
6	Someone talking with a group outside school	28	6	Someone talking with a group outside school	29
7	School Council	26	7	School Council	26
8	Sending a text answer to a question	25	8	Sending a text answer to a question	25
9	A special event, e.g. a conference	25	9	A special event, e.g. a conference	25

Paper surveys come top of the list of preferred methods of consultation for young people in Derbyshire, but as noted in 2007 this may be prompted by the method used to ask the question.

28% of pupils think their views and opinions are listened to in school.



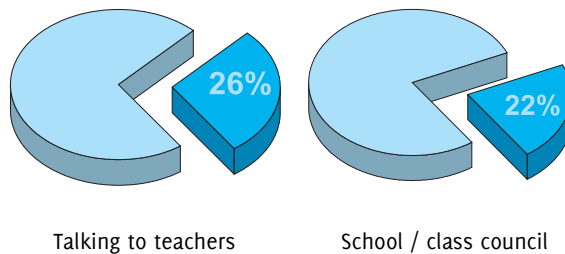
Q75. Percentage who said 'yes'.

All Derbyshire		
	Yr 8	Yr 10
Males	30	25
Females	35	22

If they think that they are listened to, these are the ways:

Males			Females		
1	Talking to teachers	26	1	Talking to teachers	26
2	School / class council	22	2	School / class council	23
3	Talking to other adults in school	21	3	Talking to other adults in school	22
4	Suggestion box	12	4	Talking to trained pupils	10
5	Talking to trained pupils	11	5	Suggestion box	9
6	Circle time	7	6	Circle time	6
7	Other	2	7	Other	1

Percentage of pupils who thought they are listened to...

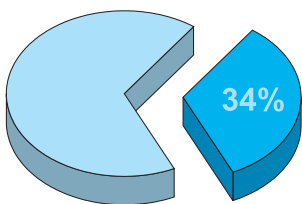


Talking to teachers was the most common way that pupils thought they were listened to in school, with about a quarter so reporting.

Responsibilities at school

The pupils reported doing the following special jobs or responsibilities if they wanted:

Males			Females		
1	Special job in my class e.g. registers	11	1	Special job in my class e.g. registers	9
2	Playground pal/buddy	7	2	Other job	6
3	Other job	5	3	Playground pal/buddy	4



34% say they have had a chance to do jobs like this if they wanted.



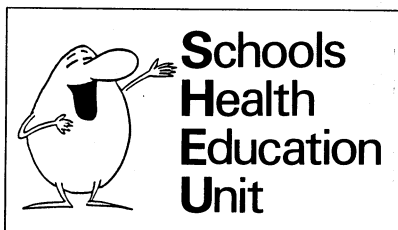
These data are relevant to the national performance indicator **NI110** cited in the *Derbyshire Service Plan 2009-2014: Young people's participation in positive activities PSA 14*



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This report was prepared for **Derbyshire County Council** by Dr. David Regis



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