

CHILDREN AND ADULTS OVERVIEW AND SCRUTINY COMMITTEE

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TELL US SURVEY FINDINGS 2009

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Summary

This report provides an overview of the findings of the Tell Us survey for this year (2009). The Tell Us survey is conducted on-line in schools with year 6, 8, and 10 pupils and asks children and young people their views on issues covering the whole of the Every Child Matters agenda. Medway had 2,808 responses from 41 schools across the area nearly double the response rate for last year.

1. Budget and Policy Framework

1.1 The Tell Us survey funded nationally and supported by the local authority in making the initial contact to schools and chasing responses. The Research and Information team in the Commissioning and Strategy division (C&A directorate) support this work and have produced the attached summary of the key findings.

2. Progress to date

2.1 The Tell Us survey responses are used to provide data for 5 national indicators:

- NI50 Emotional Health of children
- NI69 Children who have experienced bullying
- NI110 Young People's participation in positive activities
- NI115 Substance misuse by young people
- NI199 Children's satisfaction with parks and play areas

2.2 The results on these indicators this year show the following:

2.2.1 NI 50 Emotional Health - There is a higher percentage of children in Medway (58%) whose emotional health is good compared to the national figure (56%) and our statistical neighbours (57%).

Nearly all children and young people had one or more good friends. In addition, about two-thirds said that it was true that they felt happy about life

and could talk to their parent or carer, or to their friends, when they were worried about something.

It is evident that across each aspect of emotional health, a smaller proportion of respondents in 2009 answered positively than was the case in 2008 and this was particularly the case among those who said that when they were worried they could talk to an adult who is not their parent or carer.

- 2.2.2 NI69 Children who have experienced bullying - The number of children and young people who report they have experienced bullying in Medway at 52% continues to be higher than both the statistical neighbour group average (46%) and the national average level (46%). However there was a 5% fall on the numbers who reported feeling worried about being bullied this year from the previous year 27% compared to the 2008 figure of 32%.. Encouragingly there has also been a significant increase in the number of children and young people who feel their school deals with bullying 'very well' 25% in 2009 compared to 13% in 2008.
- 2.2.3 NI 110 Young People's Participation in positive activities – 43% of those who responded felt that more places where they could go to spend time with their friends would make their life better. 36% said they had not participated in an adult supervised group activity in the last 4 weeks (consistent with stat neighbours and national picture). Year 8 pupils were more likely to take part in activities on a Friday or Saturday night compared to year 10s. 49% of the young people in Years 8 and 10 said they did not go out on Friday and Saturday nights to take part in any activities. This was a new question for Tellus4 (2009), so comparative data with previous surveys is unavailable.
- 2.2.4 NI 115 Substance misuse by young people – 5% of children and young people said they had drunk twice in the last 4 weeks (slightly higher than our stat and national average 4%), 4% said they had been drunk 3 or more times in the last 4 weeks (slightly lower than stat and national average 5%). 74% said they had never smoked although 11% said they had tried it once, 3% said they smoked more than 6 cigarettes a week (the same as the national rate). Overall most 88% children and young people said they had never taken drugs, 3% said they did not want to say however 9% said they had taken drugs (a 1% decrease from last year).
- 2.2.5 NI 199 Children and young people's satisfaction with parks and play areas – The highest level of improvement was achieved against this national indicator in Medway, with a 13% increase in the number of children and young people reporting that they were satisfied with the parks in the area (51% in 2009 compared to 38% in 2008).
- 2.3 These findings suggest that further work may be required on 'bullying' and 'things to do places to go' to improve our relative position on these indicators for the future.

3. Risk Management

- 3.1 There are no immediate risks presented by these findings but the two indicators where we do not compare well nationally, 'bullying' and 'things to do places to go', are likely to be raised as part of the national assessment of children's services contributing to the CAA for 2010.

4. Implications for looked after children

- 4.1 There are no direct implications for Looked After Children. Although a small proportion of those who responded are likely to be looked after children and young people.

5. Financial and legal implications

- 5.1 There are no immediate implications arising from this report.

6. Recommendations

- 6.1 Members are asked to note the full report on the Tell Us survey and identify any areas that they would like to investigate further in their work programme for 2010-11 paying particular attention to the outcomes of the national indicators that are supported through the survey and any potential for partnership action and or response.

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Background papers

Analysis of the Tell Us findings 2009

Tellus4 Report Medway

Research and Information Team
Commissioning and Strategy Division
Children and Adults Directorate

April 2010

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Headline results

Medway received a response rate of 51%¹; the results are represented by a total of 2,808 pupils from 41 schools.

The following provides headline results for Medway.

Being healthy

- While one in five children and young people had eaten the full 'five a day' that is recommended by the Department of Health, only one in ten said that they had eaten no fruit or vegetables the previous day.
- Children and young people who were active were more likely to say they ate healthily and vice versa.
- Most children and young people have relationships in their lives which support them. However, it is worth noting that almost one fifth of respondents (18%) either felt they could not discuss their worries with their parent or carer or did not know whether they could. However, this did not mean they had no-one to talk to as most of these (54%) said that they could talk to their friends or another adult when worried.
- Most children and young people had some aspect of their lives about which they worried, but one in ten reported that they did not worry about anything. The aspects of their lives which were most common areas of worry for children and young people were their education and their future.
- 48% of children and young people said that they never had an alcoholic drink (a whole drink – not just a sip). 45% said that they had had an alcoholic drink and 7% did not wish to say.
- The majority of respondents did not get drunk regularly; about two-thirds of all children and young people surveyed had never drunk alcohol or had not been drunk in the previous four weeks and a further 6% of all those surveyed said that they had never been drunk. Overall, 73% of young people had either never tried alcohol or had not been drunk recently or ever.
- Most children and young people said that they had never smoked (74%) while a further 11% said that they had only tried smoking once and 4% indicated that they had stopped smoking.
- 9% of respondents said that they had taken drugs and a further 3% indicated that they did not want to say. Overall, most young people (88%) said that they had never taken drugs.

Staying safe

- Around half (52%) of children and young people said they had been bullied whilst at school and 22% said this happened when they were not in school.
- Children and young people were most likely to feel very safe in school and least likely to feel safe in the area where they live.
- Of those who did use public transport, 79% reported feeling at least 'quite safe' whilst travelling on public transport but a fifth reported feeling at least 'a bit unsafe'.

¹ Total number of pupils completed as a proportion of total number of pupils participating.

Enjoy and achieve

- More than half of children and young people surveyed in 2009 said that they often worried about school work and exams (54%).
- Overall, most children and young people were positive about the support and feedback they received from school.
- There was an improvement of 13 percentage points in children and young people's satisfaction with their parks and play areas in 2009, compared to 2008, with 51% responding favourably in 2009 compared to 38% in 2008.

Making a positive contribution

- Almost three in five children and young people (59%) said they had participated in a group activity led by an adult within the previous four weeks, but over a third (36%) reported that they had not.
- 17% said they had given time to help a charity, a local voluntary group, or done some organised volunteering, and more than three in five (63%) said they had done another type of activity that they had participated in during their free time in the previous four weeks.
- A third of children and young people said that there was nothing that prevented them participating in the activities they wanted to do. The most frequently selected barriers were that the activities were not available in their area (23%) and that activities were too expensive (28%) (see Table 5.2).
- There were mixed views as to whether their ideas about their school were listened to when they had given them to the school council or through other similar methods of consultation. A third of children and young people were generally positive, indicating that their views were listened to at least 'a little'. However, just under a third (32%) indicated that their views were not listened to either 'very much' or 'at all'. And almost a further quarter (22%) reported that they had not given their ideas.

Achieving economic well-being

- Overall, most young people intend to continue in learning in a course-based route although a notable minority plan to follow a work-based route after completing Year 11.
- Many young people (57%) planned to stay on in learning into higher education post-Year 11.
- As with children in Year 6, the main source of a lot of the help that young people in Years 8 and 10 received when planning their future was from their family.
- Many young people in Years 8 and 10 were positive about the amount of information and support they received to help plan their future. Two-fifths of young people reported that they had received enough information while 23% had not.

1 Introduction

Tellus4 is an annual, national survey of children and young people about issues relating to the Every Child Matters (ECM) outcomes.

The National Foundation for Educational Research (NFER) was commissioned by the Department for Children, Schools and Families (DCSF) to deliver the survey.

The survey provides statistically representative data at Local Authority (LA) level.

Drawing on the 'Tellus4 National Report'², this document is intended as a comprehensive report structured around the ECM outcomes, presenting the results for Medway, national benchmarks, nearest statistical neighbour comparisons and previous Tellus results where possible.

1.1 Comparisons

National results

The national results are represented by a total of 253,755 pupils from 3,699 schools.

Statistical neighbours' results

For each LA, NFER's statistical neighbour model designates a number of other LAs deemed to have similar socio-economic characteristics, based on the ECM outcomes.

These designated LAs are known as 'statistical neighbours'. Medway's statistical neighbours are (in order of 'closeness', i.e. degree of similarity): Thurrock, Swindon, Kent, Bexley, Northamptonshire, Havering, Telford and Wrekin, Lancashire, Dudley and Southend-on-Sea.

NFER's reporting of respective statistical neighbours' results provides a guide as to whether results are above or below that might be expected.

Contextually adjusted results

The NFER has reported contextually adjusted results, i.e. weighted in order to compensate for local background characteristics for meaningful national comparison.

Performance monitoring and evaluation

Tellus4 results inform five National Indicators (NI):

- NI 50 Emotional health of children
- NI 69 Children who have experienced bullying
- NI 110 Young people's participation in positive activities
- NI 115 Substance misuse by young people

² Can be viewed at:

<http://www.dcsf.gov.uk/research/programmeofresearch/index.cfm?type=5&keywordlist1=0&keywordlist2=0&keywordlist3=0&andor=or&keyword=Tellus4&x=40&y=12>

- NI 199 Children's and young people's satisfaction with parks and play areas.

The DCSF calculates the five NI results³ by combining responses to Tellus4 questions and undertaking further analysis.

1.2 Methodology

The Tellus4 survey was undertaken online during the 2009 autumn term.

A representative sample⁴ of schools was invited to participate. Participating schools were asked to include a randomly selected class (one class of Year 6 pupils, two classes of Year 8 pupils and two classes of Year 10 pupils).

The survey responses were weighted using the following three strata: gender, year group and deprivation using the Income Deprivation Affecting Children Index. Population data for 2008 from the Pupil Level Annual School Census was used to derive the weights.

1.3 Analysis

The percentages are based only on those who responded to the specific question and not all those who were surveyed (i.e. non-respondents are excluded).

Statistically significant differences

Significance testing has been applied to establish whether Medway's results represent a significantly more positive outcome or a significantly less positive outcome compared to the national and statistical neighbours' results.

Significance testing has been calculated at the 95% confidence level; this means that we can be 95% confident that there is a real difference between populations, and the remaining 5% can be attributed to random chance.

³ Can be viewed at: <http://www.dcsf.gov.uk/rsgateway/DB/STR/d000908/index.shtml>.

⁴ LAs and schools were encouraged to extend this sample where possible.

2 Being healthy

This chapter outlines the responses of children and young people to questions about their health. It examines:

- whether young people eat healthily and whether they have received helpful information about being healthy
- how much physical activity children and young people participate in and how they travel to school
- their emotional health and aspects of life they worry about
- the extent to which they smoke and use drugs and alcohol.

2.1 Healthy eating

Table 2.1 below shows that most children and young people had eaten some fruit and vegetables the previous day, most commonly three or four pieces. While one in five had eaten the full 'five a day' that is recommended by the Department of Health, one in ten said that they had eaten no fruit or vegetables the previous day.

Table 2.1 Number of 'five a day' fruit and vegetables eaten yesterday

	Medway	National	Statistical Neighbours
None	10%	9%	9%
One or two	30%	29%	30%
Three or four	34%	35%	36%
5 or more	20%	19%	18% ⁵
Don't know	7%	7%	7%

These findings can be broadly compared with the responses in 2008 when:

- 4% of children and young people said that they usually ate no portions of fruit and vegetables each day
- 29% ate one or two portions
- 38% ate three or four
- 24% ate five or more
- 5% did not know.

The difference in responses in 2008 and 2009 is most likely to reflect a change in the question between the two surveys. The 2009 question referred to 'yesterday' as a specific day while the question in 2008 referred to a less specific time period and asked children and young people to estimate an average by asking 'how many portions of fruit and vegetables do you usually eat each day?'

Differences by age

Consumption of the 'five a day' fruit and vegetables was greatest among those in Year 6, 24% of whom said that they had eaten five or more pieces the day before, and was lowest among those in Year 8, 17% of whom had eaten five or more.

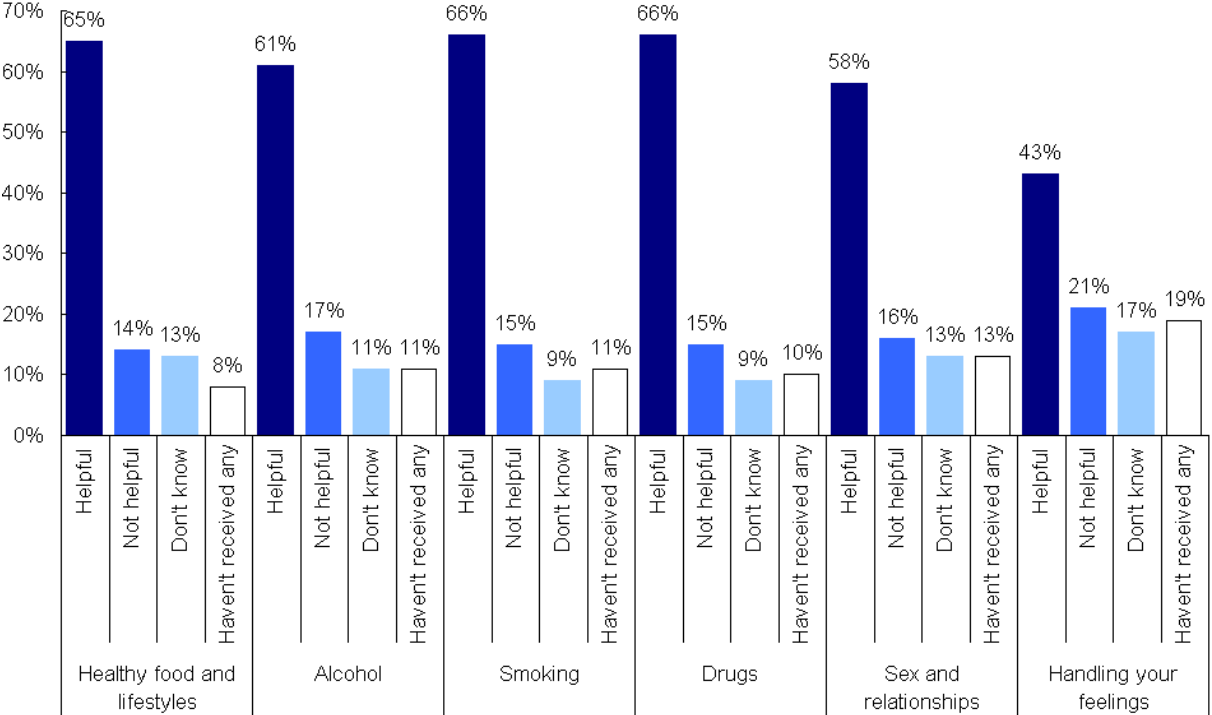
⁵ Medway's response answering '5 or more' represents a significantly more positive outcome compared to statistical neighbours' results (20% and 18% respectively).

Moreover, only 7% of children and young people in Year 6 said they had none of their five a day the previous day while this was the case for 11% of those in Year 10.

Information received in school about being healthy

The majority of young people in Years 8 and 10 said that they had received information in school about a range of aspects relating to being healthy (see Figure 2.1). ‘Handling their feelings’ was the aspect which children and young people most commonly said they had not received information about (19%).

Figure 2.1 Helpfulness of information received in school about being healthy Year 8 and 10



Year 8 and 10 only

Overall, young people’s responses show that many find the information that they received in school helpful. This was particularly the case in relation to information about smoking⁶ and drugs.

However, a notable minority (between 14% and 21%) said that the information they had received in school in each of these areas was not helpful.

Although most young people in Years 8 and 10 had received information in school about being healthy, and had generally found it helpful, their responses indicate that for some, there is still a need to provide advice about health. 8% of questionnaire

⁶ Medway’s response of ‘not helpful’ in relation to information and advice received in school about smoking represents a significantly more positive outcome compared to statistical neighbours’ results (15% and 17% respectively). The contextually adjusted result (15%) also represents a significantly more positive outcome.

respondents said that more advice about being healthy would make their life better and 27% of children and young people said they worried about being healthy.

Differences by age

Although young people in Years 8 and 10 were similar in their views on the helpfulness of most information they had received, Year 8 respondents were more likely to have found the following advice helpful and Year 10 less so.

- Year 8 were more likely to have found advice on healthy food and lifestyles helpful (73%) than those in Year 10 (60%)
- Year 8 were also more likely to find advice about money helpful (46%) compared with Year 10 (34%)
- Year 10 were more likely to say advice on staying safe was not helpful (16%), compared to Year 8 and 10 overall (69% and 13% respectively)
- Year 8 were much more likely to say that advice received on handling their feelings was helpful (50%), while Year 10 respondents were much less likely (37%).

This may reflect that young people are increasingly aware and well-informed as they get older, and therefore advice is less helpful because it is not providing new information. It may also reflect an increased need for new and different advice among older young people.

2.2 Physical activity

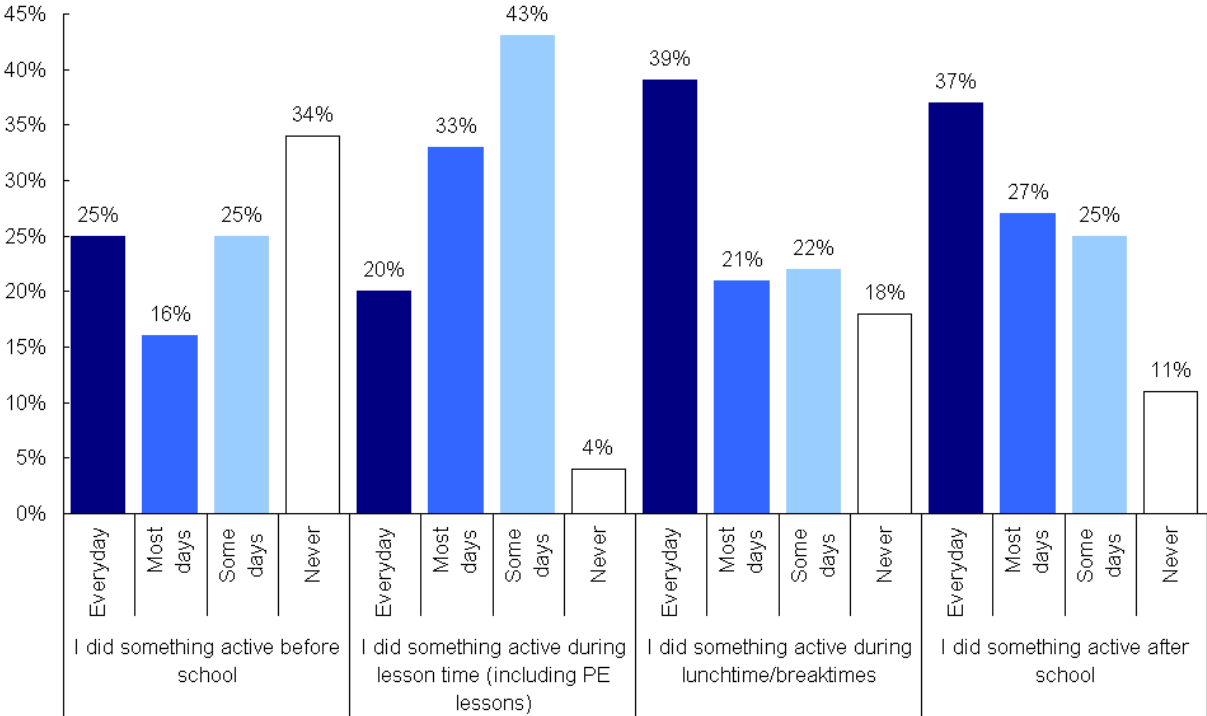
2.2.1 Being active during the working week

Figure 2.2 shows how active children and young people said that they were before, during and after school in the previous week. In answering the question, respondents were told that this could include walking to school as well as running around, riding a bike, playing sports, skateboarding, dancing and swimming. Few young people⁷ (4%) said that they never did anything active during lesson time, illustrating the contribution of schools to providing young people with an opportunity to be active and encouraging them.

34% of children and young people said that they never did anything active before going to school but one quarter said that they did something active every day before school and a further 16% did so most days. This could reflect the mode of travelling to school, which could involve walking and cycling.

⁷ Medway's response answering 'never' represents a significantly more positive outcome compared to the national result (4% and 5% respectively). The contextually adjusted result (3%) also represents a significantly more positive outcome.

Figure 2.2 Extent to which young people were active in the last week



Differences between boys and girls

The extent to which boys said they were active during lessons, at break times and after school differed notably from girls.

- Boys were more active during break times – 57% of boys did something active every day during break times while this was the case for 34% of girls. In contrast, 19% of girls never did anything active during break times compared with 8% of boys.
- Boys were more active in lessons – 28% of boys said that they did something active every day in lesson times compared with 15% of girls.
- Boys were more active after school – 44% of boys did something active every day after school compared with 33% of girls.

There was no notable difference between boys and girls in being active before school. Overall it appears that boys are more active than girls both within and after school, and this is particularly the case at break times within school.

Differences for children and young people who said they were disabled

Young people who said they were disabled also appeared less likely to engage in active pursuits during lesson time or after school.

- 11% of those who were disabled said that they never did anything active after school.
- 4% did not do anything active during lesson time.

As this group may include young people with limited mobility, this may explain the slightly lower participation in activities. Nevertheless, overall, the majority of young

people who said they were disabled did participate in some physical activities with many doing so every day.

2.2.2 Being active at the weekend

In addition to most children and young people being active during the school week, nearly half of respondents across the year groups (44%) said that they had taken part in organised sport or keep fit activities the previous weekend, while 56% had not. This differed for younger children and boys.

- **Age** – Year 6 respondents were more likely to have taken part in organised sport or keep fit activities (50%) than those in Year 8 (49%) and Year 10 (39%).
- **Boys and girls** – boys were more likely to have taken part in a sport or keep-fit activity at the weekend (55%) than girls (38%) reflecting their general tendency to participate in something active.

Healthy eating and being active

Children and young people who were active were more likely to say they ate healthily and vice versa. While overall 20% of young people said that they did something active in lessons every day, this was the case for 29% of those who said they had eaten five or more pieces of fruit and vegetables the previous day. In contrast, those who said they were not active often also did not eat healthily. 4% of respondents overall said that they never did anything active in lessons while, among those who ate no fruit and vegetables the previous day, 10% never did anything active.

A similar relationship between eating healthily and being active was evident for activities during break times and before and after school. For example:

- 25% of those who ate no fruit or vegetables the previous day never did anything active at break times, while overall 18% of children and young people never did anything active at break times. In contrast, 55% of those who ate their 'five a day' did something active every day in break times compared to 39% of all children and young people
- 43% of those who ate no fruit or vegetables never did anything active before school, compared with 34% of all children and young people, while 40% of those who ate their 'five a day' did something active before school every day compared with 25% of all children and young people
- 26% of those who ate no fruit or vegetables the previous day never did anything active after school, compared with 11% of all children and young people, while 53% of those who ate five or more pieces of fruit or vegetables did something active after school every day compared with 37% of all children and young people.

Similarly, children and young people who ate five or more fruit and vegetables a day were more likely to take part in organised sport or keep fit at the weekend (62%) than all children and young people (44%). Children and young people who ate no fruit or vegetables the previous day were less likely to do so (61% had not done so compared with 56% of all respondents).

2.3 Travel to school

Travelling to and from school provides a further opportunity for children and young people to be active. Recognising that children and young people may not use the same mode of transport every day, for a variety of reasons, or may use a combination of modes of transport such as walking and public transport, they could choose more than one response to this question. Table 2.2 below shows that the most common means of getting to school was by walking and the second most common was to travel by car. Public transport and school buses were less widely used and cycling was the least frequently reported method of travelling to school. Overall this suggests that many children and young people are participating in some physical activity through travelling to school as even those who travel by public transport may also walk to and from the bus or train.

Table 2.2 How children and young people travel to school

	Medway	National	Statistical Neighbours
Walk	49%	54%	53%
By car	46%	35%	39%
By public transport (bus, train, tube, tram)	12%	15%	15%
On the school bus	14%	14%	12%
By bike	5%	8%	9%
Other	2%	2%	2%

Children and young people were more likely to walk to school if they lived in the same Local Authority area as their school than those who lived in a different area to their school. While 49% of all respondents said that they walked to school, this was the case for 15% of those who lived in a different authority to their school. Conversely, children and young people who attended a school in a different Local Authority area to their home were more likely than all children and young people to take a school bus (19%), use public transport (16%), or travel by car (67%).

2.4 Emotional health

2.4.1 Having support

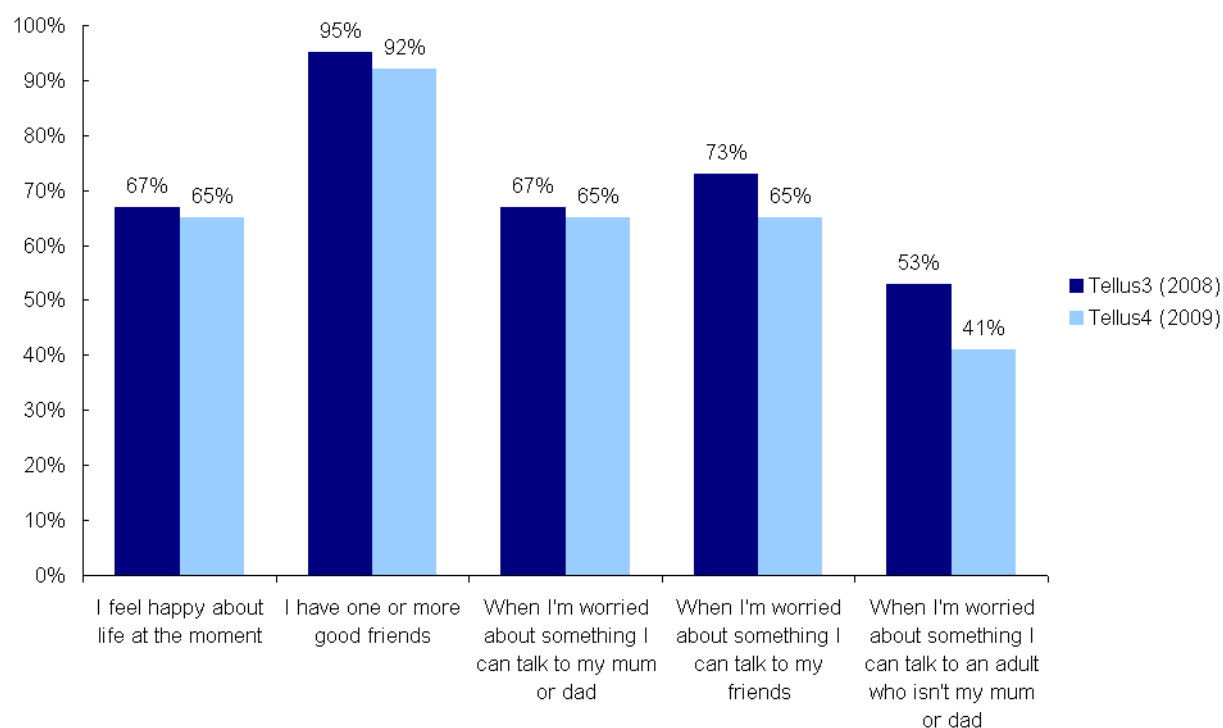
Children and young people were asked broadly the same question in 2009 as they had been in 2008, although it is worth noting that the position in the order of the survey changed and the timing of the survey also changed from the summer term to the autumn term. Both of these should be taken into consideration when comparing data from the two years. The question asks about the quality of relationships that they have with their parents or carers, other adults and their friends. Figure 2.3 shows that nearly all children and young people had one or more good friends. In addition, about two-thirds said that it was true that they felt happy about life and could talk to their parent or carer, or to their friends, when they were worried about something. The remaining children and young people did not necessarily say this was not true for them, rather they could respond neither true or not true as follows:

- 17% said that it was neither true nor not true that they could talk to their parents or carers
- 18% said this of talking to their friends
- 22% said it was neither true nor not true that they could talk to another adult.

These findings suggest that most children and young people have relationships in their lives which support them. However, it is worth noting that almost one fifth of respondents (18%) either felt they could not discuss their worries with their parent or carer or did not know whether they could. However, this did not mean they had no-one to talk to as most of these (54%) said that they could talk to their friends or another adult when worried.

Figure 2.3 provides a comparison of the responses of children and young people to this question in 2008 and 2009. It is evident that across each aspect of emotional health, a smaller proportion of respondents in 2009 said that it was true for them than was the case in 2008 and this was particularly notable among those who said that when they were worried they could talk to an adult who is not their parent or carer.

Figure 2.3 Emotional health



The figure shows those who answered 'true'

Differences between boys and girls

Boys were more likely to report that they feel happy about life at the moment (69%) while girls were less likely to do so (64%). However, girls were more likely to say that they talked to their friends when they were worried (70%) than was the case among boys (58%).

Differences for children and young people who said that they were disabled

Overall it appears that children and young people who said they were disabled were equally likely (65%) to report that they were happy and that they have friends (92%), but less likely to say that they have friends who they could talk to when worried (53%). They were equally likely to say that they could talk to their parents/carers when they were worried (64%), and they were more likely to have an adult other than a parent to whom they could talk when worried (48%).

2.4.2 What children and young people say they worry about

While it appears that children and young people generally do have someone with whom they can discuss their worries, a separate question explored the nature of issues about which children and young people worried.

Table 2.3 What do children and young people worry about?

	Medway	National	Statistical Neighbours
School work and exams	54%	51%	52%
What to do after Year 11*	42%	43%	45%
The way I look	38%	30%	32%
Friendships	34%	31%	32%
Relationships/girlfriends/boyfriends*	32%	25%	27%
My parents or family	31%	29%	31%
Money	29%	26%	27%
Being bullied	27%	25%	25%
Being healthy	27%	26%	27%
Sex*	18%	15%	16%
Being a victim of crime	16%	16%	17%
Something else	13%	12%	12%
Nothing worries me	10% ⁸	12%	12%
Don't know	6%	6%	6%

* Only Year 8 and 10

Most children and young people had some aspect of their lives about which they worried, but one in ten reported that they did not worry about anything. The aspects of their lives which were most common areas of worry for children and young people were their education and their future. The way they look, friendships and family were among the next most commonly identified areas. Similar proportions reported worrying about money, being bullied and being healthy, and it appears that sex and being a victim of crime worried fewest children and young people.

The question was changed slightly in Tellus4 as children and young people could select up to three worries whereas in Tellus3 children and young people could select all that applied. In addition some individual items were changed, for example 'my body' was amended to 'the way I look'. Consequently it is not possible to compare all

⁸ Medway's response answering 'nothing worries me' represents a significantly less positive outcome compared to the national result (10% and 12% respectively). The contextually adjusted result (10%) also represents a significantly less positive outcome.

responses directly with Tellus3. However, a broad comparison shows that the top five worries for children and young people were similar in 2008 when the most common areas children and young people worried about were:

- exams
- the future
- friendships
- their body
- crime.

Although there were fewer response options for Tellus2 (2007), the resulting themes were similar to Tellus3 and Tellus4:

- exams
- friendships
- school work
- the future
- money.

Differences by age

The type of worries that young people had varied across the year groups surveyed. More specifically, compared with all children and young people, shown in Table 2.3:

- **Year 10** young people were more likely than respondents overall to worry about school work and exams (63%) and the way they look (43%)
- **Year 6** children were less likely than respondents overall to worry about being healthy (19%), money (18%) and the way they look (26%). They were more likely to worry about being bullied (34%).

Differences between boys and girls

While boys who responded to the survey were more likely than children and young people overall to say that 'nothing worries me' (14%), it was notable that girls' responses showed that they were more likely to worry about:

- School work and exams (57%)
- What to do after Year 11 (45%)
- The way they look (47%)
- Friendships (45%)
- Relationships (41%)
- Their parents or family (37%)
- Being healthy (30%).

2.5 Use of drugs and alcohol

This section explores children and young people's use of alcohol and drugs and the extent to which they smoked. It is worth noting that children in Year 6 were not asked whether they used drugs.

2.5.1 Use of alcohol

48% of children and young people said that they never had an alcoholic drink (a whole drink – not just a sip). 45% said that they had had an alcoholic drink and 7% did not wish to say.

The majority of respondents did not get drunk regularly; about two-thirds of all children and young people surveyed had never drunk alcohol or had not been drunk in the previous four weeks (see Table 2.4) and a further 6% of all those surveyed said that they had never been drunk. Taken together this shows that 73% of young people had either never tried alcohol or had not been drunk recently or ever.

Nevertheless, there are a minority of young people who are drinking enough to be drunk (by their own assessment). 5% had been drunk twice in the previous four weeks and 4% had been drunk three or more times in the last four weeks.

Table 2.4 Number of times young people have been drunk in the last 4 weeks

	Medway	National	Statistical Neighbours
None/never had an alcoholic drink	67%	68%	66%
Once	6%	6%	7%
Twice	5%	4%	4%
Three or more times	4%	5%	5%
Don't want to say	9%	8%	8%
Don't know/can't remember	3%	2%	2%
I have never been drunk	6%	6%	7%

The figures in Table 2.4 reflect the percentage of all respondents. Table 2.5 shows that 43% of those who said that they had tried alcohol had not been drunk recently and a further 15% have never been drunk. Nevertheless, there remains a group of around a third of those who have had an alcoholic drink who reported that they have been drunk at least once in the last four weeks.

Table 2.5 Number of times young people who had tried alcohol had been drunk in the last 4 weeks

	Medway	National
None/never had an alcoholic drink	43%	40%
Once	13%	15%
Twice	11%	9%
Three or more times	9%	11%
Don't want to say	4%	4%
Don't know/can't remember	5%	6%
I have never been drunk	15%	14%

2.5.2 Smoking

Smoking was not widespread among the Tellus4 respondents. Most children and young people said that they had never smoked (74%) while a further 11% said that they had only tried smoking once and 4% indicated that they had stopped smoking.

Table 2.6 shows that a minority of children and young people said that they smoked and 3% were smoking more than six cigarettes a week.

Table 2.6 Children and young people’s experience of smoking

	Medway	National	Statistical Neighbours
I have never smoked	74%	77%	77%
I have only ever tried smoking once	11%	10%	10%
I used to smoke sometimes but I never smoke a cigarette now	4%	4%	4%
I sometimes smoke cigarettes now but I don't smoke as many as one a week	3%	2%	2%
I usually smoke between one and six cigarettes a week	1%	1%	1%
I usually smoke more than six cigarettes a week	3%	3%	2%
I don't want to say	4%	4%	4%

2.5.3 Use of drugs

Only those young people in Years 8 and 10 were asked about the extent to which they had taken drugs and the question clarified that this did not include medicine or alcohol. 9% of respondents said that they had taken drugs and a further 3% indicated that they did not want to say. Overall, most young people (88%) said that they had not ever taken drugs.

There was no difference in the percentage of young people reporting that they had not taken drugs in 2008 and 2009. Conversely, 10% said that they had taken drugs in 2008 and 9% said this in 2009 indicating a decrease of 1 percentage point. It is worth noting that, as a result of the change in the timing of the survey (from summer to autumn), young people surveyed in 2009 were around six months younger than those surveyed in 2008. Analysis of the effect of the difference in age suggests that older young people are more likely to report use of drugs and this should be taken into consideration when comparing the results between Tellus3 (when respondents were older) and Tellus4.

Most of the young people who were surveyed had not taken any of the drugs listed in the previous four weeks (see Table 2.7). Overall, there was a small percentage who often used cannabis and an even smaller percentage who used solvents or other drugs.

Table 2.7 Young people's experience of drug taking: all young people

Type of drug	Never in the last 4 weeks	Once	Twice	Three or more times	Prefer not to say	Don't know / can't remember
Cannabis or skunk	92%	1%	0%	1%	4%	0%
Solvents, glue or gas (to inhale or sniff)	93%	1%	0%	0%	4%	1%
Other drugs*	93%	1%	0%	1%	5%	1%

**The questionnaire stated 'like cocaine, LSD, ecstasy, heroin, crack, speed, magic mushrooms, etc.'*

Year 8 and 10 only

Among those who said that they had used drugs (see Table 2.8), cannabis or skunk was more common than solvents or other drugs. This was also the most frequently used drug.

Table 2.8 Young people's experience of drug taking: those who said that they had taken drugs

Type of drug	Never in the last 4 weeks	Once	Twice	Three or more times	Prefer not to say	Don't know / can't remember
Cannabis or skunk	45%	15%	5%	17%	10%	6%
Solvents, glue or gas (to inhale or sniff)	57%	10%	1%	9%	8%	16%
Other drugs*	53%	7%	2%	12%	13%	13%

**The questionnaire stated 'like cocaine, LSD, ecstasy, heroin, crack, speed, magic mushrooms, etc.'*

Year 8 and 10 only

The analysis revealed a relationship between whether young people had received advice about drugs and whether they said that they used drugs. While 9% of young people in Years 8 and 10 had used drugs overall, the proportion was greater (12%) among those who received advice which they said was not helpful.

Among young people in Year 10, drug use was higher amongst those who had not received information on drugs. As shown in Table 2.9, 18% of those who did not find the advice they received helpful had used drugs and 26% of those who said that they had not received advice had used drugs. In contrast, 89% of those who said they had received helpful advice had not taken drugs. It appears, therefore, that there is value in providing advice to young people to reduce the likelihood of their using drugs and also that it is important that the advice is presented in a way, and has the appropriate content, for young people to find it useful.

Table 2.9 Advice received in school about drugs by young people in Year 10 who had used drugs and young people overall

	Used drugs	Not used drugs	Don't want to say
Information was helpful	8%	89%	2%
Information was not helpful	18%	74%	7%
Don't know	12%	81%	8%
Not received any information	26%	72%	3%
All respondents	11%	85%	3%

Year 10 only

3 Staying safe

This chapter presents the Tellus4 findings under two headings:

- experience of bullying
- feeling safe.

3.1 Experience of bullying

This section covers children and young people's experience of bullying, both in and out of school. It also focuses on whether children and young people worry about being bullied and whether they feel their school deals well with bullying.

Concerns about bullying

Being bullied was something that more than a quarter (27%) of children and young people said they often worried about. This is lower compared to the 2008 findings (32%). 'Less bullying' was one of three most important issues that would improve their life overall, according to 18% of children and young people. 16% of children and young people reported being bullied in the last four weeks (see Figure 3.1).

There were differences in the responses from children and young people depending on their age, gender and whether they were disabled:

- **Age** – children in Year 6 were more likely to worry about being bullied (35%) and young people in Year 10 were less likely to worry about this (20%), compared to overall (27%). Consequently, children in Year 6 were more likely to feel that 'less bullying' would improve their life overall (27%), compared to young people in Year 10 (10%).
- **Boys and girls** – girls were more likely to worry about being bullied (28%) than boys (26%).
- **Disabled** – a greater proportion of children and young people who said they were disabled worried about being bullied (35%) and were more likely to feel that 'less bullying' would improve their life overall (27%), compared to other children and young people (27% and 18% respectively).

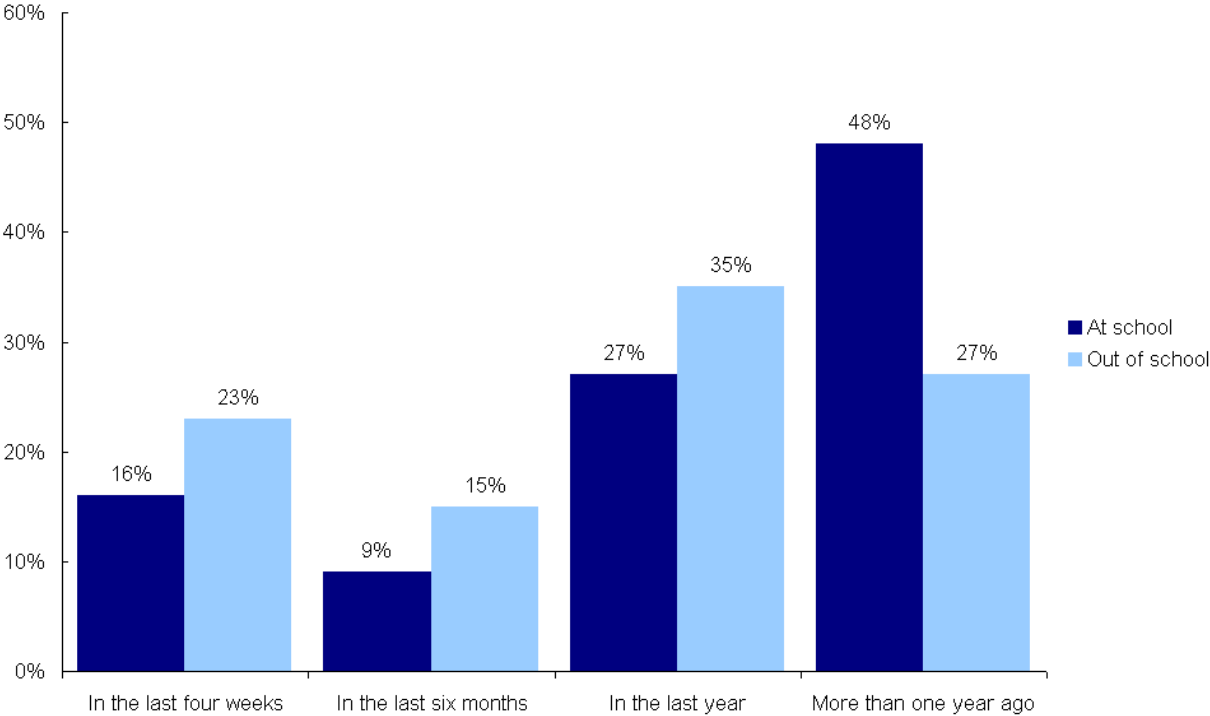
Further analysis also showed that 12% of children and young people who worried about being bullied also reported that they would not talk to their parents/carers about their concerns.

Experience of bullying

Many young people had experienced bullying at some point in their lives. Around half⁹ (52%) of children and young people said they had been bullied whilst at school and 22% said this happened when they were not in school. Figure 3.1 shows how recently the bullying occurred.

⁹ Medway's response stating experience of bullying at school represents a significantly less positive outcome compared to the national and statistical neighbours' results (52%, 46% and 46% respectively). The contextually adjusted result (51%) also represents a significantly less positive outcome.

Figure 3.1 When children and young people were bullied



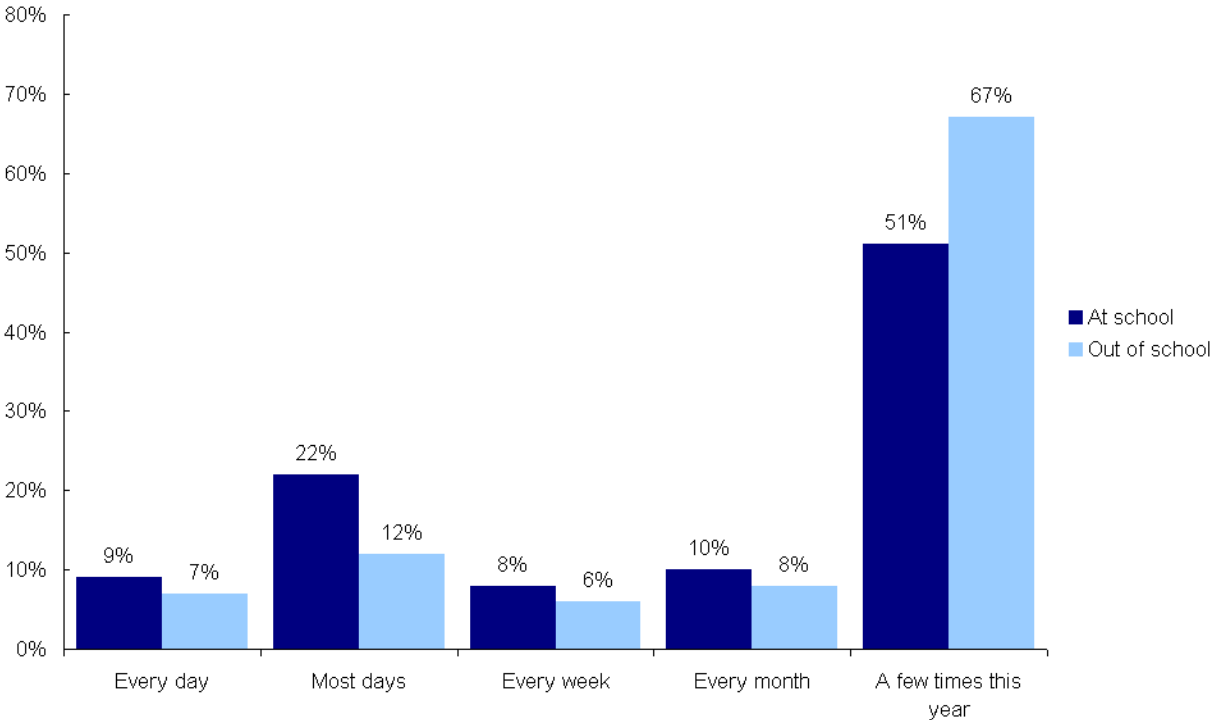
Bullied at school N=1,448; bullied out of school N=638

There were differences in the responses from children and young people dependent on age, whether they were disabled and ethnicity, but no differences between boys and girls:

- **Age** – children in Year 6 were more likely to say they had been bullied at some point in their lives both at school (57%) and out of school (27%), compared to overall (52% and 22% respectively).
- **Age** – older children were more likely to report bullying experiences more than a year ago. Young people in Year 10 were less likely to report being bullied in the last year in school (21% compared to 27% overall), but more likely to report being bullied in the last year out of school (40% compared to 35%).
- **Disabled** – of those who had been bullied at all, disabled children and young people were more likely to report being bullied at school recently (in the last four weeks) (18%) and less likely to report being bullied more than a year ago (42%), compared to overall (16% and 48% respectively).
- **Disabled** – similarly disabled children and young people were less likely to report more recent bullying (in the last four weeks) out of school (17%) and less likely to report being bullied more than a year ago (23%), compared to overall (23% and 27%).
- **Ethnicity** – children and young people who said they were of Asian/Asian British and Black/Black British origin were less likely to say they had been bullied at some point in their lives both at school (43% and 49% respectively) and out of school (13% each), compared to overall (52% at school and 22% out of school).

Of the 22% of children and young people who said they were bullied at some point in their lives out of school, 82% of these children and young people were also bullied whilst at school.

Figure 3.2 Frequency of bullying in and out of school

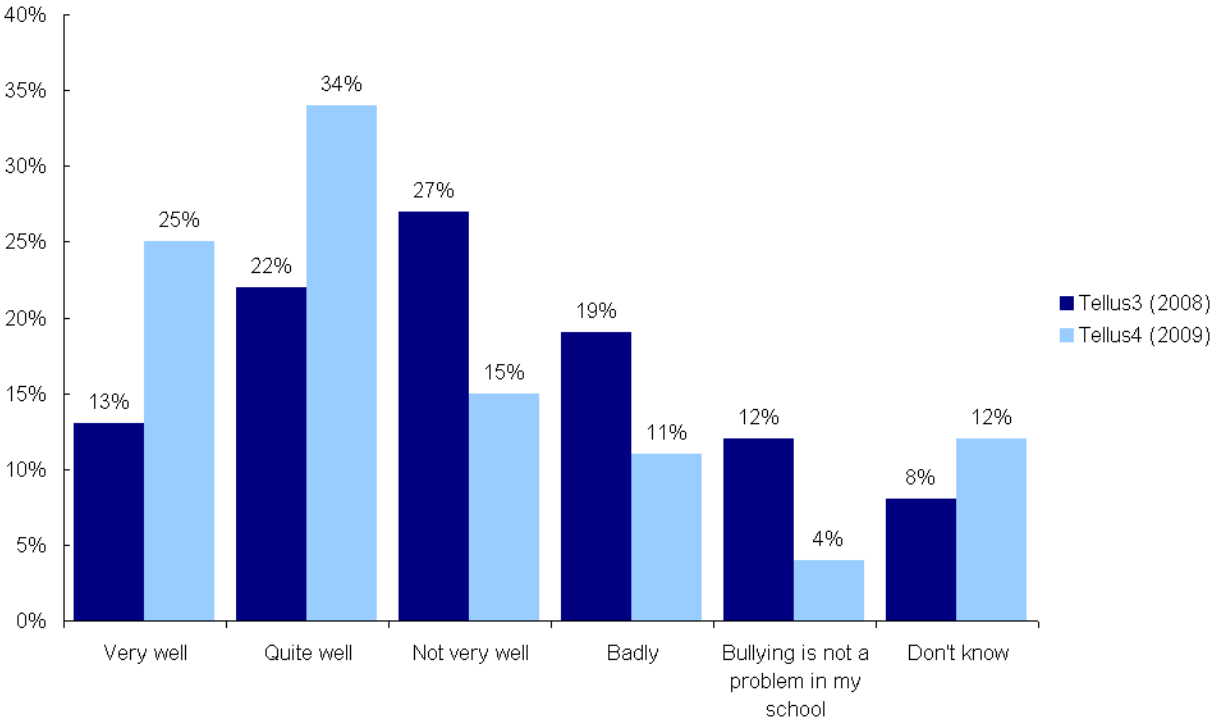


Bullied at school N=1,438; bullied out of school N=629

No direct comparisons can be made between the proportion who reported bullying in 2008 and 2009 because the question structure and wording changed. In 2008, it was not clear how children and young people who may have been bullied more than a year ago responded. Some may have selected ‘never’ or ‘don’t know’ but others may have selected ‘once or more in the last year’ if they felt this response option was closest to their experience. In 2009 this was separately specified and children and young people could state that they were bullied more than a year ago.

Children and young people’s views on their school’s ability to deal with bullying were more positive in 2009, compared to 2008. 59% of children and young people responded favourably to how their school dealt with bullying in 2009, compared to 35% in 2008.

Figure 3.3 Children and young people’s perceptions of how well their school deals with bullying



Children and young people who had been bullied at school were more likely to have negative perceptions of their school’s ability to deal with bullying (32%), than those overall (26%), suggesting that children and young people’s experience of how a school manages actual incidences of bullying may be less positive in some circumstances.

Differences by age

Younger children were more positive and older children were more negative about their school’s ability to deal with bullying, with 37% of Year 6 and 15% of Year 10 selecting ‘very well’ and 9% of Year 6 and 12% of Year 10 selecting ‘badly’.

Differences between different ethnic backgrounds

Children and young people who said they were of the following ethnic backgrounds felt less positive about their school’s ability to deal with bullying, compared to overall:

- White Other
- Black/Black British
- other ethnic groups.

3.2 Feeling safe

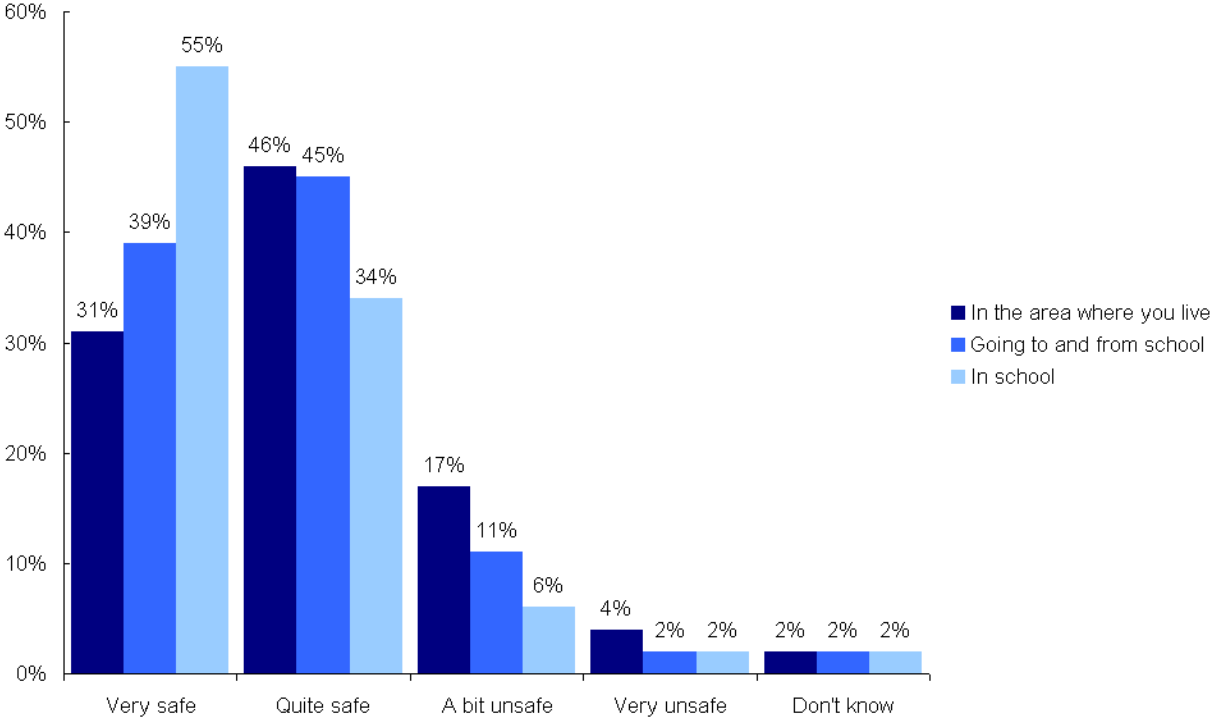
Before, after and at school

Figure 3.4 shows that children and young people were most likely to feel very safe in school and least likely to feel safe in the area where they live. 89% of children and

young people said they felt at least 'quite safe' in school; 84% going to and from school¹⁰; and 77% in the area they live¹¹.

These findings are not directly comparable with 2008 because the question wording changed. Overall however, the findings are broadly in line with those in 2008, but with an increase in 2009 in the proportion of children and young people feeling safe in the area they live.

Figure 3.4 Whether children and young people feel safe in the area they live



Differences by age

Children in Year 6 were more likely to feel 'very safe' before, after and at school and less likely to feel 'quite safe', compared to overall.

Information and advice about staying safe

69% of young people (in Years 8 and 10) felt that the information and advice they had received in school on 'staying safe' was helpful, but 13% reported that it was not helpful and 8% reported that they had not received any information and advice on staying safe.

¹⁰ Medway's response answering 'a bit unsafe' going to and from school represents a significantly less positive outcome compared to the national and statistical neighbours' results (11%, 9% and 9% respectively). The contextually adjusted result (11%) also represents a significantly less positive outcome.

¹¹ Medway's response answering 'a bit unsafe' in the area they live represents a significantly less positive outcome compared to the national and statistical neighbours' results (17%, 14% and 15% respectively). However, the contextually adjusted result (16%) indicates no significant difference.

Table 3.1 Young people's (Years 8 and 10) views on the safety information and advice they receive in school

How helpful is the information and advice you get in school on staying safe?	Medway	National	Statistical Neighbours
Helpful	69%	68%	70%
Not helpful	13%	14%	14%
Don't know	10%	10%	9%
Haven't received any	8%	7%	7%

Differences by age

Young people in Year 8 were more positive about the helpfulness of the safety advice received in school (77% found the advice helpful and 9% found the advice unhelpful) than those in Year 10 (64% found the advice helpful and 16% found it unhelpful).

Travelling on public transport

One in ten said they used local public transport (including buses, trams, trains and the underground) and three in ten said they did not.

Differences by age

Younger children (Year 6) were less likely to use public transport (57%) and older children (Year 10) were more likely to (81%), compared to overall (70%). This is likely to relate to the growing independence of teenagers who may well travel without their parents/carers.

Of those who did use public transport, 79% reported feeling at least 'quite safe' whilst travelling on public transport but a fifth reported feeling at least 'a bit unsafe'.

Table 3.2 How safe children and young people feel on public transport

How safe do you feel when you travel on local public transport?	Medway	National	Statistical Neighbours
Very safe	13%	15%	13%
Quite safe	57%	57%	56%
A bit unsafe	23%	23%	26%
Very unsafe	4%	3%	4%
Don't know	3%	2%	2%

Perceptions of safety on public transport remain in line with those reported in 2008, where 67% of children and young people reported feeling at least 'quite safe' on public transport and 30% reported feeling at least 'a bit unsafe'. It should be noted, however, that the 2009 data is based only on those who said they use public transport whereas in 2008 all children and young people could give their views, regardless of whether they used public transport.

The reasons for children and young people not using public transport were not primarily related to concerns about safety. Of the children and young people who

said they did not use public transport, most reported that they did not need to use it (see Table 3.3 below).

Table 3.3 Reasons why children and young people do not use public transport

Why don't you use public transport?	Medway	National	Statistical Neighbours
I don't need to	87%	86%	86%
My parents/carers don't want me to	12%	9%	10%
I don't feel safe	7%	8%	9%
It costs too much	6%	6%	6%
It isn't easy	3%	4%	4%
There isn't any where I live	2%	5%	4%

Worries about crime

Concerns in relation to staying safe in the area were included in an overarching question about what children and young people often worry about. In 2009, about one in six children and young people (16 per cent) reported that 'being a victim of crime' was something they often worried about. In 2008, a similar question asked children and young people what they worried about the most and one third (33%) selected 'crime'. This may suggest that there has been a reduction in the proportion of children and young people concerned about crime, but the decrease may be the result of the change in question wording.

Further analysis showed that 13% of children and young people who worried about being a victim of crime also said they would not talk to their parents/carers about their concerns.

Places to go

Young people were asked whether there were safe places they could go to participate in positive activities. There was no overall consensus among the young people surveyed. Four in ten young people (in Years 8 and 10) felt that there were safe places where they could go out to do activities on Friday and Saturday nights, but almost one in five young people (19%) disagreed with this statement.

4 Enjoy and achieve

This chapter presents the Tellus4 findings under two headings:

- views about school
- satisfaction with parks and play areas.

4.1 Views on their school

4.1.1 Worries about school work and exams

This section explores what children and young people thought about school and whether they worried about it. It also outlines whether children and young people feel that school-related changes would make their lives better.

More than half of children and young people surveyed in 2009 said that they often worried about school work and exams (54%). In 2008, children and young people completing the survey could choose two separate options: 'school work' and 'exams' so the responses to the two survey cannot be directly compared. Nevertheless, a broad comparison reveals that 33% of respondents worried about school work and 58% worried about exams in 2008. While this may suggest that fewer young people worried about school work and exams in 2009, it should be noted that the responses from the 2008 survey cannot be combined, as respondents to the survey in 2008 could have chosen both options and could be counted twice if responses are added.

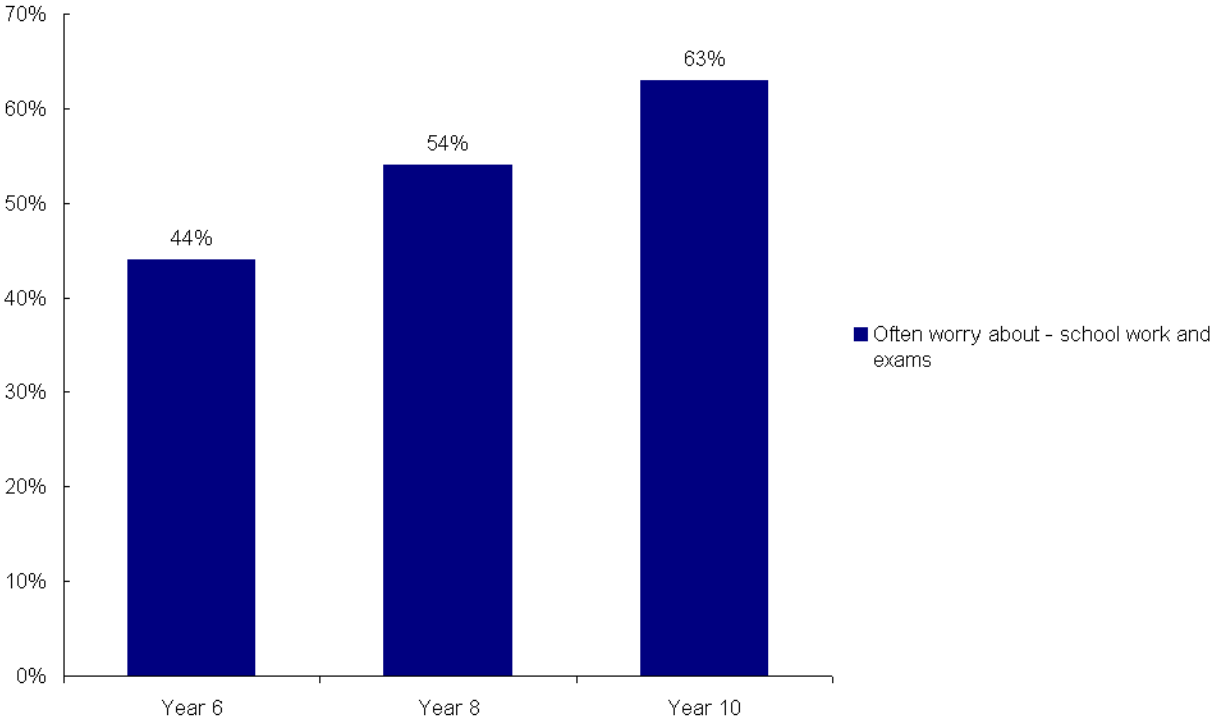
Differences between boys and girls

There were differences between boys and girls in relation to whether they worried about school work and exams. Girls were more likely to report worrying about this (63%) than boys (46%).

Differences by age

Figure 4.1 shows that young people in Year 10 were more likely to report often worrying about school work and exams, compared to children and young people in Years 6 and 8. This is almost certainly due to the imminence of end of Year 11 exams for those in Year 10.

Figure 4.1 Children and young people’s concerns about school work and exams by year group

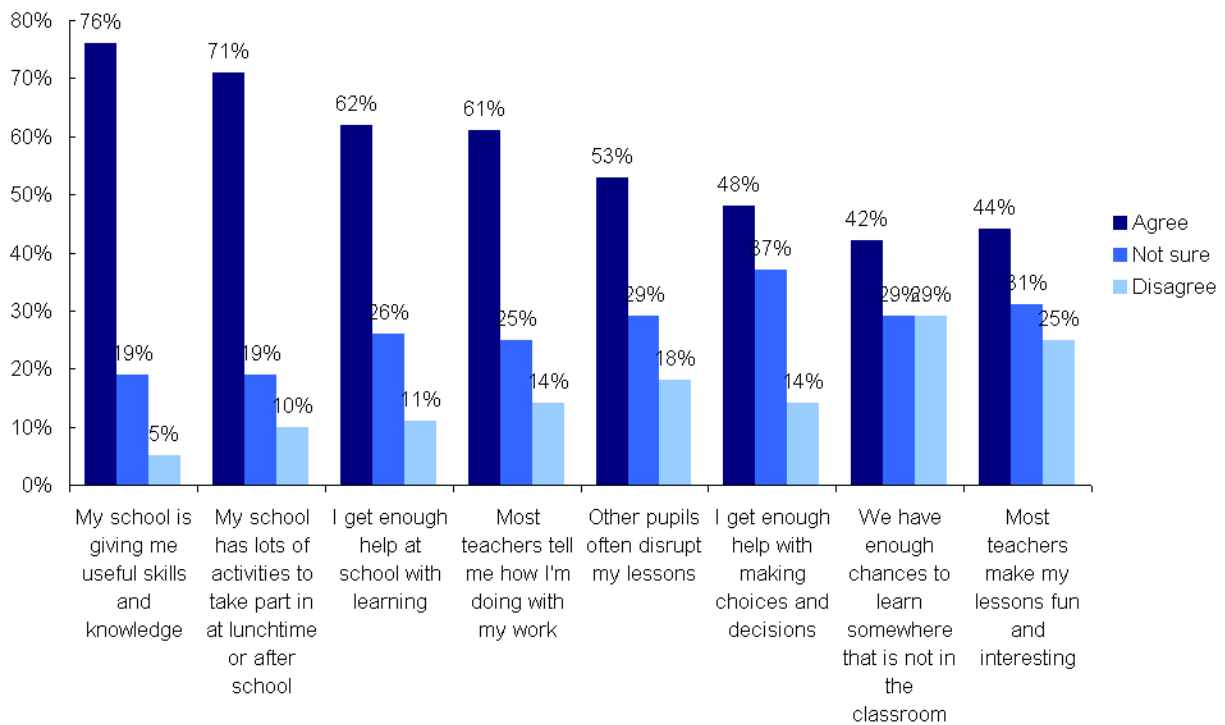


4.1.2 Views on school

Overall, most children and young people were positive about the support and feedback they received from school, as can be seen in Figure 4.2. Most children and young people agreed that their school had given them useful skills and knowledge and provided lots of activities for them to participate in at lunchtime or after school¹². However, just over half reported that their lessons were often disrupted by other pupils.

¹² Medway’s response answering ‘disagree’ about ‘lots of activities to take part in after school’ represents a significantly less positive outcome compared to statistical neighbours’ results (10% and 7% respectively).

Figure 4.2 Children and young people’s views about their school



Overall, Figure 4.2 shows that most children and young people said they received feedback on their school work and around half received enough help in making choices and decisions. About half of children and young people felt that teachers made their lessons fun and interesting, although a quarter did not agree with this. Learning outside the classroom can provide further opportunities to make lessons varied and interesting for children and young people and 42% of respondents said they had enough chances to learn somewhere that was not in a classroom while 29% said they did not have enough chances to learn somewhere that was not in a classroom.

Differences for those who received extra help

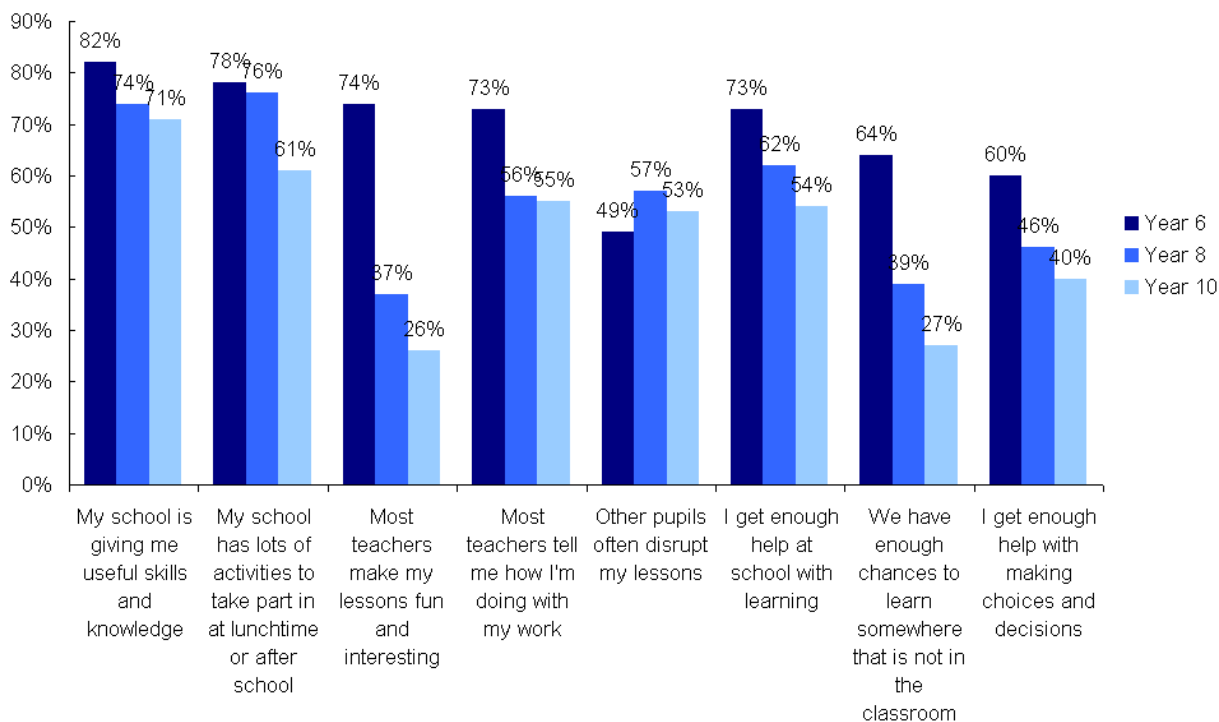
Children and young people who said that they received extra help with learning appeared to have different views of school compared to children and young people as a whole. For example, those who said that they received extra help:

- were more likely to report having received feedback from their teachers, with 68% saying that their teachers told them how well they were doing;
- were more likely to agree that their teachers made their lessons fun and interesting compared to all respondents, with 61% holding this view;
- were more positive about having opportunities to learn outside the classroom, with 52% saying they had enough opportunities to do so;
- were more likely to state that they received enough help at school with learning as 66% reported this;
- were more likely to say that they got enough help to make choices and decisions (57%).

Differences by age

Children in Year 6 were positive about the skills, help and feedback they received at school and about their learning experiences and, as can be seen in Figure 4.3, overall young people's views about school and learning become less positive as they get older.

Figure 4.3 Children and young people's views about their school by year group



4.1.3 Changes that would improve children's and young people's lives

Table 4.2 highlights that about a third of respondents to the 2009 survey said that more interesting school lessons would make their lives better and just under a quarter said that receiving more help to do better at school would improve their lives. Around two in five young people said that having more places where they could go to spend time with friends would improve their lives and this was the most frequently mentioned potential improvement.

In Tellus3 (2008) and Tellus2 (2007) a similar question was asked but only asked children and young people to identify one thing that would make a difference, consequently, when comparing with previous years, respondents could not choose as many options overall so percentages are therefore likely to be lower and cannot be compared directly. However, it is possible to compare the pattern of responses which shows that the children and young people's top three priorities were somewhat similar to those in 2008.

Table 4.2 Things that would make children and young people’s lives better

Things that would make your life better	Medway	National	Statistical Neighbours
More places where I can go to spend time with my friends	43%	42%	43%
More interesting school lessons	36%	36%	36%
More help to do better at school	22%	23%	22%

Not all of the available responses are shown within this table

Differences for children and young people who said they were disabled

Children and young people who said they were disabled were more likely to report that more help to do better at school would improve their lives (33%) compared with children and young people as a whole. However, they were less likely to feel that more interesting lessons would improve their lives, with 26% reporting this. It should be noted that children and young people had the opportunity to choose from three things that would make their lives better, so children and young people who said they were disabled may have focused on other areas they felt would improve their lives.

Differences by age

The need for more interesting lessons was greater among those in Years 8 and 10 (39% and 42% respectively) than among those in Year 6, 28% of whom said that more interesting lessons would make their lives better. A larger proportion of children in Year 6, compared to the older year groups agreed that their teachers already made their lessons fun and interesting (see Figure 4.3), which may explain why a smaller number of children in Year 6 felt that interesting lessons would improve their lives.

4.2 Satisfaction with parks and play areas

This section explores children and young people’s views on parks and play areas and whether having more places to go and spend time with their friends would make their lives better.

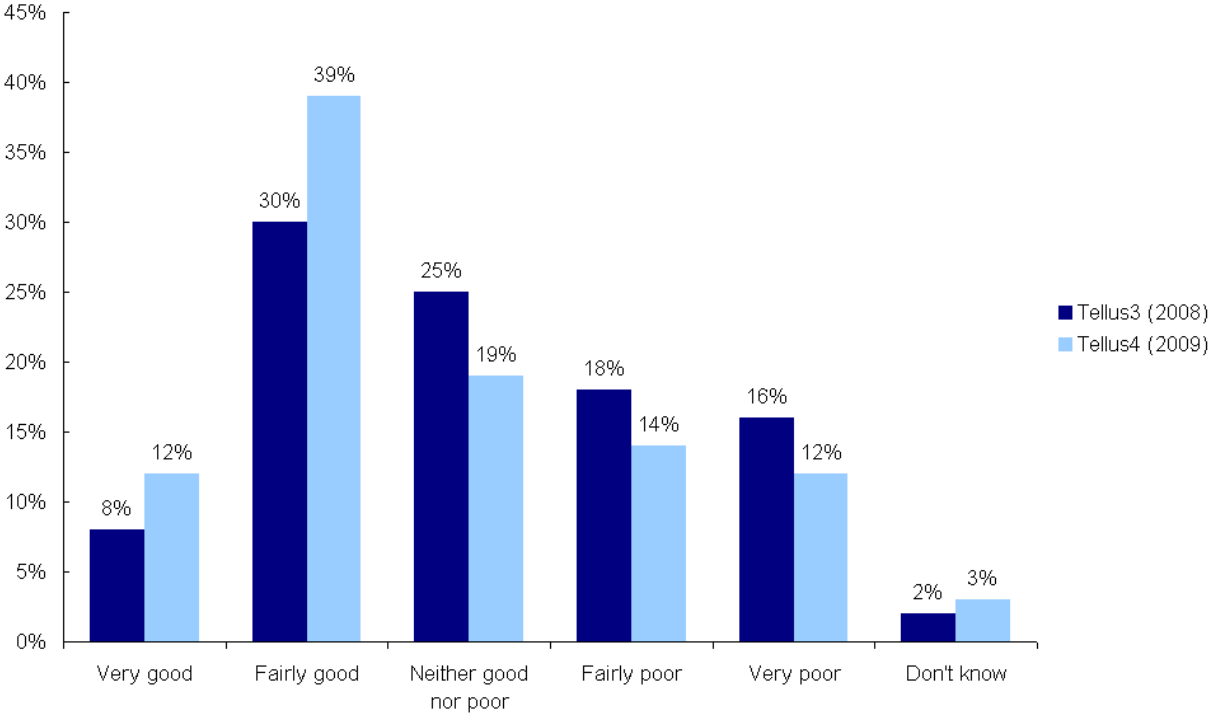
Figure 4.4 below shows there was an improvement of 13 percentage points in children and young people’s satisfaction with their parks and play areas in 2009, compared to 2008, with 51% responding favourably in 2009¹³ compared to 38% in 2008. The wording of the question remained unchanged for Tellus3 and Tellus4. While satisfaction with parks is increasing, the percentage of children and young people who said that they had visited a playground had decreased from 74% to 66% between the 2008 and 2009 surveys.

It should however be noted that the 2008 survey took place during the summer term and the 2009 survey took place during the autumn term, which may have affected the responses. Children and young people completing the 2009 survey in the autumn term may have felt more satisfaction with their parks and play areas because they

¹³ Medway’s response answering ‘fairly poor’ parks and play areas represents a significantly less positive outcome compared to the national and statistical neighbours’ results (14%, 11% and 11% respectively). However, the contextually adjusted result (14%) indicates no significant difference.

were making more frequent use of them during the summer holidays, compared to their use of these facilities when completing the 2008 survey during the summer term. While this could suggest that the increase over the two years may be overstated, it is also worth noting that the survey was undertaken in October and November some time after the summer and at a time when worsening weather may affect perceptions of parks and play areas.

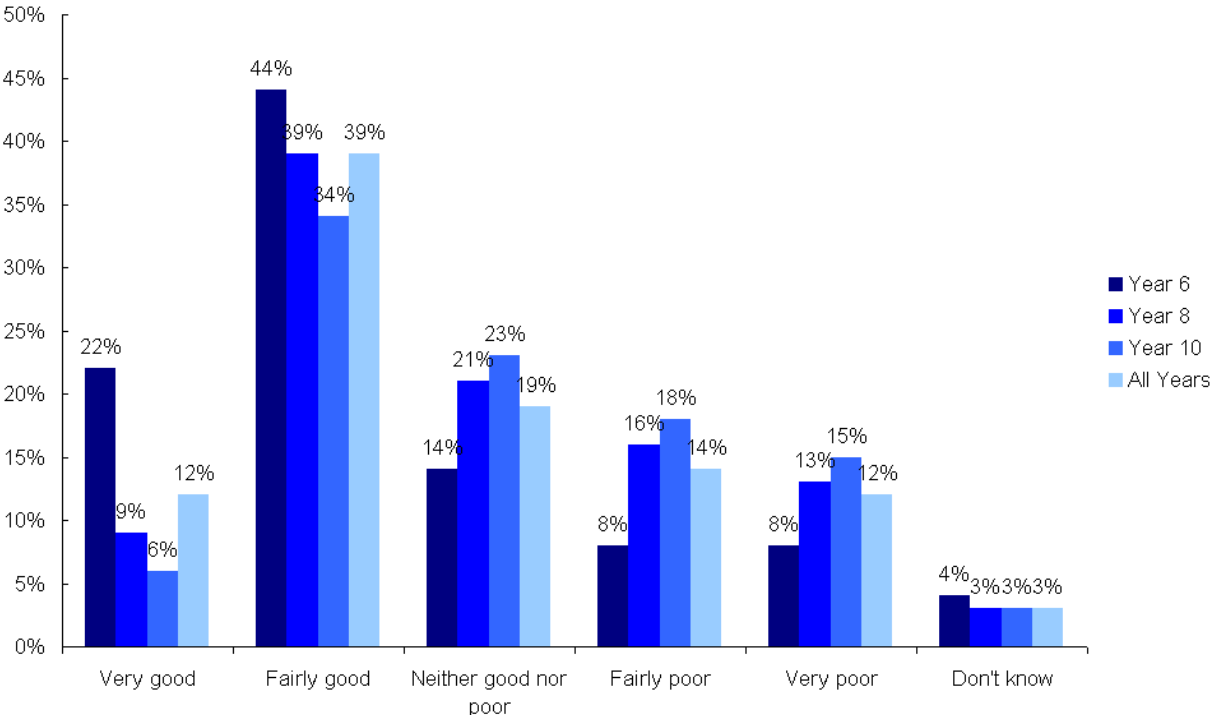
Figure 4.4 Children and young people’s views on the parks and play areas in their area



Differences by age

Figure 4.5 shows that children in Year 6 were more satisfied with the parks and play areas than young people in Years 8 and 10. 22% of children in Year 6 thought the parks and play areas where they lived were very good, compared to 9% of young people in Year 8, and 6% of young people in Year 10. A higher proportion of young people in Years 8 and 10 (13% and 15% respectively) thought the park and play area provision was very poor, compared to 8% of children in Year 6.

Figure 4.5 Children and young people’s views on the parks and play areas in their area by year group



The importance of parks and play areas to many children and young people is demonstrated by the finding that 43% of children and young people reported that having more places to go and spend time with their friends would make their lives better (see Table 4.2). This was also the most popular issue chosen by children and young people responding to the Tellus3 survey.

Differences for young people with different characteristics

- **Free school meals** – Children and young people who said that they received free school meals had a more positive view of the parks and play areas where they lived, compared to all children and young people (17% and 12% respectively).
- **Gender** – Girls were more likely to say that having more places to spend time with their friends would help to make their lives better than boys. Half of girls (50%) and just over a third of boys (37%) chose this option.
- **Disabled** – A smaller proportion of children and young people who said they were disabled reported that having more places to go with their friends would help to improve their lives (32%) compared to all children and young people (43%).

5 Making a positive contribution

This chapter reports the Tellus4 findings under the following four headings:

- participation in activities
- barriers to participation in general activities
- opportunities on Friday and Saturday nights
- being listened to.

5.1 Participation in activities

This section deals with participation in positive activities – organised activities led by an adult – and it also deals with participation in other activities that were covered in the same question in the survey. This includes visiting a local park or playground, participating in a religious, faith, or community group, giving time to help a charity, a local voluntary group or done some organised volunteering, and visiting a youth centre or club with few or no organised activities.

Almost three in five children and young people (59%) said they had participated in a group activity led by an adult within the previous four weeks, but over a third (36%) reported that they had not. This is similar to the 2008 findings, where 56% said they had participated in a group activity led by an adult outside of school lessons in the previous four weeks.

Table 5.1 Participation in group activities within the previous four weeks

In the last 4 weeks, have you taken part in any group activity led by an adult outside school lessons (such as sports, arts, or a youth group)?	Medway	National	Statistical Neighbour
Yes	59%	60%	61%
No	36%	35%	35%
Don't know	4%	4%	4%

Differences by age

Younger children were more likely to have participated in group activities than older children. Just over a third (64%) of children in Year 6 said they had participated in a group activity in the previous four weeks, compared to 59% overall, and compared to 53% of young people in Year 10.

Differences for children and young people who said they received free school meals

Children and young people who said they received free school meals were less likely to have participated in group activities in the previous four weeks (52%), compared to overall (59%).

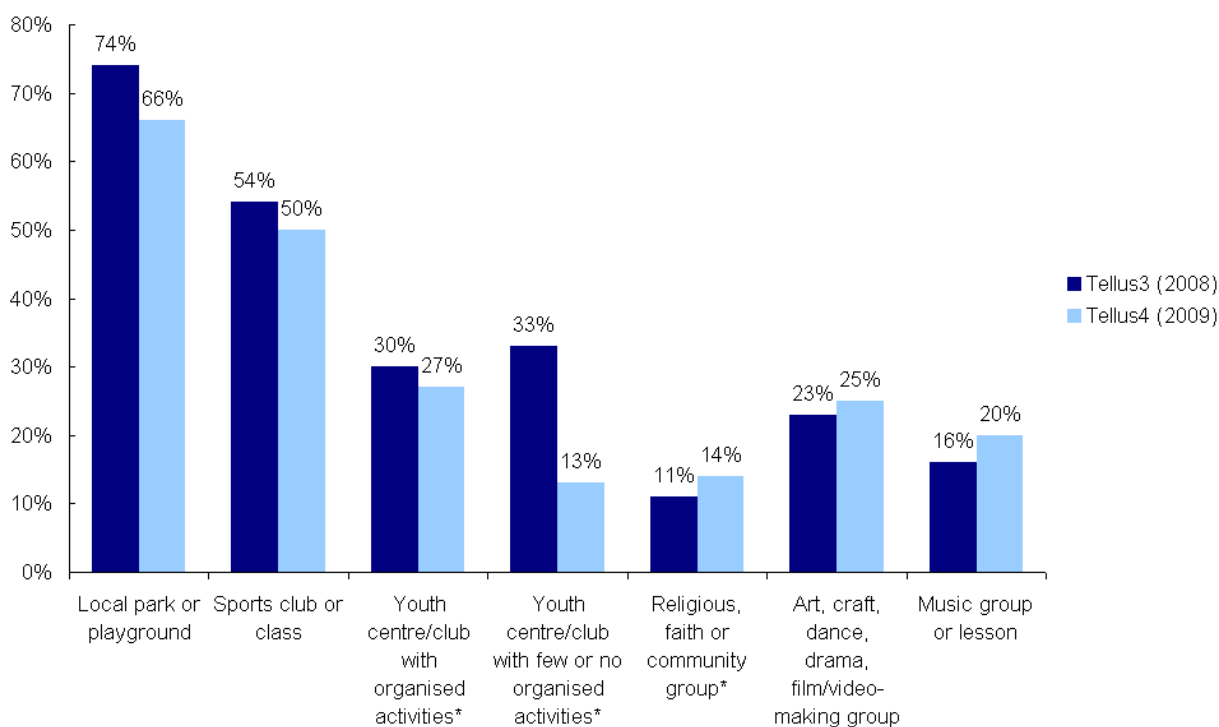
Differences between different ethnic backgrounds

Children and young people who reported that they were of Asian origin were less likely to have participated in group activities in the previous four weeks (45%) compared to overall (59%).

Participation in specific activities

Figure 5.1 shows that the most popular activities (all ages) were visiting a local park or playground and going to a sports club or class (in the previous four weeks).

Figure 5.1 Children and young people’s involvement in activities within the previous four weeks



**Question wording changed slightly between 2008 and 2009*

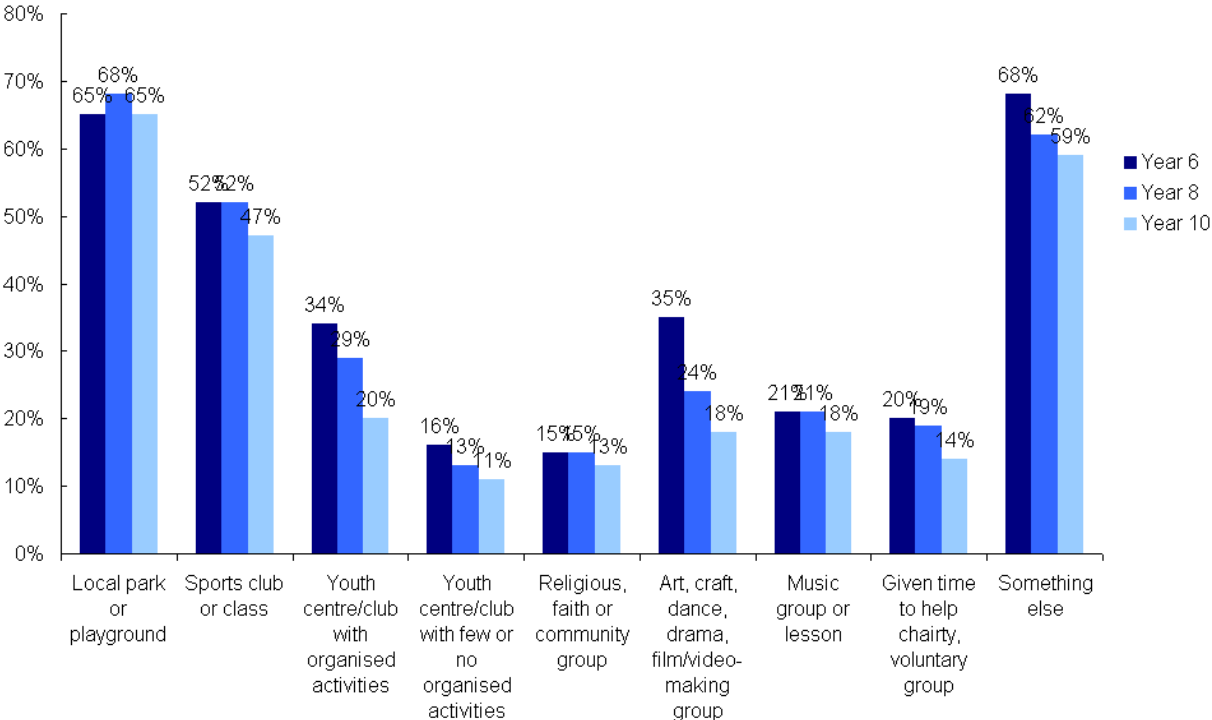
Children and young people were also asked whether they had given time to help a charity, a local voluntary group, or done some organised volunteering. Across the year groups, 17% said they had, and more than three in five (63%) said they had done another type of activity (not listed) that they had participated in during their free time in the previous four weeks. This item was not asked in 2008 and comparable data is not available.

Further analysis showed differences in the types of activities that different groups of children and young people were involved in.

Figure 5.2 shows that younger children (Year 6 and Year 8) were more likely to have been to a sports club or class and to an art, craft, dance, drama, video/film-making group, compared to Year 10. Furthermore older young people (Year 10) were less likely to have participated in these two activities and were also less likely to have

been to a youth centre or club to participate in organised activities, compared to overall.

Figure 5.2 Children and young people’s involvement in activities within the previous four weeks by year group



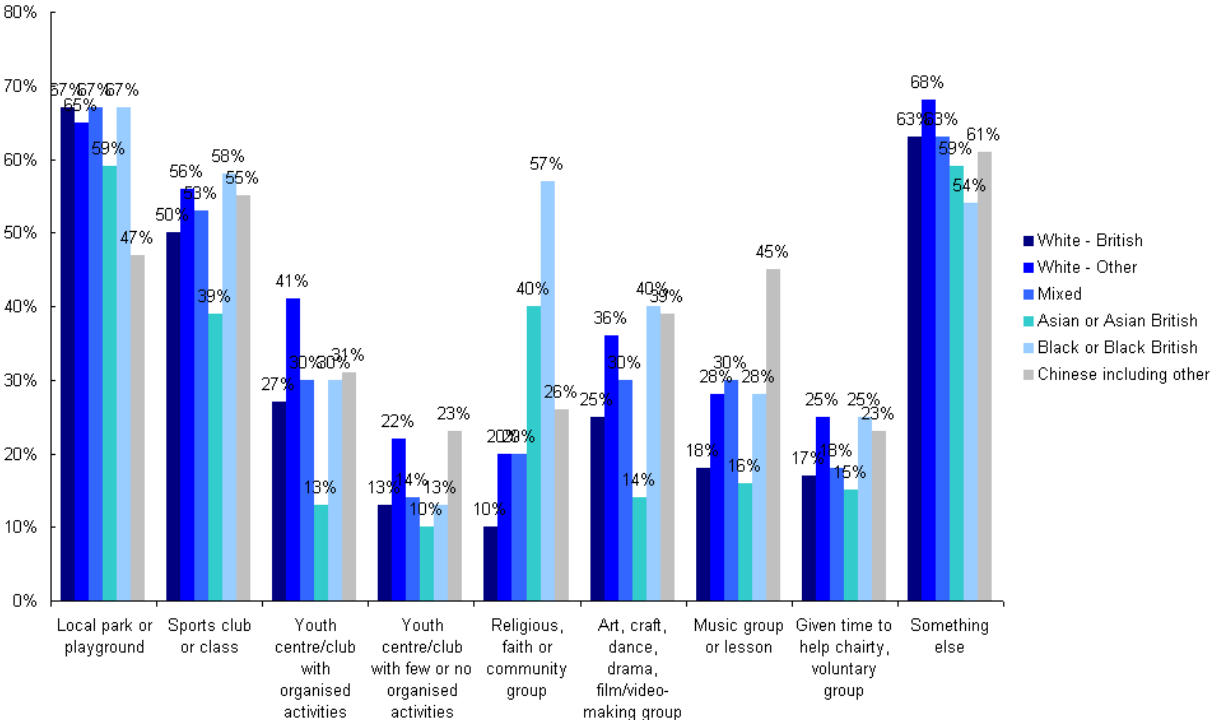
Differences between boys and girls

In line with findings reported in Chapter 2 (where boys were found to be more active than girls) boys were found to be more likely to have participated in a sports club or class (58%), compared to girls (42%). Girls were, however, more likely to have participated in an art, craft, dance, drama, video/film-making group (34%), compared to boys (15%).

Differences between difference ethnic backgrounds

In terms of ethnic origin, there were some differences in the types of activities undertaken in the previous four weeks.

Figure 5.3 Children and young people’s involvement in activities within the previous four weeks by ethnic grouping



Overall, Figure 5.3 shows that children and young people of Asian/Asian British origin were less likely to participate in a number of the activities listed (such as a sports club or class, a youth centre/club with organised activities, and art activities).

Differences for children and young people who said they were disabled

Children who said they were disabled were more likely to have been to a youth centre or club (both with and without organised activities) (38% and 18% respectively) and to have given their time to help a charity, voluntary group or done some organised volunteering (24%), compared to overall (27%, 13% and 17% respectively). Children who said they were disabled were equally likely to have been to a local park or playground (66%) and to a sports club or class (50%) compared to overall.

Differences for children and young people who said they received free school meals

Additionally, children and young people who reported they received free school meals were more likely to have been to a youth centre or club with few or no organised activities in the previous four weeks (16%), compared to overall (13%). This group of children and young people were, however, less likely to have been to a sports club or class in the previous four weeks (38%), compared to overall (50%).

Relationship between participation in positive activities and alcohol and drug use

Amongst Year 10 respondents, young people who had visited a local park or playground in the previous four weeks were more likely to have taken illicit

substances (13%), compared to those who had not (8%); and similarly those who had visited a youth club or centre with few or no organised activities were more likely to have taken illicit substances (23%) compared to those who had not (10%).

5.2 Barriers to participation in general activities

A third of children and young people said that there was nothing that prevented them participating in the activities they wanted to do. The most frequently selected barriers were that the activities were not available in their area (23%) and that activities were too expensive (28%) (see Table 5.2). This was a new question in the Tellus4 survey, so no comparison can be made with 2008.

Table 5.2 Barriers to participation in activities

What sort of things stop you from doing any activities you would like to do?	Medway	National	Statistical Neighbours
Nothing stops me	33%	38%	38%
Not available in my area	23%	23%	23%
Costs too much	28%	23%	24%
I have no one to go with	19%	17%	17%
I don't have the time	17%	17%	17%
Not available when I want to do it	16%	15%	15%
I can't get there	19% ¹⁴	15%	15%
My parents/carers worry about me	12%	12%	13%
I don't know how to find out what's on offer	9%	10%	10%
Something else	13%	13%	13%

Differences by age

Younger children (Year 6) were less likely to feel that activities not being available in their area (17%) was a barrier, whereas older young people (Year 10) were more likely to report activities not being available in their area as a barrier (28%), compared to overall (23%).

5.3 Opportunities on Friday and Saturday nights

Table 5.3 shows just under half (49%) of the young people in Years 8 and 10 said they did not go out on Friday and Saturday nights to take part in any activities, but Year 8s were more likely to take part in activities on Friday and Saturday night, compared to Year 10s.

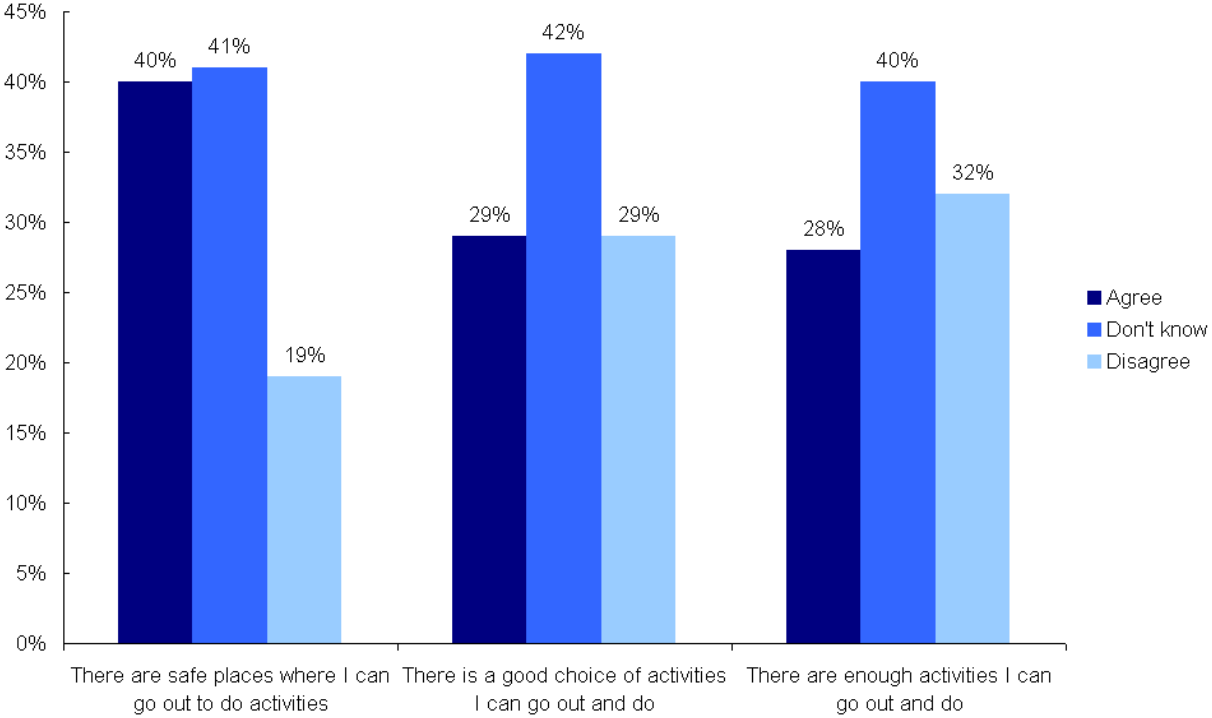
¹⁴ Medway's response answering 'I can't get there' represents a significantly less positive outcome compared to the national and statistical neighbour results (19%, 15% and 15% respectively). The contextually adjusted result (19%) also represents a significantly less positive outcome.

Table 5.3 Whether young people participate in any activities on Friday and Saturday nights

Do you go out on a Friday or Saturday night to take part in any activities such as sports, arts, media or go to a youth centre or club?	Year 8	Year 10	Overall
Yes	26%	18%	22%
Sometimes	28%	25%	26%
No	44%	54%	49%
Don't know	2%	3%	3%

Figure 5.4 below shows that a greater proportion of young people in Years 8 and 10 agreed that there were safe places where they could go to do activities (38 per cent), than those who disagreed (20 per cent). But a slighter smaller proportion of young people agreed that there was a good choice (27 per cent) and enough activities (26 per cent) to do than those that disagreed (31 and 33 per cent respectively). These were new questions in the Tellus4 survey, so no comparison can be made with the 2008 survey.

Figure 5.4 Young people’s (Years 8 and 10) views on activities on Friday and Saturday nights



Again there was a difference in the responses between different sub-groups:

- **Age** – Year 8s were generally more positive about the quantity and quality of activities available on Friday and Saturday nights than Year 10s.
- **Boys and girls** – boys were more likely to feel positive about the quantity and quality of activities available on Friday and Saturday nights than girls.

- **Disabled** – children who said they were disabled were less likely to feel that there were safe places to do activities as 22% of disabled young people disagreed that there were safe places to go out to do activities, compared to 19% overall.
- **Ethnic groups** – young people of Black/Black British origin were more likely to feel positive about the quantity of activities available on Friday and Saturday nights.

Continuing the analysis on, those who were negative about the quality and quantity of activities available on Friday and Saturday nights were more likely to have been drunk and taken drugs.

5.4 Being listened to

Being listened to was of great importance to a small minority of children and young people. 12% felt that ‘more chance to have a say in how things are run at school or in the local area’ was one of three most important issues that would improve their life overall.

Table 5.4 Extent of consultation (Years 8 and 10) by a range of mechanisms

Have you been asked to give your ideas about things that are important to you in the last year in any of these ways?	Medway	National	Statistical Neighbour
Filled in a questionnaire (not including this one)	31%	29%	28%
Given your ideas to a school council	17%	15%	14%
By telephone, text or online	10%	9%	9%
Given your ideas to a youth council or youth parliament	4%	4%	4%
Been to a meeting outside school about making things better in your local area	3%	3%	3%
Something else	6%	6%	6%
None of these	13%	14%	15%
Don't know	23%	26%	25%
I haven't given my ideas	25%	24%	26%

The question response options have changed between 2008 and 2009, but these findings are broadly similar to those in 2008, where consultation via a questionnaire (29%) and school council (21%) were the most common forms of participation reported.

Table 5.5 shows that there were mixed views from children and young people as to whether their ideas about their school were listened to when they had given them to the school council or through other similar methods of consultation. A third of children and young people were generally positive, indicating that their views were listened to at least ‘a little’. However, just under a third (32%) indicated that their views were not listened to either ‘very much’ or ‘at all’. And almost a further quarter (22%) reported that they had not given their ideas.

Table 5.5 Children and young people’s perceptions of being listened to

How much have your ideas about your school been listened to when you have given them to your school council or in other ways?	Medway	National	Statistical Neighbour
A lot	10%	10%	9%
A little	23%	23%	23%
Not very much	18%	18%	18%
Not at all	14%	14%	14%
Don’t know	13%	12%	12%
I haven’t given my ideas	22%	23%	25%

Differences by age

Over half of the children in Year 6 felt that their views were listened to a lot (21%) or a little (33%), compared with just a third overall. Only one in five young people in Year 10 felt that their views were listened to a lot (4%) or a little (16%).

6 Achieving economic well-being

This chapter presents the Tellus4 findings under two headings:

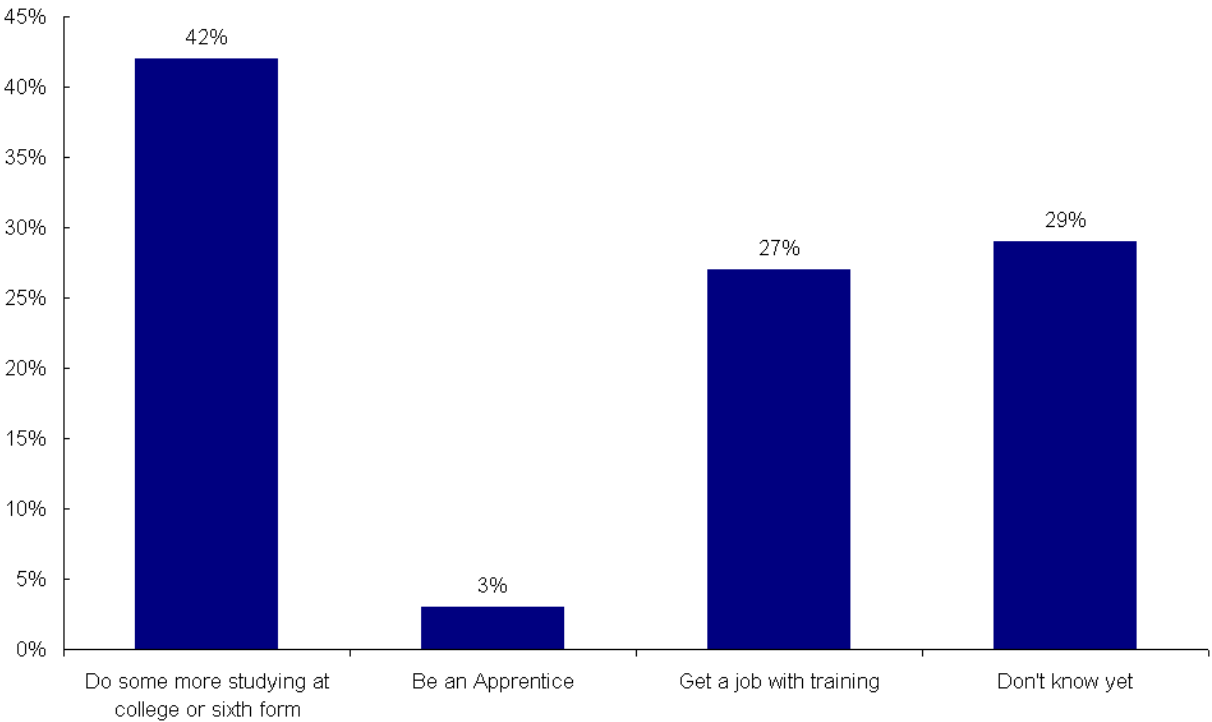
- plans for the future
- support in preparing for the future.

6.1 Future plans

What children and young people said about their plans for the future is presented in this section, which also explores the characteristics of those who are considering different routes after Year 11.

Figure 6.1 shows that around a quarter of children in Year 6 did not yet know what they wanted to do in the future. Nevertheless, 42%¹⁵ thought they would continue in learning, while another 27%¹⁶ preferred the work-based route.

Figure 6.1 Future plans of Year 6 children



Their peers in Year 10 were more decided about their future plans (see Figure 6.2). Overall, the figure shows that most young people intend to continue in learning in a

¹⁵ Medway’s response answering ‘do some more studying at college or sixth form’ represents a significantly less positive outcome compared to the national and statistical neighbours’ results (42%, 49% and 48% respectively). The contextually adjusted result (44%) also represents a significantly less positive outcome.

¹⁶ Medway’s response answering ‘get a job with training’ represents a significantly more positive outcome compared to the national and statistical neighbours’ results (27%, 21% and 21% respectively). The contextually adjusted result (26%) also represents a significantly more positive outcome.

course-based route¹⁷ although a notable minority plan to follow a work-based route after completing Year 11. A higher proportion of young people in Year 10 wanted to do a course and this may be because they were more certain about their future plans as they were closer to the point of transition.

Figure 6.2 Future plans of young people in Year 8 and 10

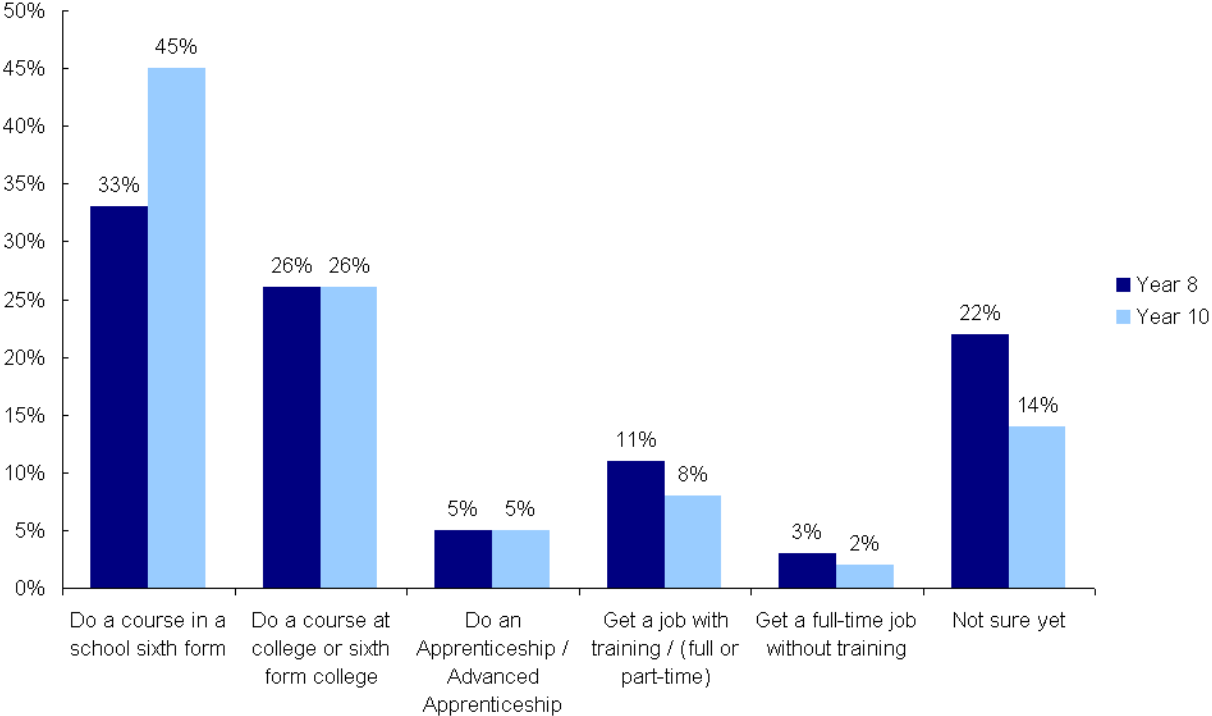


Table 6.1 shows that many young people planned to stay on in learning into higher education.

Table 6.1 Plans to continue into higher education

Do you think that you will go to university / higher education in the future?	Medway	National	Statistical Neighbour
Yes	57%	62%	59%
No	13%	10%	11%
Don't know	30%	28%	30%

In Tellus3, 53% of young people said that they intended to go to university after leaving school, a proportion which appears to be lower than in Tellus4. However, as the Tellus3 question was asked only of those in Years 8 and 10, a better comparison is with Year 8 and 10 respondents to Tellus4. This comparison shows a similar percentage of 63% planning to go on to higher education.

¹⁷ Medway's response answering 'do a course at college or sixth form college' represents a significantly less positive outcome compared to the national and statistical neighbours' results (26%, 40% and 43% respectively). However, Medway's response answering 'do a course in a school sixth form' represents a significantly more positive outcome compared to the national and statistical neighbours' results (42%, 49% and 48% respectively). A key factor might be a disproportionate number of colleges and school sixth forms in Medway/nationally.

Young people in Years 8 and 10 who wanted to remain in education after Year 11 were also more likely to think that they would go to university/higher education in the future.

- 80% of those who wanted to do a course in a school sixth form wanted to go to university in the future
- 65% of those who planned to do a course at sixth form college wanted to go to university.

Young people who wanted to do an apprenticeship, get a job with training or get a job without training were less likely to think that they would go to university in the future (49%, 38% and 39% respectively).

Differences for young people with different characteristics

The future plans of young people in Years 8 and 10 differed according to their characteristics and experiences, although the underlying reasons for these apparent preferences are unclear.

- **Gender** – girls were more likely to want to do a course at a college or sixth form college (30%) than boys who were less likely to want to do so (22%), compared to young people overall (26%).
- **Ethnicity** – young people from an Asian or Asian British background were more likely to want to do a course in a school sixth form (54%), compared to young people overall (39%).

There were also differences among children in Year 6:

- **Free school meals** – children who said that they received free school meals were more likely to state that they would get a job with training after completing Year 11 (32%) compared to young people overall (27%).
- **Disabled** – a smaller proportion of children who said they were disabled wanted to do more studying at college or school sixth form, compared to children overall (37% and 42% respectively).
- **Ethnicity** – a higher proportion of children from Black or Black British backgrounds (73%) and children from Asian or Asian British backgrounds (56%) wanted to study at a college or sixth form after Year 11, compared with children overall (42%).

6.2 Support in preparing for the future

This section examines the extent to which young people worry about planning for the future and whether having more help to plan would help to make their lives better. It also outlines the sources of help that young people have received to help them plan their future after the end of Year 11, and their views on whether the information and support they had received was sufficient.

Table 6.2 shows that 4 out of 10 of young people in Years 8 and 10 often worried about what to do after Year 11. However, as discussed in Chapter 2, this was one of the most common areas of worry to children and young people. Although direct comparisons with Tellus3 are not possible, worrying about 'the future' was also one

of the main areas of worry for young people who responded to Tellus3 (2008) and Tellus2 (2007).

Table 6.2 What children and young people worry about

Often worry about	Medway	National	Statistical Neighbours
What to do after Year 11	42%	43%	45%
Money	29%	26%	27%

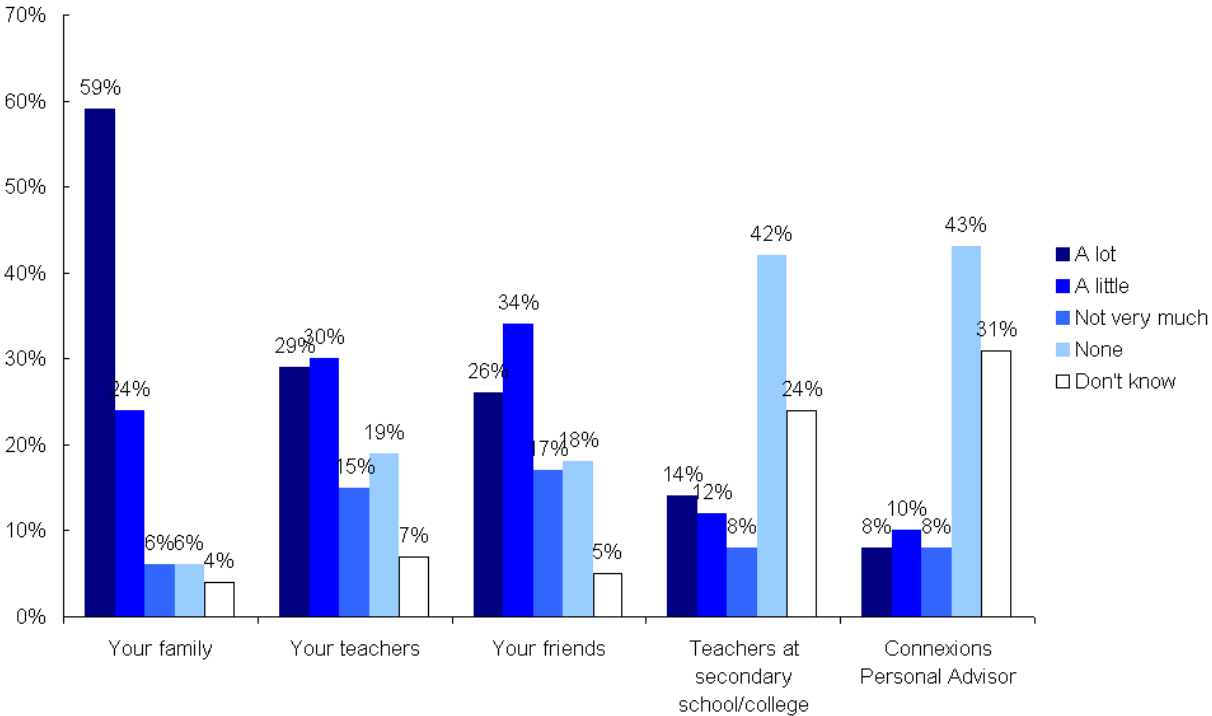
Not all of the available responses are shown within this table

As discussed in Chapter 2, children and young people who said they could not talk to their parents/carers were more likely to worry about money (36%) than was the case overall (29%). Older young people (Year 10) were more likely to worry about money (39%) and what to do after Year 11 (45%), compared to the younger age groups.

6.2.1 Help to plan their future received by children in Year 6

Children in Year 6 were given five possible response options when asked how much help from different sources they had received to plan their future, as shown in Figure 6.3 below.

Figure 6.3 Who has helped children plan their future



Year 6 only

Figure 6.3 shows that the main source of a lot of the help that children in Year 6 received in planning their future was from their family. Only eight per cent of children reported receiving a lot of help from a Connexions Personal Adviser. This might be expected as much of the work of Personal Advisers is targeted at young people in secondary schools and post-16 and most children in Year 6 said they had not received any help from a Connexions Personal Adviser or did not know if they had.

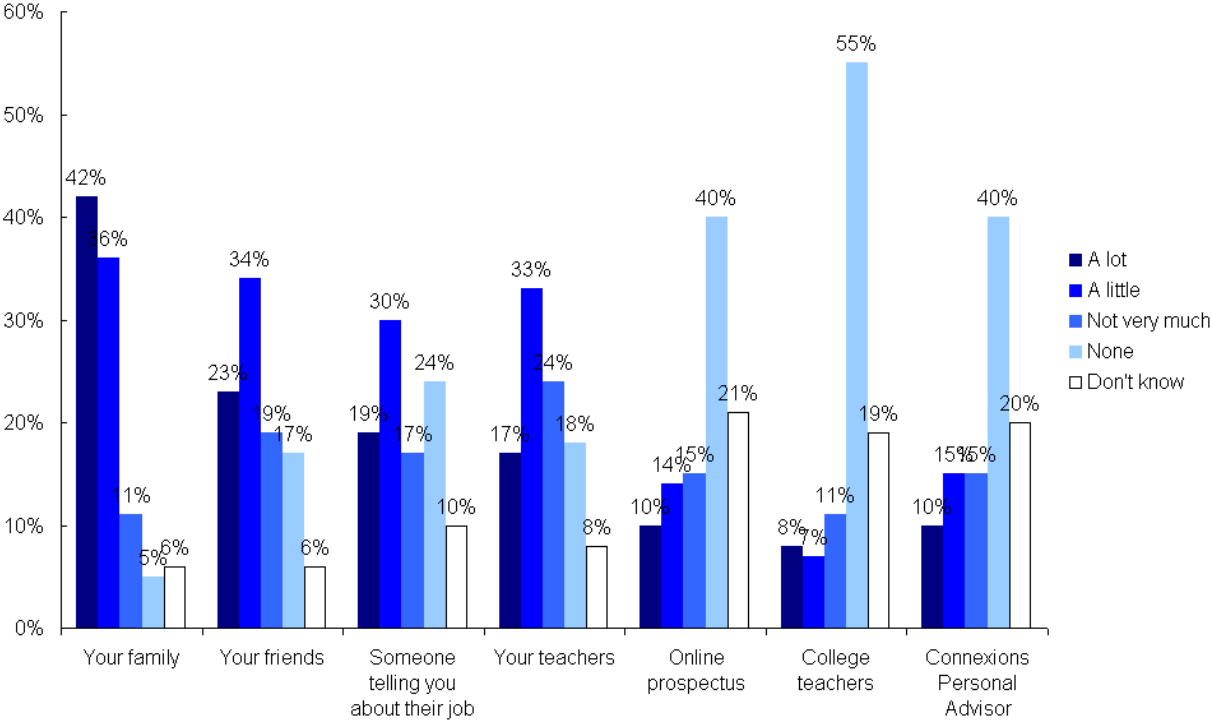
Friends and teachers were also a source of help for around half of children, although Year 6 children were unlikely to say that they had received help to plan their future from teachers in secondary school or college. Of those who wanted to do an apprenticeship after Year 11, a slightly higher proportion of children said they received a lot of help from their teachers (29%).

Children in Year 6 who did not know what they wanted to do after Year 11 were less likely to say that they had ‘a lot’ of help from their family in planning their future (52%). A higher proportion of children who wanted to do an apprenticeship reported receiving a lot of help from their family in planning their future (69%) than was the case overall.

6.2.2 Help to plan their future received by young people in Year 8 and 10

Young people in Years 8 and 10 were given seven possible response options when asked how much help from different sources they had received to plan their future, detailed in Figure 6.4.

Figure 6.4 Who has helped young people plan their future



Year 8 and 10 only

As with children in Year 6, the main source of a lot of the help that young people in Years 8 and 10 received when planning their future was from their family¹⁸. Two fifths of young people had not received any help from a Connexions Personal Adviser or from an online prospectus while a small proportion had received a lot of help.

¹⁸ Medway’s response stating they had received ‘a lot’ of help about planning for post-Year 11 represents a significantly less positive outcome compared to statistical neighbours’ results (42% and 48% respectively).

Although college teachers had not been a source of help for most young people, a small proportion (8%) said that they had received a lot of help.

6.2.3 Satisfaction with information and support received

Many young people in Years 8 and 10 were positive about the amount of information and support they received to help plan their future. Two-fifths of young people reported that they had received enough information while 23% had not. Young people in Year 10 were more likely to feel that they had not received enough support (26%) than those in Year 8 (19%).

In Tellus3 a similar question was asked but focused on the quality of the information and help that children and young people received to help plan their future; consequently, the two questions cannot be compared directly. Respondents to the 2008 survey were asked what they thought of the information and help they had received to plan their future, and 29% said it was good enough, while 38% said they needed a little more and 22% said they needed a lot more.

Tellus2 (2007) posed a double-barrelled question regarding information and help that children and young people received to help plan their future, i.e. response options concerned quality and quantity. 36% said it was good enough, 42% said they needed a little more or better and 14% said they needed a lot more or better information and help to plan their future.

Although 27% of children and young people said that they had not received any information or advice in school about managing their money, 38% had received helpful information while 19% said the information was not helpful. Young people in Year 8 were slightly more positive about the help they received in school to manage their money, compared to those in Year 10 (44% and 33% respectively).

Around a third (34%) of respondents in the 2009 survey said that more help to plan for their future would make their lives better. In Tellus3 (2008) a similar question was asked, but only asked children and young people to identify one thing that would make a difference; consequently, when comparing with Tellus3, fewer respondents had the opportunity to choose an item and the percentages are therefore likely to be lower and cannot be compared directly. Furthermore, in Tellus2 (2007) there were fewer response options to Tellus3. However, it is possible to compare the pattern of responses which shows that the children and young people's top two priorities were similar to those in 2008 and 2007, where the most frequently chosen issues that would improve their life were 'having more places to go to spend time with their friends' and 'more help to plan their future'. These specific questions were phrased in a different way in Tellus4 but the priority of more help in planning their future was important among respondents in 2009.

Differences by age

Young people in Year 10 were more likely to state that more help to plan their future would improve their lives (38%) than those in Year 8 (37%), and both were more likely to say this than Year 6 children (28%).

Appendix – Response profile

The following tables provide the background characteristics of all children and young people who participated in the Tellus4 survey.

Table A Gender

	Medway	National	Statistical Neighbours	Contextually Adjusted
Male	51%	51%	51%	51%
Female	49%	49%	49%	49%

Table B Age

	Medway	National	Statistical Neighbours	Contextually Adjusted
10	24%	26%	25%	26%
11	7%	7%	7%	7%
12	26%	26%	26%	26%
13	6%	7%	7%	6%
14	29%	27%	27%	27%
15	7%	7%	7%	7%

Table C Ethnicity

	Medway	National	Statistical Neighbours	Contextually Adjusted
White – British	81%	73%	81%	73%
White – Other	4%	4%	3%	4%
Mixed race	4%	4%	4%	5%
Asian or Asian British	6%	9%	8%	9%
Black of Black British	3%	5%	6%	5%
Other including Chinese	1%	2%	2%	2%
Prefer not to say	2%	2%	2%	2%

Table D Do you get extra help at school from a person like a Teaching Assistant?

	Medway	National	Statistical Neighbours	Contextually Adjusted
Yes, I often get extra help with school work and learning	18%	19%	19%	19%
Yes, I often get extra help with getting about	2%	2%	2%	2%
Yes, I often get extra help with communicating	2%	2%	1%	2%
Yes, I often get extra help to stay calm	4%	3%	3%	3%
Yes, I often get extra help with taking my medicine	1%	1%	1%	1%
No, I do not get any extra help	72%	73%	74%	73%
Don't know / don't want to say	7%	6%	6%	6%

Table E Do you have a disability?

	Medway	National	Statistical Neighbours	Contextually Adjusted
Yes	7%	6%	6%	6%
No	83%	87%	87%	87%
Don't know	10%	7%	7%	7%

Table F Do you receive free school meals

	Medway	National	Statistical Neighbours	Contextually Adjusted
Yes	12%	17%	13%	16%
No	85%	81%	85%	82%
Don't know	3%	2%	2%	2%

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