

## National Indicators *and more* from a SHEU school survey

Health and Education professionals, who are involved in our young people lifestyle surveys, are meeting their need to inform National Indicators.

The table below shows some examples.

SHEU Topic	Every Child Matters+ OFSTED Self-evaluation	National Indicators	Public Service Agreement	Personal Social Health Economic Education
% recording hours of effortful exercise during the week	Be Healthy	NI 57 (PSA 22 / DSO 1) Percentage of 5-16 year olds participating in at least 2 hours/week of high-quality PE and sport at school and % participating in at least 3 further hours/week of sport	PSA 12 Improve the health and well-being of children and young people (with Department of Health)	Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.
% with high self-esteem	Mentally and Emotionally Healthy	NI 58 (DSO 1) Emotional and behavioural health of looked after children	PSA 12 / DSO 1 Emotional health and well-being - children and young people user perception	Social and Emotional Aspects of Learning
% rating safety of area in which they live as "poor" or "very poor" during day	Safe from crime and antisocial behaviour in and out of school	NI 17 Perceptions of anti-social behaviour	(PSA 23) a Community Cohesion target	

Local, detailed, school data not only meet your need for National Indicators, they also produce a database that has depth allowing links to be matched across behaviours. This is a vital ingredient for health promotion planning and healthy school activity. For example, you can see whether self-esteem has a protective effect on young people's involvement with risky behaviours (*overleaf is an example page taken from a report for a survey in Dudley*).

For over 30 years, survey commissioners have been helping us improve our specialist survey services to make them reliable for LAs and PCTs and their health planning and promotion activity with young people.

Colleagues appreciate that working with an independent Unit means they have choices. For example, paper and online surveys, PSHE curriculum materials related to local survey data, liaising with experienced teachers when managing the school survey process and asking relevant questions of your local, young people.

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# Enjoying and achieving

## Spare time activities

### Dudley targets and priorities

Measure/Indicators

National target ± CYP aims

## NI 110 Young people's participation in positive activities (PSA 14)

### Headline statistics

Pupils were asked about what they did after school yesterday.

Percentage of young people in each group in 2008 answering "Did you do any of these activities after school yesterday?".

(\* = Phrasing different in secondary questionnaire: \*\* radio only)

	Year 5		Year 6		Year 8		Year 10	
	Male	Female	Male	Female	Male	Female	Male	Female
Watching TV	79%	78%	84%	81%	83%	84%	84%	83%
** Listening to radio, CDs, other music	31%	39%	40%	46%	20%	22%	25%	30%
* Playing with your friends	47%	42%	49%	43%	45%	38%	51%	48%
Playing computer games	59%	35%	62%	36%	80%	52%	78%	35%
* Reading a book for pleasure	32%	43%	32%	40%	20%	24%	15%	17%
Doing homework	40%	43%	43%	47%	74%	76%	64%	65%
* At your music lesson or practice	10%	13%	9%	10%	19%	14%	18%	12%
Playing sport	55%	34%	56%	36%	50%	28%	47%	23%
* Caring for family or babysitting	13%	16%	13%	16%	24%	25%	18%	22%
* Phone calls or text messaging	21%	28%	28%	39%	47%	64%	59%	75%
Sample	1665	1741	1895	1770	1473	1377	1521	1354

The items listed on the table are just those that appeared on both the primary and the secondary versions of the questionnaire (although the phrasing may have been slightly different).

Watching TV is the most common activity for every group.

The top two percentages have been highlighted for each row on the table. For each group, there is an activity for which they score highest: primary males, sport; primary females, reading; secondary males, computer games; secondary females, using a phone.

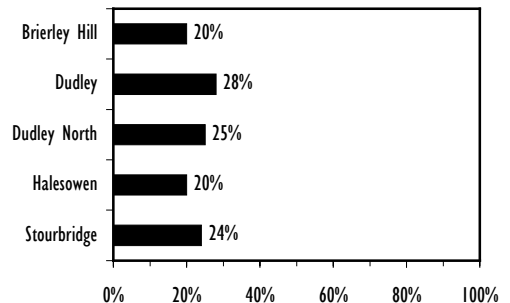
Local figures

Locality analysis

### Township differences

There are significant differences between townships in the proportion of young people who report using the Internet for 'chat' (sending messages in text). This can be clearly seen in the group most likely to take part in this activity, the Year 10 females: those attending schools in Dudley township are the most likely to have spent more than three hours in this activity last night, while girls from Brierley Hill and Halesowen seem a little more restrained.

Percentage of Year 10 females spending more than 3 hours last night, by township in 2008 *Talking/messaging online.*



Links with other behaviours

### Links



There are dozens of associations to be found between evening activities and other behaviours. Homework is not surprisingly linked with more school-positive attitudes. More generally, homework and reading are positively correlated with health-promoting behaviours (like eating fruit and vegetables) and watching more TV is positively correlated with eating sweets.

	Brierley Hill	Dudley	Dudley North	Halesowen	Stourbridge
Sample	284	197	266	235	258