

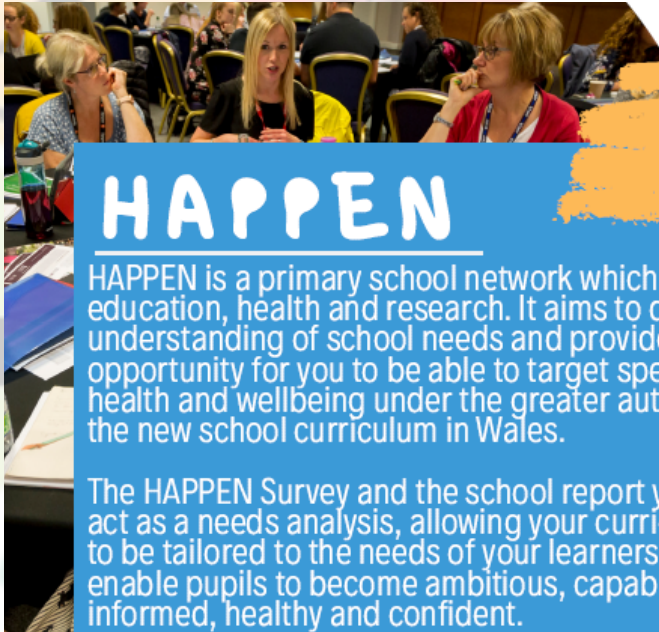


# Your HAPPEN Survey Report

## Pembrokeshire

Regional Collaboration Project

Academic Year 2021/2022



# HAPPEN

HAPPEN is a primary school network which brings together education, health and research. It aims to develop a better understanding of school needs and provides an opportunity for you to be able to target specific areas of health and wellbeing under the greater autonomy given by the new school curriculum in Wales.

The HAPPEN Survey and the school report you receive can act as a needs analysis, allowing your curriculum delivery to be tailored to the needs of your learners. This will enable pupils to become ambitious, capable, enterprising, informed, healthy and confident.







HAPPEN presents the opportunity for pupils to learn and make informed decisions about different aspects of health and wellbeing. We encourage the use of the report in school programmes such as Pupil Voice to allow children to be ambitious and creative to improve their health.

By taking part in the HAPPEN Survey, teachers and pupils are empowered to make meaningful changes by gaining a better understanding of pupil's **physical, psychological, emotional and social health**.

Schools can take part in the survey throughout the academic year to provide snapshots, track change and evaluate practice. Having completed the survey, schools receive an individual school report aligned with the new curriculum showing the overall picture of health and wellbeing in the school.

Results from your school report will enable your pupils to become:

-  Ambitious, capable learners who are ready to learn
-  Enterprising, creative contributors who ready to play a full part in life
-  Ethical, informed citizens who are ready to be citizens of the world
-  Healthy, confident individuals who are ready to lead fulfilling lives



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Swansea University

# Regional Collaboration

## The Regional Collaboration in Pembrokeshire

Pembrokeshire devised their own report which can be seen at the end of this HAPPEN report.



# Physical Health

# Physical Activity

**Children Reported:** Haverfordwest Greenhill Croesgoch Eglwysrwr **Regional Average** **HAPPEN Average**

**Physically active for 1 hour or more every day**

*\*It is recommended that children aged 5-18 should take part in moderate to vigorous activity for an average of at least 60 minutes per day across the week. Click [here](#) to see these guidelines and what counts as moderate to vigorous physical activity*

# Active Travel

**Children Reported:** Haverfordwest Greenhill Croesgoch Eglwysrwr **Regional Average** **HAPPEN Average**

**Can walk to school from their house**

**Travel to school using an active method (previous day)**

**Travel from school using an active method (previous day)**



# Physical Health

## Physical Competency

Agree or strongly  
agree:

Haverfordwest

Greenhill

Croesgoch

Eglwysrwr

Regional  
Average

HAPPEN  
Average

Want to take part in  
physical activity

Feel confident to take  
part in lots of different  
physical activities

Feel good at lots of  
different physical  
activities

Understand why  
taking part in physical  
activity is good for me



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# Physical Health

## Motivation

Agree or strongly agree:

Haverfordwest

Greenhill

Croesgoch

Eglwysrwrw

Regional Average

HAPPEN Average

Motivated to take part in activity by enjoyment

Motivated to take part in activity by having fun with friends

Motivated to take part in activity by learning and improving skills

Motivated to take part in activity by competing against myself

Motivated to take part in activity by competing in a team

Children Reported:

Haverfordwest

Greenhill

Croesgoch

Eglwysrwrw

Regional Average

HAPPEN Average

They had someone else at home who was physically active



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# Physical Health

## Sedentary Behaviour and Sleep

Children Reported:

Haverfordwest

Greenhill

Croesgoch

Eglwysrwrw

Regional  
Average

HAPPEN  
Average

Sedentary screen time  
for 2 hours or more  
every day

They had at least 9  
hours of sleep

*Having enough sleep is crucial for good health, good quality of life and performing well throughout the day. As a guideline, children between 9 and 11 are recommended to have 9.5-10 hours sleep per night 12.*

# Concentration

Children Reported:

Haverfordwest

Greenhill

Croesgoch

Eglwysrwrw

Regional  
Average

HAPPEN  
Average

They felt tired every  
day of the week

They felt that they  
could concentrate in  
class every day of the  
week



# Physical Health

## Diet and Dental Health

Children Reported:	Haverfordwest	Greenhill	Croesgoch	Eglwysrwrw	Regional Average	HAPPEN Average
They had 5 portions of fruit and vegetables a day (previous day)						
They had a fizzy drink every day of the week						
They had sugary snacks every day of the week						
Brushing their teeth twice or more (previous day)						

*\*Guidelines suggest eating a minimum of 5 portions of fruit and vegetables per day. Suggestions to help children achieve their 5 a day can be found [here](#).*





# Mental Health & Wellbeing

## Autonomy and Competency

Agree or strongly  
agree:

Haverfordwest

Greenhill

Croesgoch

Eglwysrwr

Regional  
Average

HAPPEN  
Average

They were doing well  
in school

There were lots of  
things they were good  
at

They had lots of choice  
over things which  
were important to  
them

They feel part of their  
school community



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# Mental Health & Wellbeing

## Mental Health

Children Reported:

Haverfordwest

Greenhill

Croesgoch

Eglwysrwr

Regional  
Average

HAPPEN  
Average

Emotional  
difficulty\*\*\*\*

Behavioural  
difficulty\*\*\*\*

*\*This represents those children who had a borderline or clinical emotional or behavioural difficulty according to the validated Me and My Feelings Survey*



# Mental Health & Wellbeing

## Wellbeing

Children Reported:

Haverfordwest

Greenhill

Croesgoch

Eglwysrwrw

Regional  
Average

HAPPEN  
Average

They were very happy  
with their health ( $\geq 8/10$ )

They were very happy  
with their school \*  
( $\geq 8/10$ )

They were very happy  
with their family \*\*  
( $\geq 8/10$ )

They were very happy  
with their friends \*\*\*  
( $\geq 8/10$ )

They were very happy  
with their appearance  
( $\geq 8/10$ )

They were very happy  
with their life as a  
whole ( $\geq 8/10$ )

\*The above questions are based on questions from The Children's Society [Good Childhood Index](#) and are based on areas identified as important by children and strongly linked to their overall wellbeing



# The Community

## The Local Area

Children Reported:	Haverfordwest	Greenhill	Croesgoch	Eglwysrwrw	Regional Average	HAPPEN Average
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Happy with their area\*

Feel very safe playing  
in local area ( $\geq 8/10$ )

Can play in all the  
places they would like  
to\*



## HAPPEN's Latest Research

You can read more about our research by clicking the following links...



Our school closures and Covid-19 measures research



Our Daily Mile research: Recommendations for implementation



Our outdoor learning research: headteacher's, teacher's and pupil's views



You can also read our latest news from the HAPPEN team here!



# The HAPPEN Team



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# Sport Pembrokeshire Report

## Introduction

The Happen Survey is a wide-ranging questionnaire, designed by our colleagues at Swansea University to draw out important information around health and wellbeing. In a nutshell, its purpose is to support informed, relevant curriculum delivery to schoolchildren from Years 3-8. The survey is nationwide; the brief for the Sport Pembrokeshire project was to both reflect on those wider horizons and closely contemplate local responses.

In addition to conducting surveys in schools, the work in Pembrokeshire looked to challenge (older) children to consider how we might advocate for sport or activity *by other means* - i.e. beyond the possible limitations of an essentially academic exercise. Many of us who work or play in the sports sector have a strong sense that some of the joys, blessings or benefits of activity simply may not be measurable or captured via a questionnaire – however skillful.

This in no sense is to undermine or underappreciate the power or relevance of the Happen Survey. The questions are both dexterous and comprehensive. The answers provide an important and legitimate fund of intelligence around which all of us who work in sport (or education) might base our approach to activity or, indeed, to every interaction we have with children.

## Specifics: Numbers surveyed/ages/schools

Primary School A: **25** children – Yrs 4/5/6.

Primary Schools B: **34** children – Yrs 4/5/6.

Primary School C \* – **67** children – Yrs 3/4/5/6. \*These surveys were conducted independently of the Sport Pems Project but we received authorization from the school to include their survey results.

Secondary School D: **18** girls – Yrs 7/8.

Secondary School E: **99** children – Yrs 7/8.

In sheer numbers, therefore, we received information from **126 children at Primary School level** and **117 children in Pembrokeshire Secondary Schools**.

These responses were sent directly (via the web-link) to our colleagues at Swansea University/the National Centre for Population Health & Wellbeing Research. Here the data was digitized – individuals ‘became numbers’ so that anonymity was protected – and Dr Michaela James and her team produced reports **for each individual school**. These documents were then shared both with the school and with ourselves, at Sport Pembrokeshire.

*For brevity, it is not our intention here to include every detail contained within those reports, though the documents may be made available in their entirety, at our discretion. Instead we hope to draw out matters of interest and concern and in doing so start or support conversations around good practice for Sport Pembrokeshire staff. It is also hoped that this report (and the associated engagement with colleagues across South and West Wales) may offer not just pointers towards informed allocation of resources but a discussion document around the manner in which we engage in schools.*



# Sport Pembrokeshire Report

## HAPPEN in Pembrokeshire Primary Schools

Sport Pembrokeshire holds reports from three Primary Schools: A, B and C. Ysgol A and B are Welsh-medium schools, both based in significantly rural locations. The Pembrokeshire County Council website has the number on the roll at **81.5** for B and **109** for A. It seems wise to both note those commonalities and counsel against \*reading too much\* into them. (But plainly they are small, rural schools with *some* particular/shared characteristics). Primary School C is an English-medium establishment in a Pembrokeshire town. There are **250.5** children on the school roll, as of Jan 2022. The locality is understood to be an area of some deprivation.

What follows is a selection of interpretations or notes on the most striking or revealing insights from the Pembrokeshire surveys. It is our understanding that Swansea University will simultaneously be gathering evidence together so that all interested parties will have a sense of both local and national pictures: this in the hope that genuinely useful and robust material will emerge.

## Methodology

It was not possible to entirely align our Happen Survey enquiries with bundles of sessions from our Sport Pembrokeshire staff: in that sense the local project was not, primarily (as in some local authority areas) a means to assess the efficacy of particular interventions. Instead, it was a statement of confidence in the quality and value of the survey itself *and* an attempt to invest meaningful time searching for important or even enlightening conclusions from within the data. (Throughout this report, we ask the reader to note that we fully understand the potential limitations of drawing up policy from a limited number of testimonies. We have at all times looked to be proportionate in this regard).

Happen Surveys were run in three Pembrokeshire Primary Schools and two Secondary Schools. Lead for the project – Rick Walton – attended in person, alongside the Sport Pembrokeshire AYP Officer known to and active within the school. Teaching staff also attended through most of this delivery. The Happen Survey itself consists of **58** questions and is conducted online. Children are advised that they can choose to withdraw at any time and that the process is entirely ‘safe’ in terms of being private – ie. anonymized. Staff stayed to support throughout the survey, which lasted between 20-30 minutes for pupils.

*(Anecdotal-but-true: the experience was unthreatening or even pleasant for most children and the majority answered independently – though inevitably there were discussions with friends at neighbouring screens. None appeared bored or distracted or troubled. All questions about meanings or practical issues were dealt with so that on every occasion it felt like children had inputted legitimate responses).*

We are mindful that the fact that the Happen Survey is designed for the very significant age-range of Yr 3 to Yr 8 implies issues around appropriate language. In short, Yr 3 or 4 children were likely to find the actual text more challenging than Yrs 7 or 8. No significant concerns arose from this range of abilities but it may be worth noting that in School A (conducted in the Welsh) staff immediately felt





# Sport Pembrokeshire Report

that their Blwyddin Tri 'might struggle' with the questions. We chose in this case to survey children in the slightly older years at the school.

In the reports, the percentage of children answering a question or expressing a feeling about a particular scenario are shown against figures for **national data** from 2019-20 and 2020-21 (if those figures are available). It is hoped that this will give a sense of what is 'typical' – although, again, we must be mindful that individual circumstances may act against any notion of general, widely-applicable 'truth'.

For example, from the **Primary School B report**, which we will look at first:

	School B	HAPPEN Data	
	(n=34)	2020/21 21 (n=7141)	2019/20 20 (n=8823)
<i>They were very happy with their health</i>	<b>76%</b>	68%	69%
<i>They were very happy with their school</i>	<b>88%</b>	74%	69%
<i>They were very happy with their family</i>	<b>100%</b>	89%	89%

These answers (from the **Wellbeing** section of the survey) suggest that most pupils in School B are 'very happy' – or more exactly that those surveyed answered more strongly in the positive than the recent national data.

Given that this seems to mirror similarly emphatic positivity around **place** (**100%** of pupils were 'happy with their area' and **97%** 'feel very safe playing in the local area'), it may be reasonable to conclude these children are holistically well and even fortunate. But, to offer one example, 'only **24%** of the School B cohort said they 'can play in all the places they would like to' (and this figure stands for other schools) suggesting more might or could be done to support this aspect of their wellbeing.\*

\*The Happen Survey reports include additional notes or reflections. Below this particular line of questioning - in the Local Area section of the report, under WHAT HAVE WE FOUND, SO FAR? - the authors list four ways children say their wellbeing can be improved. The first way is 'more spaces to play'. (We note that children in other schools also answered strongly to the effect that they *could not* play in all the places they would like to; perhaps inviting questions about what they feel they lack?).

The complexity, then, of the issues, and therefore the level to which we much try to investigate in order to form meaningful and helpful understandings, is high. Everything is *not necessarily* rosy because 100% of surveyed children are 'happy with their area'. We must be ready for contradictions and yes – complexity.

Under the **Autonomy and Competency** heading of the survey report, School B children score close to the national averages, not above.



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# Sport Pembrokeshire Report

**79%** answered that *'they were doing very well in school'*, as opposed to **84%** and **85%** nationally. **82%** said there were *'lots of things they were good at'*, against **84%** across Wales, in 2019-20 and 2020-21.

More encouragingly, perhaps, only **18%** of children reported *'Sedentary screen time for more than 2 hours every day'* – against national figures of **47%** and **36%**.

And **85%** of children at School B agreed that *'they had at least 9 hours of sleep'*: this compares to **70%** nationally, in 2020-21, and **74%** in 2019-20.

However, under the **Concentration** section, **41%** reported *'they felt tired every day of the week'*, compared to **23%** and **21%** nationally. This seems anomalous, when the **Sedentary Behaviour** and **Sleep** figures are considered: **68%** (as against **56%** nationally) *'felt that they could concentrate in class every day of the week'*.

This feels representative of most of the School B Happen Report, in the sense that children attending appear to be in a *relatively good place*, with no metaphorical alarm bells ringing in relation to particular issues or concerns.

## Conclusion for Primary School B

Levels of what we might call contentment with school, family and location are healthy (and of course we are making comparisons here with both local schools and with national numbers).

The general picture is of children being well-supported in their environment: **85%** *'feel part of their school community'*.

**Motivation to be active** is strong and (importantly, perhaps?) **85%** *'had someone else at home who was physically active'*.

Figures for **Emotional Difficulty** and **Behavioural Difficulty** were lower than those in the national data. The School B Happen Survey Report is significantly positive.

## Primary School A: Happen Report

Primary School A is situated in a small, rural village, in the heart of Welsh-speaking North Pembrokeshire. **25 pupils** from Years 5 and 6 undertook the Happen Survey (almost all of the oldest children, in this case, with about **100** children on the school roll).

## Findings

Under **Physical Competence** the children answered positively and ahead of or above the national data. For example, **92%** *'feel confident to take part in lots of different physical activities'*. **96%** *'want to take part in physical activity'* – as against **89%** (2020-21) and **92%** (2019-20), from national figures. In contradiction, only **8%** reported being *'physically active for more than one hour, every day'*: this is eleven and twelve points down on previous national scores.



# Sport Pembrokeshire Report

**Active Travel** scores were also low, but this is largely to be explained by the rural location. However **20%** reported they *'can walk to school from their house'*... but none (**0%**) had done so on the previous school day.

Interestingly, responses under **Sedentary Behaviour and Sleep** hinted at more complexities. **25%** reported *'sedentary screen time for 2 hours or more every day'*, against **47%** and **36%** nationally, previously. And **92%** of children reported *'they had at least nine hours of sleep'*, compared to **70%** and **74%**. So all good.

However – as was the case with School B – a relatively high number said *'they felt tired every day of the week'*. Figures here were **32%** in School A, compared to **23%** and **21%** in the Happen Data for 2020-21 and 2019-20, respectively.

To compound the complexities, **71%** of children at School A - presumably despite this tiredness - *'felt that they could concentrate in class every day of the week'*. (National figures are 56% for both previous years).

**Motivation to be active** and **Diet and Dental Health** responses were satisfactory or good. Under **Mental Health and Wellbeing** the only score which fell below national data was for responses to the statement *'they were very happy with their health'*. Here the school scored **64%** compared to **68/69%**.

## Conclusion for Primary School A

Good, positive responses across **Autonomy and Competency**, **Wellbeing** and **Physical Competence** suggest largely confident and happy children. Any contradictions to that 'norm' feel minor – although both the *'tiredness every day'* and low figure for *'physically active (1 hour plus) every day'* might need monitoring and consideration.

Children at School A present as well-motivated and disposed towards healthy activity and lifestyles, with low numbers expressing **Emotional difficulty** and/or **Behavioural difficulty**. We note that like their peers at School B - and despite being happy with their area – only **20%** *'can play in all the places they would like to'*. It might be interesting and instructive to find out what this really means.

## Primary School C

School C's geography and social context is different to that of the previous two Primary Schools. It sits within the town of..., in an estate and an area where incomes are generally low. This town has a reputation (which may of course be unfair) for higher levels of deprivation and need. **67** children responded, in this school.

Under **Physical Activity**, **12%** of children reported that they *'were physically active for 1 hour or more every day'*. This compares to **19** & **20%** in the earlier, national surveys – so a relatively low number responding positively.



# Sport Pembrokeshire Report

In terms of **Active Travel**, scores were more encouraging: **45%** 'travel to school using an active method (previous day)' and '**54% travel from school**'.

These compare to national figures of **41/39%** and **43/41%** respectively but arguably the School C scores should be weighed against the relatively high number of children who 'can walk to school from their house' – **78%**, compared to **68%** on the National Happen Data.

Under **Physical Competence** returns for School C were substantially above national scores. **94%** of children agree or strongly agree that they 'feel confident to take part in lots of different activities'. (**85/86%**, national figures). **86%** say they 'feel good at lots of different physical activities', making this section of the report notably positive.

In terms of **Diet and Dental Health**, School C children reported positively again, with tooth-brushing being the only (marginal) 'below-par' score.

Under **Sedentary Behaviour and Sleep**, the scores were as follows:

*Sedentary screen time for 2 hours or more every day* – School C **34%**. (**47% / 36%**)  
*They had at least 9 hours of sleep* – School C **76%**. (**70% / 74%**)

Again, these returns are in the positive.

Interestingly, the same apparent anomaly we noted in Schools A and B appeared under **Concentration**, in School C. A low (and therefore good) number of children – **15%\*** - reported 'they felt tired every day of the week'. But **52%** of pupils – that is *lower than the national data of 56%* - 'felt they could concentrate in class every day of the week'.

\*For reference, this figure compares to **23%** in Happen Data 2020-21 and **21%** for 2019-20.

Under **Autonomy and Competency**, School C children again score positively and above national figures.

However, in one of very few sets of responses that sit below wider trends, (only) **79%** agree or strongly agree that 'they were doing well in school'. (Happen Data is at **84** and **85%**). This feels notable – these wellbeing questions seem particularly significant, yes? – but **all the other questions** under the **Mental Health and Wellbeing** heading draw answers in the positive.

## Conclusion for Primary School C

We note again that **67** children responded – a helpful number.

The Happen Survey for School C is significantly positive, with no clear issues of major concern. (Reports for concentration levels and 'doing well in school' are **5%** below national figures but this does not feel deeply concerning in the context of other data). The **12%** figure for 1 hour plus, daily activity is plainly an underachievement but the children largely report as 'happy' with their friends/school/ family/life as a whole. **95%** are 'happy with their area'.



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# Sport Pembrokeshire Report

**Wellbeing** scores are uniformly ahead of national data in a way that does significant credit to the school. Numbers reporting Emotional or Behavioural Difficulty are low.

## Data from 3 Pembrokeshire Primary Schools: Reflections

The only question in which all three Pembrokeshire schools return scores beneath the National Happen Data numbers was

In the last 7 days, how many days did you do sports or exercise for at least 1 hour in total (This includes doing any activities or playing sports where your heart beat faster, you breathed faster and you felt warmer?)

(Children could then choose a number of days which would correspond to their level of activity). Answers at Wales-level were **19** and **20%**, respectively for **2020-21** and **2019-20**. School A returned **8%**, School B **9%** and School C **12%** - all arguably significantly down on trend.

SO WHAT DOES THIS MEAN? Is it a concern... how might it be addressed... or are Pembrokeshire children merely being more honest?!?

Schools C and B reported below the Happen Data re- *'they were doing well in school'* – both scores were at **79%**. (School A reported at a strong **88%** against national data at **84** and **85%**). However, other questions in the **Autonomy and Competency** and **Wellbeing** sections of the survey mitigate against concern: in both School C and School B children present as happy, confident individuals.

In terms of **Active Travel**, there is an argument that families at **all three schools** might be invited to consider their habits. Numbers vary a good deal – inevitably, given the different geographies in play - but there is a thread of relative underachievement in respect of percentages of children travelling to school *'using an active method'*. In short, disappointing numbers of children who live within walkable distance do actually walk/bike/scoot.

The thought does strike that encouraging more children to travel to school using an active method might be an obvious and helpful way to improve daily activity levels, as well as prime concentration and readiness to learn.

Under **Motivation to be Active**, returns from all three schools are encouragingly high. More than **90%** of children at A, B and C are *'motivated to take part in activity by enjoyment/by having fun with friends/by learning and improving skills'*. Motivation remains high (**88%**) when the question is specifically related to *'competing in a team'*, suggesting many of the children are confident within a competitive environment.

Finally, a reminder of the question around play. **25%** of children responding at Primary School C said they *'can play in all the places they would like to'*. The figures for A and B respectively were **20%** and **24%**. Are these numbers strikingly low... or are they (as it were) neutral? What do they mean – and should we try to understand this issue more fully?



# Sport Pembrokeshire Report

## HAPPEN in Pembrokeshire Secondary Schools

Surveys were undertaken in Schools D and E. In the former only limited numbers of children completed the survey – a fire alarm denying our second group the opportunity! In the latter children from Yrs 7-8 responded and Year 11 pupils were invited to discuss issues around the project in their scheduled Wellbeing lessons. Numbers on the schools' roll are **1620** and **835**, respectively.

### Secondary School D, Happen Report

**19** girls, from a Year 7/8 **RADY** group receiving activity sessions and mentoring from a Sport Pembrokeshire Officer, answered the survey questions. We must accept that they are a) a 'particular group' and b) therefore not representative of the school population as a whole, but their answers are of **significant concern**. They present as a disaffected and under-motivated cohort, lacking in confidence. In short, they seem unhappy.

It may be tempting to preface every upcoming observation with the phrase 'but this is from a small sample and a particular group', but we surely have to recognize any strikingly negative results as important – and these answers do fall largely into that category.

**0%** of the group reported being '*physically active for 1 hour or more every day*'.

**56%** '*feel confident to take part in lots of different physical activities*', against **85/86%** in national figures.

**44%** '*feel good at lots of different physical activities*' (**81/83%**) - and yet **100%** '*understand why taking part in physical activity is good for me*'.

**Motivation** to take part in activity is low, except in the case of '*having fun with friends*' – which may be important. **100%** of the girls agreed or strongly agreed that this might be true for them. By contrast **61%** were motivated by '*enjoyment*' and **39%** by '*learning and improving skills*'.

**44%** reported that '*they had someone else at home who was physically active*'.

**Diet and Dental Health** returns were mixed, rather than notably 'bad' or 'good'.

Arguably the only area of the survey in which the School D girls responded relatively positively was in respect of **Active Travel**. **67%** '*can walk to school from their house*' and **50%** used '*an active method to get to school*' the previous day. (**61%** travelled 'from school'). Both these figures are above historic Happen Data figures.

Under the broad heading of **Mental Health and Wellbeing**, the group scored below (and often concerning below) their peers.

**28%** agreed that '*they were doing well in school*'. (**84/85%** nationally).

**33%** felt '*there were lots of things they were good at*'. (**84/84%**).

**33%** agreed or strongly agreed '*they had lots of choice over things that were important to them*'. (**84/86%**).

A rather worrying **28%** '*feel part of their school community*'. (**83%**).

'*Emotional difficulty*' presented in **83%** of respondees, compared to **27%** and **24%** in Happen Data.





# Sport Pembrokeshire Report

'Behavioural difficulty' presented in **35%**, as opposed to **17%** and **14%** in those national figures.

Under the **Wellbeing** questions, a frankly rather shocking **6%** 'were very happy with their school'. (**74/69%**).

**28%** 'were very happy with their health'. (**68/69%**).

**18%** 'were very happy with their appearance'. (**58/61%**).

**24%** 'were very happy with their life as a whole'. (**77/75%**).

Scores for contentment with family and friends were below national data, but not alarmingly so. In the context of this general joylessness, returns for **Sedentary Behaviour and Sleep** are predictably also in the negative. **61%** of girls from this group reported 'sedentary screen time for 2 hours or more every day' – against Happen Data of **47** and **36%**.

A notably low **22%** 'had at least nine hours sleep', the night before the survey: against **70** and **74%** nationally, from 2020-21 and 2019-20 figures respectively.

**39%** 'felt tired every day of the week'. (**23/21%**).

**22%** 'felt they could concentrate in class every day of the week'. (**56/56%**).

Finally, this group was also *relatively* unhappy with their area. **67%** of children reported they 'were happy with their area', compared to **91** and **88%**.

**53%** 'feel very safe playing in local area', against **70** and **67%**.

**17%** 'can play in all the places they would like to', compared to **23%** in national data for 2020-21.

There is of course an imperative towards 'perspective', in play, here. **18** girls only, from a RADY group. However, these returns, in our view, merit serious contemplation.

## Secondary School E, Happen Report

A total of 99 children from Year 7 and 8 were surveyed, on separate days. Rather than aggregate all the figures, we will describe the two year-group reports *as sent* by Swansea University – i.e. separately.

Each group worked on-line, from School E's computer suite, with most children answering the 58 questions within 20-25 minutes. Any issues were clarified by AYP Officer in the school, Cariann Griffiths and/or Rick Walton, Happen Survey Lead. School staff were also present with some groups.

## N42 report

We will refer to the first cohort as N42, that being the number of children responding.

**24%** of these children reported being 'physically active for 1 hour or more every day' – a few points above the national data (at **19/20%**).

In terms of **Active Travel**, **21%** 'can walk to school from their house', substantially below the Happen Data at **68%**.

**14%** 'travel(led) to school using an active method (previous day)', compared to **41/39%**.



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**17%** 'travelled *from* school' that day. (**43/41%**). These figures are clearly down, on national trends: one response might be to remind families of the benefits of **Active Travel**.

Results under **Physical Competence** were mixed. **90%** 'want to take part in physical activity'. (**89/92%**). But the returns for both 'feel confident to take part in lots of different physical activities' and 'feel good at...' were below national trends.

'Feel confident' N42 = **76%**, against **85/86%** Happen Data.

'Feel good at' N42 = **76%**, against **81/83%**.

## Motivation To Be Active

**88%** of N42 were 'motivated to take part in activity by enjoyment'. **98%** agreed or strongly agreed that 'having fun with friends' motivated them. This high figure seems typical across all groups, suggesting most children look to enjoy activity collaboratively, with close peers. Competitive instincts and/or improving skills are **in all cases** less important than social sport. However, School E N42 reported **76%** 'motivated to take part in activity by competing in a team'.

Under **Diet and Dental Health** this group presented either very close to national trends or more positively, with no significant issues arising.

In the **Autonomy and Competency** section of the survey, responses were again mixed. **86%** - just above trends - agree or strongly agree 'they were doing well in school' but the figure for being good at 'lots of things' was 16 points down, on **68%**.

In a similar vein, returns for 'they had lots of choice over things which were important to them' was 13-15 points down, at **71%**.

2020-21 Happen Data for 'feel(ing) part of their school community,' is at **83%**: N42 reported **60%**, suggesting some level of disconnect.

**Wellbeing** questions revealed further negatives. Five out of six questions received negative or concerning responses. Only in relation to 'their family' did the group score positively and close to (but still below) national trends – **86%** against **89%**.

**44%** were 'very happy with their health'. (**68/69%**).

Only **21%** were 'very happy with their school'. (**74/69%**).

**71%** were 'very happy with their friends'. (**83/81%**).

**35%** reported 'they were very happy with their appearance'. (**58/61%**).

**60%** were 'very happy with their life as a whole'. (**77/75%**).

Some of these answers are plainly significantly below Happen Data numbers, which we note are drawn from 7-8,000 returns across Wales, and therefore may provide a meaningful, relatable 'guide'. In this context, N42 present with some challenges.

Under **Sedentary Behaviour and Sleep** the group is again on the 'wrong side' of national trends. **50%** of N42 report 'sedentary screen time for 2 hours or more every day', in comparison to **47** and **36%** across Wales, for 2020-21 and 2019-20 respectively. And only **26%** 'had at least nine hours of sleep' – strikingly below the national figures of **70** and **74%**.



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Given these numbers, it might be expected that data for **Concentration** might be poor: in fact they are just a few points down on Happen scores nationwide.

N42 returns for questions on **The Local Area** are satisfactory: children being largely happy and feeling as safe as their peers. In fact the **50%** reporting they '*can play in all the places they would like to*' are strongly ahead of the **23%** (Wales) figure.

**18%** of this School E group present with 'emotional difficulty', against **27%** and **24%**. **20%** report 'behavioural difficulty', marginally above Happen Data at **17** and **14%**.

N42 – forty-two children aged around twelve – provided some answers, particularly around **Wellbeing**, which feel disconcerting. We should be mindful of both the approach or dawning of 'teenage years' (and the challenges and peer pressures that this can imply) \*and\* the insights of the substantial bank of Happen Data from previous years. Things may be complex: comparisons are both inevitable and fickle. But the N42 surveys do suggest that there is work to be done to support this cohort.

## N57 Report

This group was made up of three separate classes who undertook the survey on the same day. **12%** of these children reported being '*physically active for 1 hour or more every day*'. (National Data at **19/20%**).

**32%** '*can walk to school from their house*', a significantly lower number than Happen Data of **68%**. **28%** '*travelled to*' & '*from*' school, the previous day – against Wales' figures around 40%. (So, as with the previous School E cohort, **Active Travel** is an obvious area for improvement or support).

Under **Physical Competence**, N57 were satisfactorily close to, or ahead of national data: only in terms of '*feel(ing) confident to take part in lots of different physical activities*' were they noticeably below par: **78%** against **85/86%**.

**Motivation to be Active** was strong – mid-**80%+** - with the highest figure around motivation 'by having fun with friends', at **95%**.

**74%** '*had someone else at home who was physically active*'.

In terms of **Diet and Dental Health**, scores were largely in line with Happen Data: the one exception was re- '*fizzy drink(s)*' consumption, where N57 reported at **16%**, five or six points above Wales' figures.

**Sedentary Behaviour and Sleep** revealed some issues. The four signature questions all produced disappointing scores. N57 had more screen time and less sleep; they also felt more tired and less able to concentrate than national numbers indicate.

**55%** had '*sedentary screen times for 2 hours or more every day*'. (**47/36%**).

**37%** had '*at least nine hours of sleep*'. (**70/74%**).

**27%** '*felt tired every day of the week*'. (**23/21%**).

**39%** '*felt they could concentrate in class every day of the week*'. (**56/56%**).



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These figures are interesting; they show a consistent pattern of relative inactivity and lack of sleep in association with tiredness and lower levels of concentration. (Often the data contradicts itself: not in this case).

Under **Autonomy and Competency** and **Wellbeing**, scores are again below expectation. **65%** of N57 'felt they were doing well in school' – against **84/85%**.

**70%** agreed or strongly agreed 'that they had lots of choice over things that were important to them': Happen Data is at **84** and **86%**.

The return for 'feel part of their school community' is **75%**, for this School E group: this is **8%** down on the national figure for 2020-21.

**Wellbeing** questions elicit 5 (comparatively) negative answers and just the single positive – **87%** of N57 being 'very happy with their friends'. (**83/81%**).

A disappointing **41%** 'were very happy with their school'. (**74/69%**).

**57%** 'were very happy with their health'. (**68/69%**).

**54%** 'were very happy with their appearance'. (**58/61%**).

**65%** of N57 'were very happy with their life as a whole'. (**77/75%**).

In a nutshell, these returns are not where anyone would want them to be, and therefore invite questions about how to respond.

Finally, under **Mental Health**, School E N57 reported 'emotional difficulty' at **23%** - close to national figures of **27** and **24%**. 'Behavioural difficulty' was reported significantly above Happen Data, at **31%**. (**17/14%**). Scores for questions relating to place/'local area' were positive, being above Happen Data.

## Conclusion/reflections on Secondary School E surveys

It is very much to the school's credit that Head of PE and Wellbeing responded very promptly to the reports. An exemplary **Diet and Dental Health** document was produced, to encourage discussion and learning around these subjects. Children spent a PE/'Wellbeing Wednesday' session considering their responses. We hope that given our good relationship with the school and with the presence of an AYP Officer, further dialogue across the implications of their Happen Survey more broadly, can develop.

Returns for both N42 and N57, for **Sedentary Behaviour and Sleep**, were unsatisfactory, with relative lack of sleep notable – towards **50% below** national measurements. This appeared to affect concentration.

The N42 group were below par on hourly **Physical Activity** and both groups underachieved in terms of **Active Travel**. It may be that prompting and/or support from the school could improve these figures simultaneously.

There are complexities and contradictions. **86%** of N42 'were doing well in school' compared to **65%** of N57. But the N42 group responded less positively to **Wellbeing** questions, generally.



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Only **21%** 'were very happy with their school' – compared to **41%** of N57. (We note that both of these figures are substantially down on national trend, at **74/69%**). For both the School E cohorts, **Autonomy and Competency** and **Wellbeing** returns tend to fall below Happen Data, suggesting action is needed.

## The reports. Brainstorming/discussion points

- Secondary School children present differently to Primary School pupils, particularly around **Mental Health/Wellbeing** issues. This may be 'natural' but does increased worldliness inevitably lead to world-weariness? There is a sense from our Secondary School returns that this may be the case. Can we address this?
- How/by what means do we raise concerns/interact with schools, should disturbing survey material emerge?
- What means are available to us (&/or schools), to address disaffected or unhappy children? What might be the most effective? Where does responsibility lie?
- **Motivation** towards and understanding of the value of activity is universally good. How come children got that message but not others?
- Another 'universal' is the power of friendship groups. Children are motivated towards activity most strongly by '*having fun with friends*'.
- Returns for screen time/hourly activity/active travel are widely disappointing. Would supporting/encouraging active travel not improve a range of issues? Might this not be a relatively straightforward 'fix?' (Reminder: even in a school where children appear well-disposed to activity, (School A), only **8%** reported being '*physically active for 1 hour or more every day*').
- Tiredness appears widespread. Why?
- Following receipt of their report, Secondary School E produced a **Diet and Dental Health** 'brochure. How might we encourage other schools to follow this exemplar?
- It may be a minor issue (and *may be* outside of Sport Pembrokeshire's remit) but generally low numbers feel '*they can play in all the places they would like to*'. Given that children say that this is one way their wellbeing can be supported, can we learn more about this... and possibly address it?
- What specific insights can we draw from the Pembrokeshire Happen reports that Pembrokeshire Sport staff might or should need to consider?

## Additional notions: ideas/good practice/Sport Pembs interventions.

- *Mental Health 'traffic light' system on entry/exit of sessions. 'Mood Meters' – "How are you today?"/thumbs up/5 fingers good 1, not too good/repeat during session.*
- *Beep Tests to measure fitness/progress.*
- *Other measured activity: ethical? Appropriate? Challenging 'in a good way'? How can we track progress whilst keeping sessions fun (and un-threatening?) for all.*
- *'Superheroes' for young children. Jonny could be 'today's Jumping Superhero'. Sara could be 'today's Catching Hero(ine)'.*



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- *Afterschool Clubs/Parental Engagement sessions, to draw in families/support less active or obese children. Offer families simple activity kitbags. Possibly GP-referred. Links to other Community Projects?*
- *Reinforce to AYP Officers the MASSIVE range of individual young people out there. Secondary School pupils \*may be\* more likely to be sedentary/disaffected or unhappy (and we must look to support)... but this is not a given.*
- *Yoga (or \*something else?\*) which increases proportion of WELLBEING and AWARENESS learning through ACTIVITY and BREATHING.*
- *We all have 'our ideas'. And whilst we AYP/Peripatetic Sport staff need to have **consistently** high standards, maybe we also need to be original/individual? This means having **ideas** and being able to adapt them.*
- *Most of us have 'something to fall back on'. In my case that's often questions I ask of children. 1. How do we make this work? (Whether 'this' is a skill, a game, a session). 2. How do we make this fun? (That is, how can **the children** adapt the game or session so that it's more enjoyable - and maybe more challenging? – **for them?***
- *Forest school-type activity/outdoor education. Might PE be linked more closely/broadly to outdoor education? (Pembs beaches/woods/pathways as well as school fields/grounds).*
- *PEOPLE ARE COMPLICATED: MAKE NO ASSUMPTIONS. We would be well-advised to be as sensitive and attentive as possible during every moment of every session. We can make a difference.*

