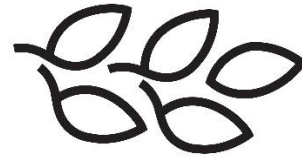




Welsh Network of Healthy School Schemes



Cynlluniau Ysgolion Iach - Rhwydwaith Cymru

Report on the 2019/20 School Environment Questionnaire for the Welsh Network of Healthy School Schemes

October 2020

School Health Research Network, Cardiff University

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1. Data collection and sample

The School Environment Questionnaire 2020 was administered by Ipsos MORI on behalf of Cardiff University. It was completed online by School Health Research Network (SHRN) member schools in Wales. Fieldwork took place between 24th January and 6th March 2020.

SHRN membership in 2020 was 210 schools. Three schools, however, were comprised of two physically distant sites with no crossover of students. These schools were asked to complete the School Environment Questionnaire separately for each site. One hundred and sixty-seven out of 213 school sites (including some independent schools) participated in the survey (78%), of which 126 completed it in full (75%) and 41 completed it in part (25%). These represented 22 local authority areas in Wales (see Table 1). The sample of secondary schools was provided by Cardiff University.

In previous years the School Environment Questionnaire was completed on paper. The 2020 questionnaire was moved to an online completion mode. Due to this change in mode additional codes of "Don't know", "Not applicable" and "Return to question later" were added throughout the questionnaire; this was to reduce uncertainty around reasons for non-response (in the paper version of the questionnaire these questions would have been left blank). We have sought to make the results reported here comparable to previous years by treating the responses to these codes as missing values throughout our analysis¹, however caution should still be taken when comparing these results with previous years. A table showing the figure numbers in this report and their corresponding figure numbers in the 2018 report (where applicable) can be found in the appendix.

As in previous years, responses from schools were retained even if the questionnaire was partially completed. The bases for charted questions are given underneath each chart along with a description of which schools answered that particular question. For questions which are not charted, bases are provided in a table following the summary findings in each section. School sites are counted separately in the bases. For charts showing Years 12 and 13, all schools without sixth forms were excluded from the relevant bases for these year groups. Fifty-two schools that took part did not have a sixth form. Readers making comparisons with the 2017/18 data should note that schools without sixth forms were included in the bases in the previous report.

Percentages in the text and in the charts are rounded to the nearest integer. Where combined percentages in the text or charts do not exactly match the sum of their parts, this may be due to rounding. In some charts, low percentage figures may not be labelled for clarity.

The maintained schools within the sample (n = 160) are representative of all schools in Wales with respect to size and level of free school meal entitlement, with very small differences between schools that completed the questionnaire and those that did not (see Table 2).

¹ There are a small number of cases where 'Don't know' and 'Not applicable' are included in the base; it is made clear where this occurs throughout the report

Table 1. Summary of School Health Research Network membership by Local Authority and completion of the School Environment Questionnaire

Local Authority	School Health Research Network membership (Secondary and 'through' schools)		
	Completed questionnaire (in full)	Completed questionnaire (in part)	Did not access questionnaire
Swansea	6	5	3
Blaenau Gwent	2	2	0
Vale of Glamorgan	5	0	3
Cardiff	9*	4	6
Caerphilly	10	0	2
Newport	5	1	3
Neath Port Talbot^	8	1	0
Ceredigion	7	0	0
Conwy	6	0	1
Gwynedd	8	3	3
Merthyr Tydfil	2	1	1
Bridgend	6	1*	3
Powys^ ^	7	2	4
Rhondda Cynon Taf	7	7	3
Denbighshire	4	1	3
Monmouthshire	4*	0	1
Carmarthenshire	9**	3	2
Pembrokeshire	4	3	1
Flintshire	5	3	3
Torfaen	3	1	2
Wrexham	5	2	2
Isle of Anglesey	4	1	0
Total	126	41	46

*includes one fee-paying school, **includes two fee paying schools, ^contains one split site school, both sites took part in the survey (in full), ^^contains two split sites schools: for one of these schools, both sites completed the survey (in full) and for the other, one site took part (completing part of the survey)

Table 2. Mean free school meal entitlement and school size (PLASC data 2020) in maintained schools completing the School Environment Questionnaire and those that did not

	Survey participants (n = 160)	Non-participants (n = 45)
Free school meal entitlement (%)	16.8 (± 8.4)	19.0 (± 11.2)
Student roll	940 (± 364)	924 (± 351)

Note: the school where only one site completed the questionnaire (see Table 1) is included in this table as a survey participant

Data cleaning

Although moving the survey to an online data collection method minimised the amount of data cleaning required - unlike with a paper questionnaire, participants can be routed to the questions they should complete and validation can be carried out on some of their answers - some data cleaning was still required where schools had not provided any valid data or answers were given that were not considered plausible. Nine cases were removed where schools had not provided any valid data (i.e. had selected "return to this question later" for all the questions they had responded to). In addition, there were two schools with some very low answers (<6 minutes) at Q29 and Q32 which were not considered plausible. These questions asked about the number of minutes per week they taught PSE and PE in the formal curriculum, so whilst it was possible that the respondents had answered in hours rather than minutes, they might also have been referring to the number of lessons per week. The data for these two schools was therefore recoded as "missing".

2. Findings

2.1 General health and wellbeing context

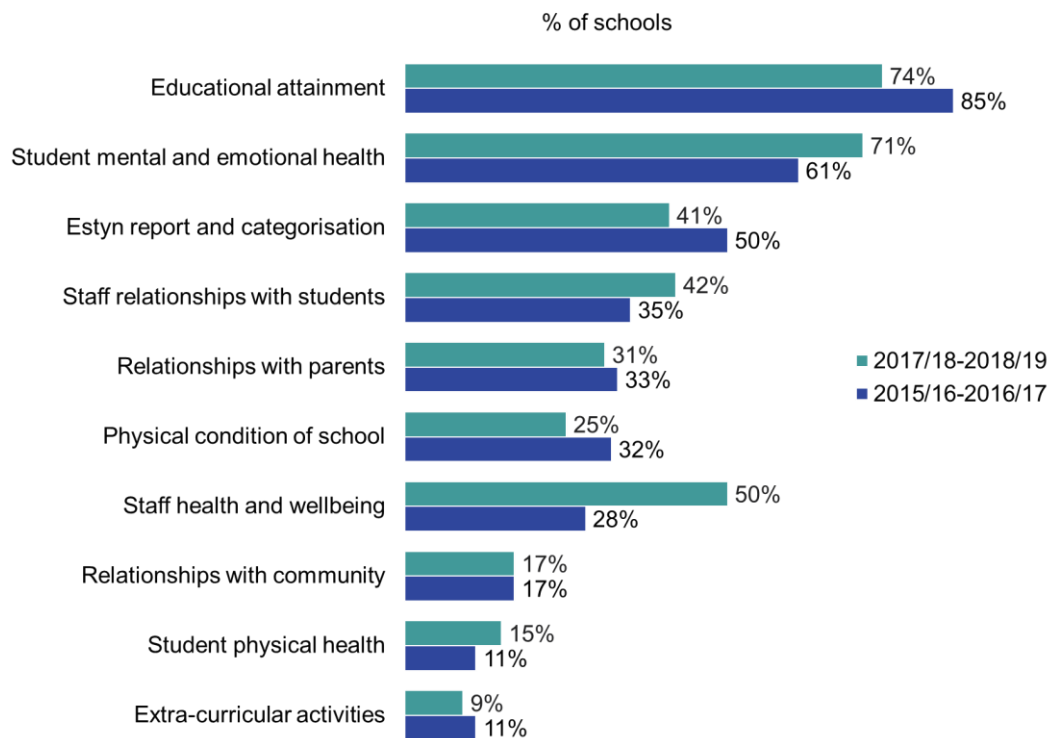
Summary findings

- The two most frequently selected **senior management team priorities** were educational attainment (74%) and student mental and emotional health (71%). The proportion of schools that said their senior management priority was educational attainment has declined since the previous wave (74% versus 85%) (see Figure 1).
- **Staff health and wellbeing** was prioritised by the senior management team in half of schools (50%), up from 28% in 2015/16-2016/17 (see Figure 1). This was the largest percentage point increase in senior management priorities.
- Nearly six in ten schools (56%) had a single strategic **lead for health and wellbeing**, with only five percent of schools reporting separate leads for health and for wellbeing.
- In more than four fifths (84%) of schools with a **single strategic lead** for health and wellbeing, the lead was a senior manager, i.e. either the headteacher, deputy headteacher or assistant headteacher (see Figure 2).
- Eight in ten schools (80%) were a member of their **local Healthy School Scheme**, but a further 11% stated they did not know whether they were part of the scheme. Of those schools participating in the local Healthy School Scheme, the majority (83%) had received advice or guidance from the scheme in the last two years, whilst nearly three in ten (29%) had had a Phase assessment visit (see Figure 3). Over half of schools in the scheme (55%) were working towards the WNHSS National Quality Award, whilst 17% already had it. Over three quarters (77%) thought their membership of the local Healthy School Scheme was important (see Figure 4).
- Almost three quarters of schools (73%) had a **written school health and wellbeing action plan or targets**. Of these, 91% had included their action plan or targets in their current School Development Plan and 81% assessed their progress against their action plan or targets at least annually.
- All schools said that they used at least one **source of health and wellbeing data** to update their policies and practices on creating a healthy school. The two most frequently mentioned data sources used were the school's own student surveys (85%) and the SHRN Student Health and Wellbeing report (83%) (see Figure 5).
- **Health and wellbeing data was used by** various groups within the school, mainly by the wellbeing and pastoral care teams (97%) and the senior management team (93%). Six in ten (60%) shared data with their school council or other student voice groups (see Figure 6).

- Nine in ten schools (89%) **used data to** identify need and set health and wellbeing priorities and eight in ten (81%) used data to support school improvement (see Figure 7).
- Use of restorative practices in schools' **approaches to student discipline** was common (see Figure 8). Almost four in five schools (79%) used isolation to manage student behaviour.

Question (not charted)	Base (excluding 'Don't know' or not stated responses)
Q2 Does your school have a single strategic lead for student health and wellbeing?	All school respondents (163)
Q4 Is your school a member of its local Healthy School Scheme as part of the Welsh Network of Healthy School Schemes (WNHSS)?	All school respondents, including those who selected 'Don't know' (161)
Q6 Is your school currently working towards the WNHSS National Quality Award?	All schools that are members of their local Healthy School Scheme (120)
Q8 Does your school have a written school health and wellbeing action plan or school health and wellbeing targets?	All school respondents (153)
Q9 Are your action plan or targets included in your current School Development Plan?	All schools that have a written school health and wellbeing action plan/targets (102)
Q10 Does the Senior Management / Leadership Team formally assess progress against the action plan or targets?	All schools that have a written school health and wellbeing action plan/targets (108)
Q14 Does your school use isolation to manage student behaviour?	All school respondents (162)

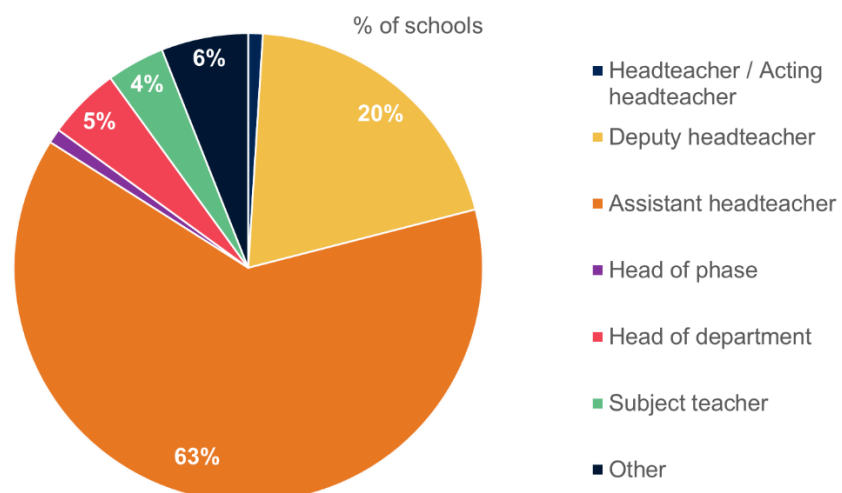
Fig. 1 Senior management team priorities



Q1 In the 2017/18 and 2018/19 school years, in which of the following areas did the senior management team focus their efforts to make improvements?

Base: All school respondents, excluding 'Don't know' or not stated responses (159). A maximum of four options could be selected.

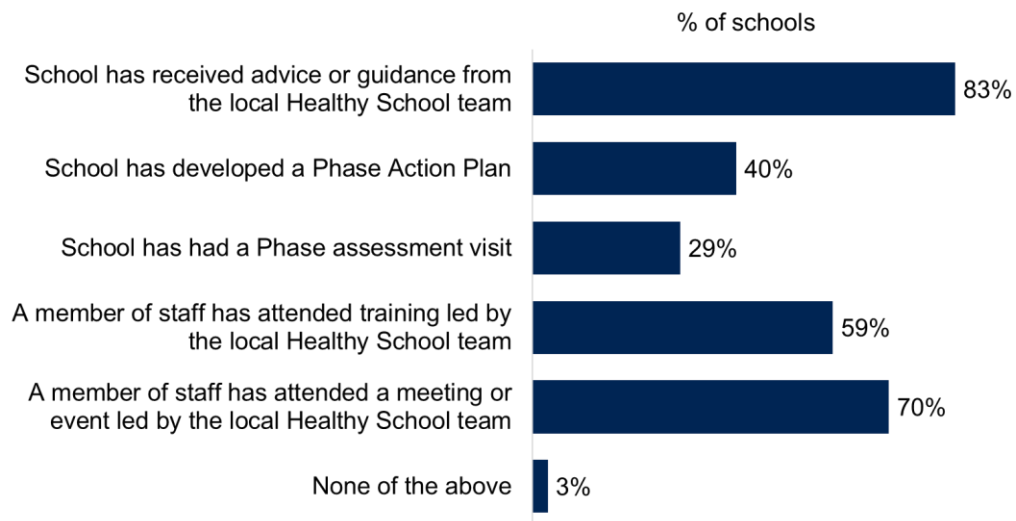
Fig. 2 Role of health and wellbeing lead in schools with a single strategic lead



Q3 If you have either a single or multiple leads for school health and wellbeing, what is the professional role of the person or persons who lead?

Base: All school respondents that have a single strategic lead for school health and wellbeing, excluding 'Don't know' or not stated responses (80).

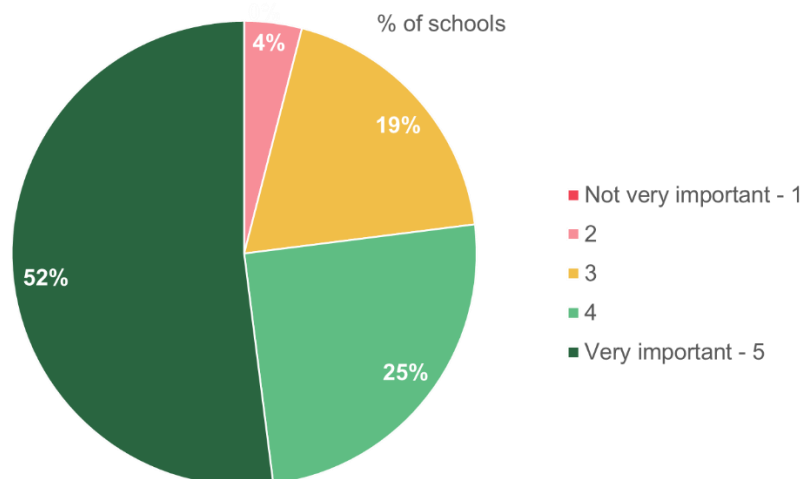
Fig. 3 Healthy School Scheme activities that have taken place in the last two years



Q5 Which of the following Healthy School Scheme activities have taken place in the 2017/18 and 2018/19 school years?

Base: All school respondents that are a member of their local Healthy School Scheme as part of the Welsh Network of Healthy School Schemes (WNHSS), excluding 'Don't know' or not stated responses (125).

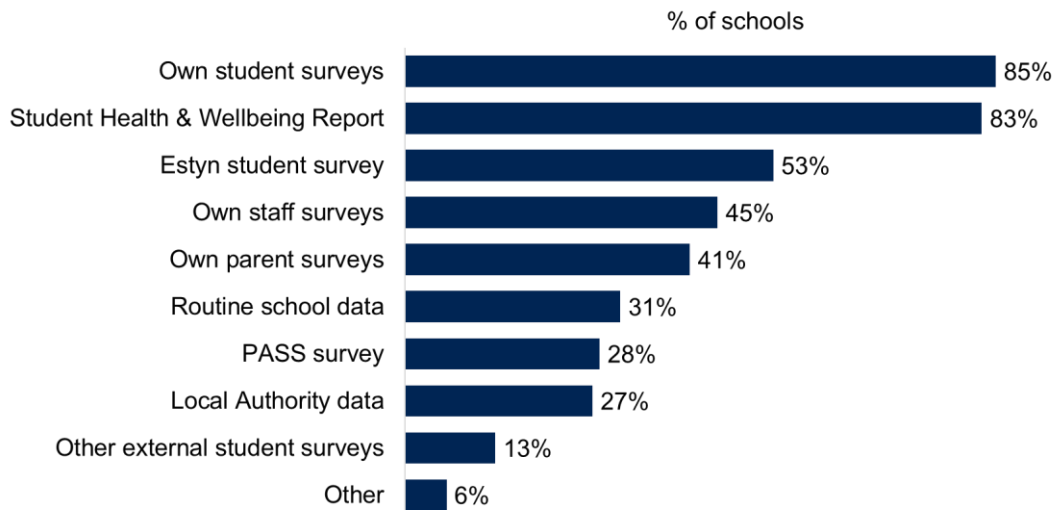
Fig. 4 Importance of Healthy School Scheme membership to health and wellbeing work



Q7 How important is your membership of your local Healthy School Scheme to your school's health and wellbeing work?

Base: All school respondents that are WNHSS members, excluding 'Don't know' or not stated responses (126).

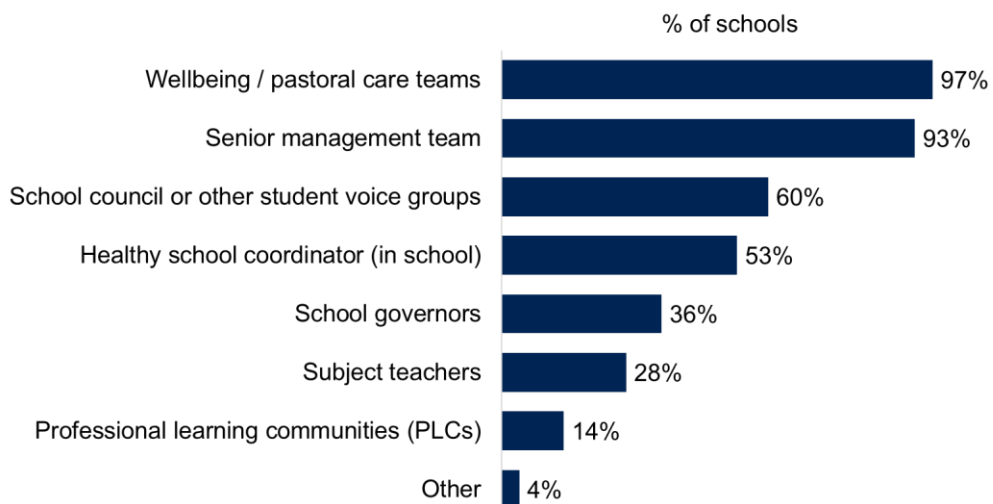
Fig. 5 Sources of data used to update school health policies and practices



Q11 Which of the following sources of health and wellbeing data does your school use to update its policies and practices on creating a healthy school?

Base: All school respondents, excluding 'Don't know' or not stated responses (163).

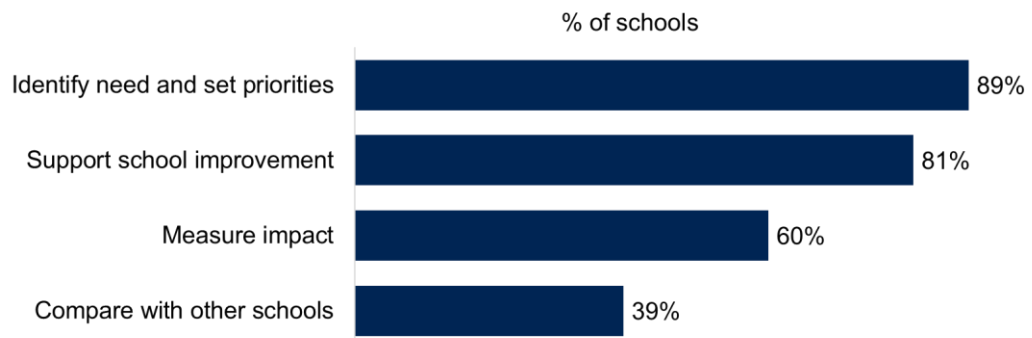
Fig. 6 Users of health and wellbeing data



Q12 Who uses the health and wellbeing data?

Base: All school respondents that use data to update policies and practices on creating a healthy school, excluding 'Don't know' or not stated responses (161).

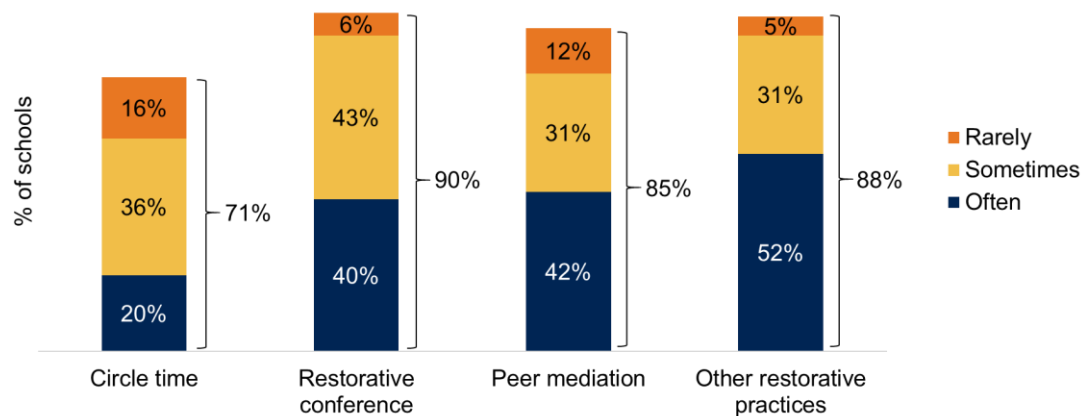
Fig. 7 Schools' uses of data to create a healthy school



Q13 How do you use the health and wellbeing data?

Base: All school respondents that use data to update policies and practices on creating a healthy school, excluding 'Don't know' or not stated responses (160).

Fig. 8 Use of restorative practices in schools' approach to student discipline



Q15 How often does your school use the following restorative practices in your approach to student discipline?

Base: All school respondents, excluding 'Don't know' or not stated responses. Circle time (157), Restorative conference (159), Peer mediation (153), Other restorative practices (144).

2.2 Student, parent and community involvement in health and wellbeing

Summary findings

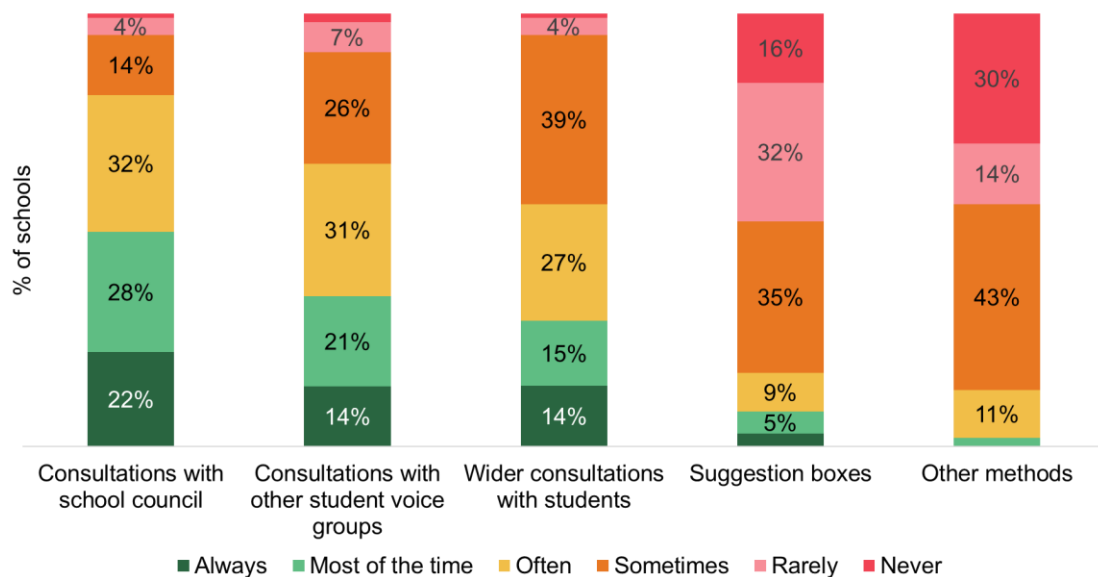
- Of those schools that **involved students in health and wellbeing policy development**, 49% did so 'always' or 'most of the time' via consultations with school council, 35% via consultations with other student voice groups, and 29% via wider consultations with students (see Figure 9; note that percentage figures are rounded so combined percentages may not necessarily match the sum of individual percentages). Overall over half of schools (56%) reported involving students always or most of the time through at least one of these methods.
- **Students were most commonly involved in policy development at the stage** of commenting on a draft policy (68%), proposing a new policy (60%) and developing a policy (56%) (see Figure 10).
- Seven in ten schools (71%) reported that their school council or similar student-led body met more than six times a year, however 8% of schools did not meet the requirement of six meetings a year. In the last two years, **student voice groups most commonly worked on** food and nutrition topics (81% of schools), mental wellbeing (79%) and bullying (74%) (see Figure 11).
- Almost half of schools (48%) did not **involve parents in health and wellbeing** improvement decisions, whilst 15% involved parents in identifying health priority areas.
- Of those schools that involved parents in health and wellbeing improvement decisions, 84% did so through parent governors, 65% via surveys and 62% via information evenings (see Figure 12).
- Over half (53%) of schools were dissatisfied with the current level of parent involvement versus only 11% that were satisfied (see Figure 13).
- Overall, 90% of schools that had **outdoor and/or indoor sports/play facilities made them available to local community groups** in the evenings. Three fifths (63%) of schools made their outdoor sports/play facilities available to such groups at weekends and/or in school holidays, whilst a lower proportion made their indoor sports/play facilities available (56% at weekends, 58% in school holidays).
- Over three quarters of schools (77%) did not make their **catering/dining facilities available**. Similar proportions made them available in the evenings, at weekends and in school holidays (15%, 13% and 14% respectively).
- Nearly all schools (93%) that made their facilities available for groups in the local community, **charged some or all groups** for using them (see Figure 14).
- Three quarters of schools (74%) that charged some or all groups to use their facilities did so to cover staffing costs, whilst two fifths (43%) did so to generate income for the school. Covering staffing costs was given as a reason by 82% of schools that charged some groups, and by 63% of schools that charged all groups,

whilst generating income for the school was given as a reason by 32% of schools that charged some groups, and by 59% of schools that charged all groups.

- All schools **worked with at least one local or national partner to improve student health and wellbeing** and 83% worked with five partners or more. Partnerships with the police/PCSOs (92%), sport development officers (82%), health professionals (81%) and youth workers (79%) were the most common (see Figure 15).

Question (not charted)	Base (excluding 'Don't know' or not stated responses)
Q19 How many times a year does your School Council or similar student-led body meet?	All school respondents (161)
Q21 In what areas are parents involved in decisions regarding health and wellbeing improvement at your school?	All school respondents (145)
Q24 Which of your school's facilities are available for groups in the local community to use and when?	All school respondents with facility: Outdoor sports (158); Indoor sports (154); Dining facilities (142); Other facilities (131)
Q26 Why are community groups charged to use your school's facilities?	All schools that charge local community groups to use school facilities (125)

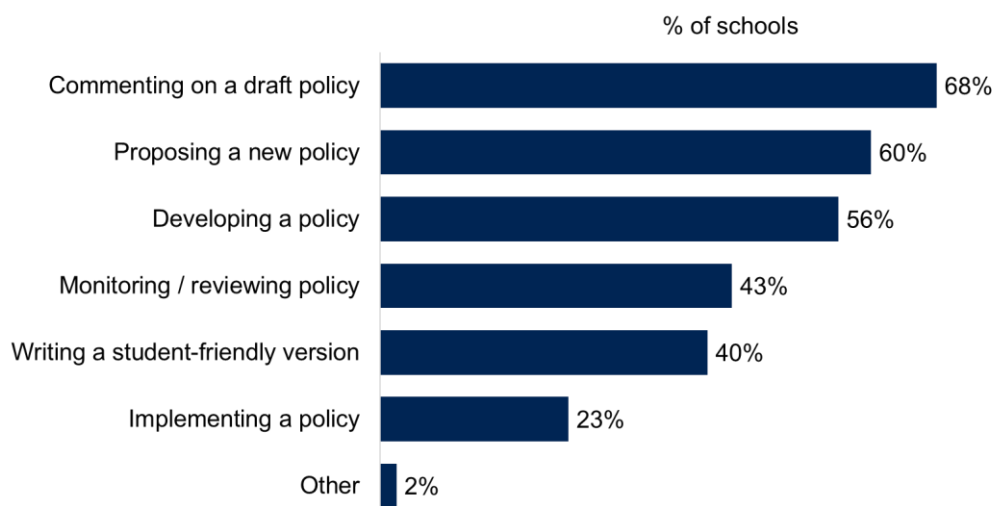
Fig. 9 Methods used to involve students in health and wellbeing policy development



Q17 How frequently do you use the following methods to involve students in policy development?

Base: All school respondents that use at least one method to include students in health and wellbeing policy development, excluding 'Don't know' or not stated responses. Consultations with school council (160), with other voice groups (155), with students (158), Suggestion boxes (153), Other methods (84).

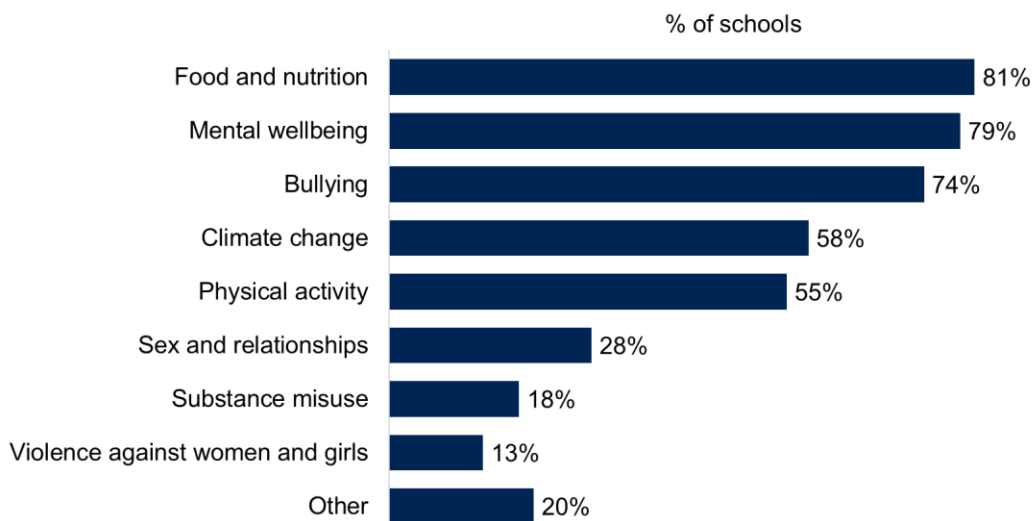
Fig. 10 Stage at which students are involved in health and wellbeing policy development



Q18 At what stage are your students usually involved?

Base: All school respondents that involve students in health and wellbeing policy development, excluding 'Don't know' or not stated responses (151).

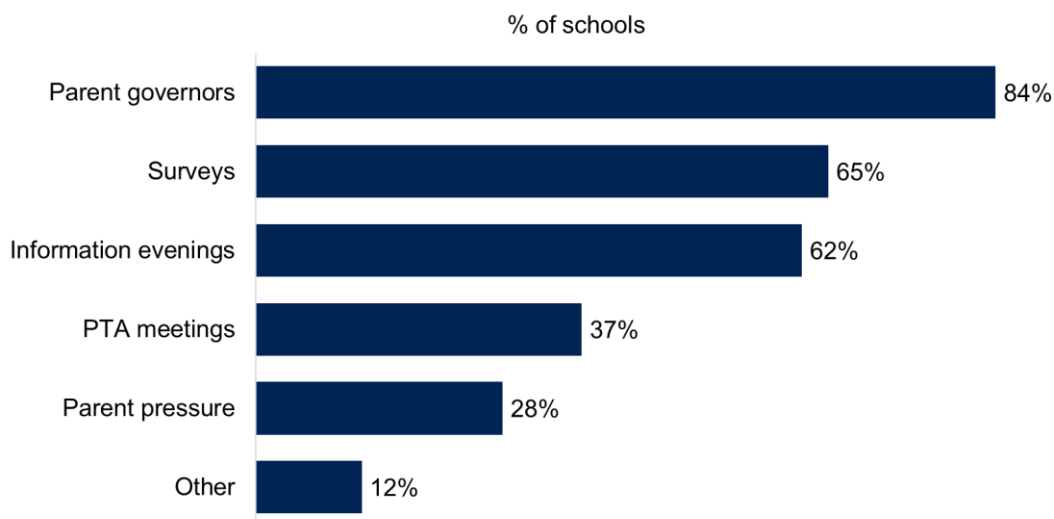
Fig. 11 Health and wellbeing topics that student voice groups have worked on in the last two years



Q20 Which health and wellbeing topics have your student voice groups worked on in the last two years?

Base: All school respondents, excluding 'Don't know' or not stated responses (159).

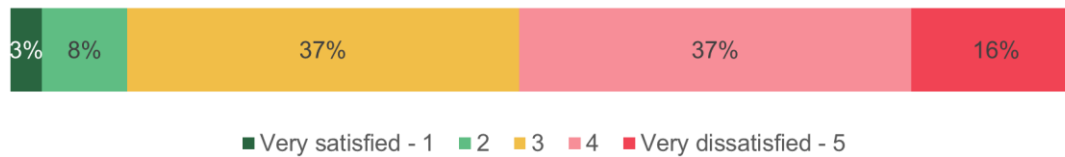
Fig. 12 Ways in which schools involve parents in health and wellbeing improvement decisions



Q22 In what ways are parents involved in health and wellbeing improvement decisions?

Base: All school respondents that involve parents in decisions regarding health and wellbeing improvement, excluding 'Don't know' or not stated responses (76).

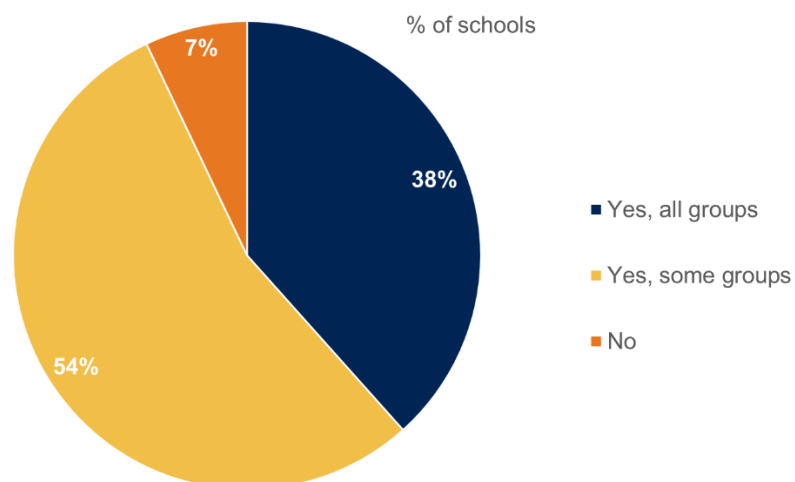
Fig. 13 Satisfaction with current level of parent involvement in health and wellbeing improvement



Q23 How satisfied are you with the current level of parent involvement in health and wellbeing improvement at your school?

Base: All school respondents, excluding 'Don't know' or not stated responses (148).

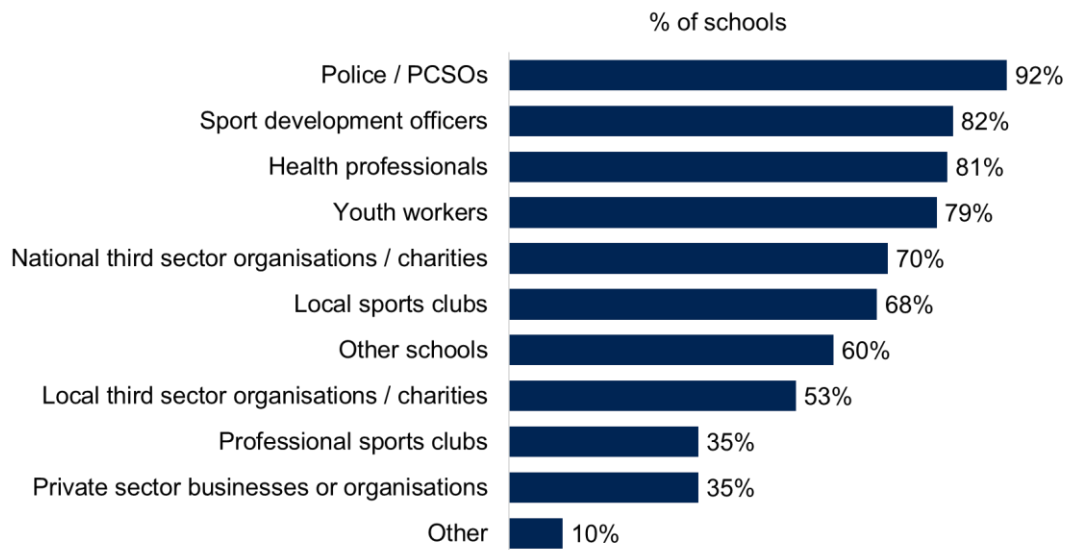
Fig. 14 Proportion of schools that charge community groups to use their facilities



Q25 Are local community groups charged to use your school's facilities?

Base: All school respondents that have facilities that are used by local community groups, excluding 'Don't know' or not stated responses (138).

Fig. 15 Partnerships to improve student health and wellbeing



Q27 Does your school have partnerships* with any of the following individuals or groups to help improve student health and wellbeing?

Base: All school respondents, excluding 'Don't know' or not stated responses (158).

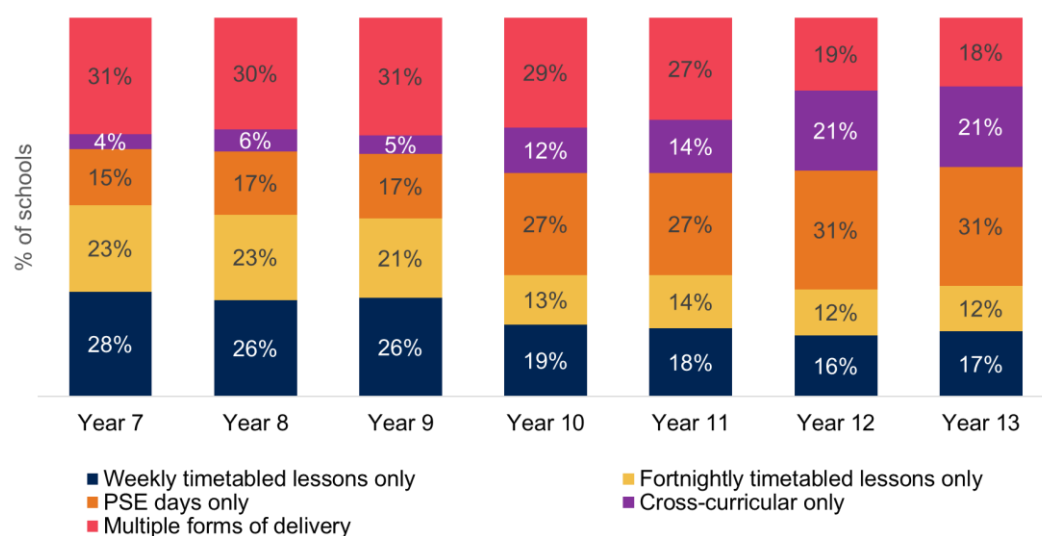
* Partnerships are any formal or informal relationships which exist for a period of time or on an on-going basis and which, in the case of local authorities and health boards, go beyond statutory requirements.

2.3 Health and wellbeing education within the curriculum

Summary findings

- Around two thirds of schools (64 – 66%) used either timetabled lessons only or PSE days only to **deliver their PSE curriculum** for Years 7 to 9. The proportion of schools using only PSE days was higher for Years 10 to 13 (27 – 31%) compared to Years 7 to 9 (15 – 17%) (see Figure 16).
- Between 30% and 39% of schools had 30 minutes or less of **PSE per week in the formal curriculum**. Just over one third of schools provided an hour or more of PSE per week in Years 12 and 13 (35% of schools for each year group) (see Figure 17).
- **PSE was coordinated** by staff in a wide variety of roles. One third of schools had a specialist PSE teacher (31%) co-ordinating PSE, whilst 36% had a member of the school senior management team in this role (see Figure 18).
- **The main responsibility for teaching PSE** was most likely borne by form tutors (35% of schools), followed by any classroom teachers/no group has overall responsibility (29%). Outside agencies were responsible in 12% of schools (see Figure 19).
- Almost six in ten schools (57%) **provided no formal training to non-specialist PSE teachers**. Such training was compulsory in 19% of schools and optional in a further 19% (see Figure 20).
- The proportion of schools **providing over an hour of PE per week** was 79 – 86% in Years 7 to 9, versus just over 20% in Years 10 and 11. Over 90% of schools provided more than 45 minutes of PE per week across Years 7 to 11 (see Figure 21).
- Not surprisingly, PSE/WBQ lessons were **the setting most frequently used to deliver health and wellbeing education within the formal curriculum**, with the exception of healthy eating education, which was most commonly delivered in Food Technology lessons in Years 7 to 9 (see Figures 22-29).
- Science lessons were also a frequently used **setting for teaching about physical health topics**, particularly healthy eating, physical activity, tobacco education and, in Years 7 to 9, relationships and sex education (RSE) (see Figures 22-26, 28).
- ‘Healthy eating’ was the topic most likely to be **taught in more than one place** in the curriculum (70 – 76% for Years 7 to 9), followed by the topic ‘health benefits of physical activity’ (49 – 52% for Years 7 to 9) (see Figures 22 and 23 respectively).
- Between 42% and 61% of schools **taught some form of relationships education other than RSE** in PSE or the Welsh Baccalaureate across all year groups and around one quarter delivered such education through religious education in Years 7 to 11 (see Figure 29).

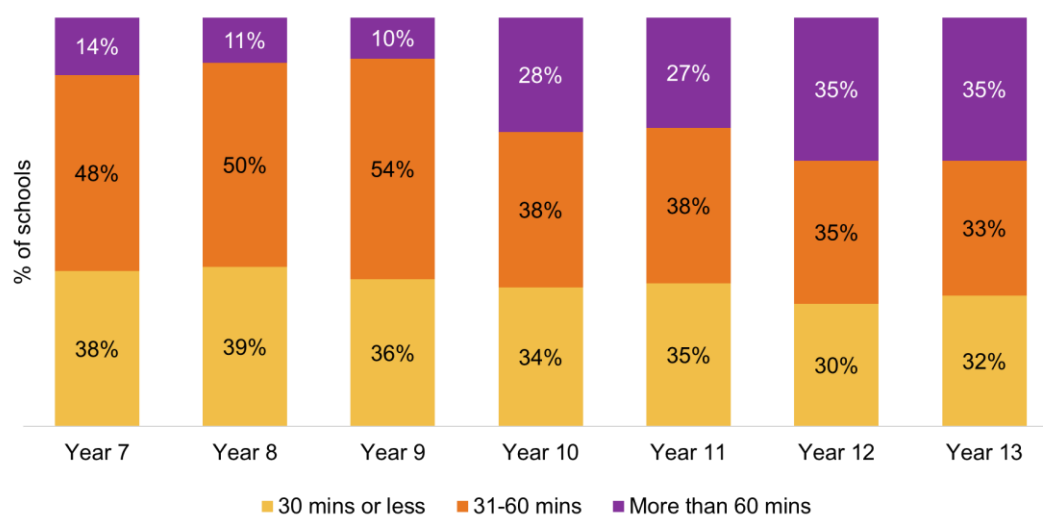
Fig. 16 PSE delivery in the formal curriculum



Q28 How do you deliver PSE in your school (either as PSE lessons or within the Welsh Baccalaureate)?

Base: All school respondents, excluding 'Don't know' or not stated responses (bases for Year 12 and Year 13 also exclude schools without a sixth form): Year 7 (157), Year 8 (157), Year 9 (157), Year 10 (154), Year 11 (151), Year 12 (98), Year 13 (98).

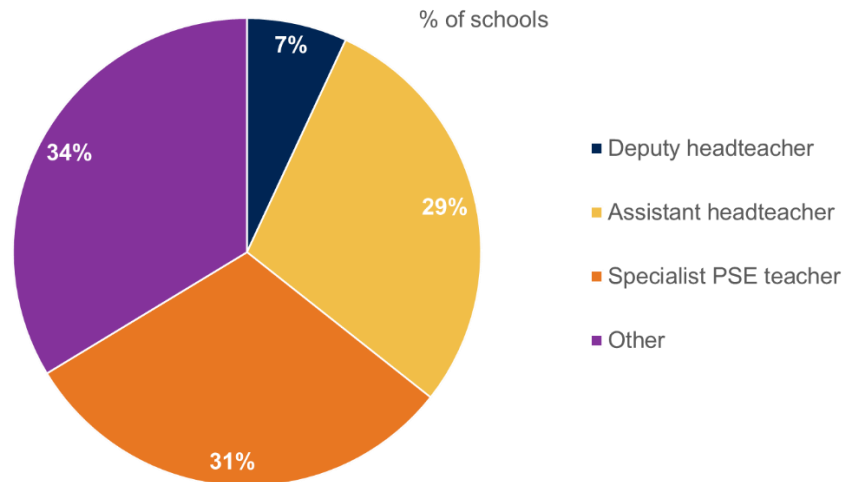
Fig. 17 Time allocated to PSE within the formal curriculum (weekly)



Q29 For each year group, how much PSE (either as PSE lessons or within the Welsh Baccalaureate) is timetabled weekly within the formal curriculum?

Base: All school respondents, excluding 'Don't know' or not stated responses (bases for Year 12 and Year 13 also exclude schools without a sixth form): Year 7 (133), Year 8 (127), Year 9 (128), Year 10 (112), Year 11 (111), Year 12 (66), Year 13 (66).

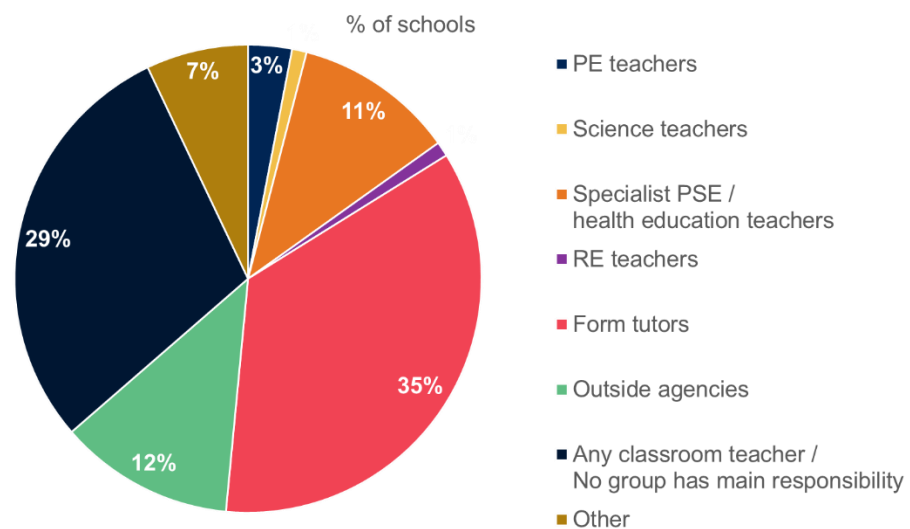
Fig. 18 Role of the individual with responsibility for coordinating PSE provision



Q30 Who is responsible for coordinating PSE provision in the school?

Base: All school respondents, excluding 'Don't know' or not stated responses (154).

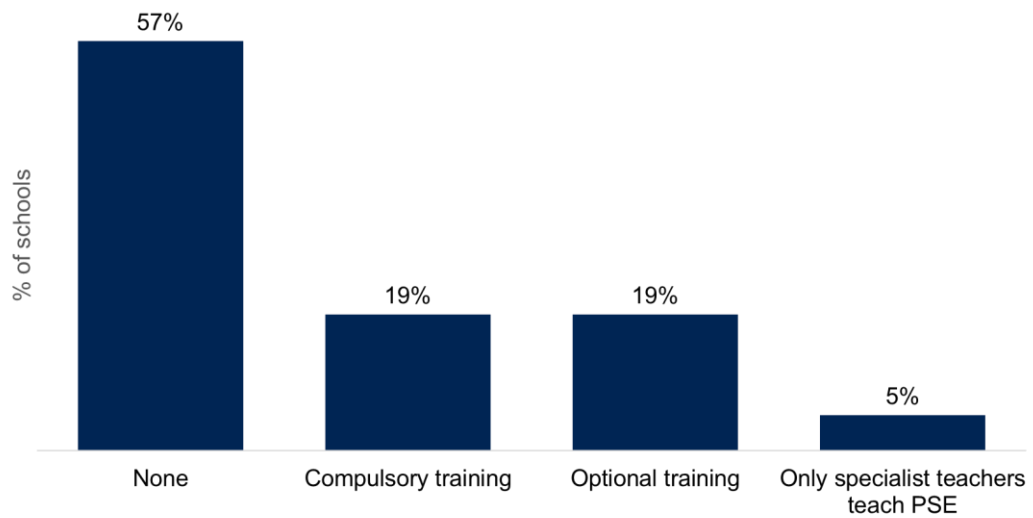
Fig. 19 Teachers with main responsibility for teaching PSE



Q31 Who has the main responsibility for teaching PSE?

Base: All school respondents, excluding 'Don't know' or not stated responses (154).

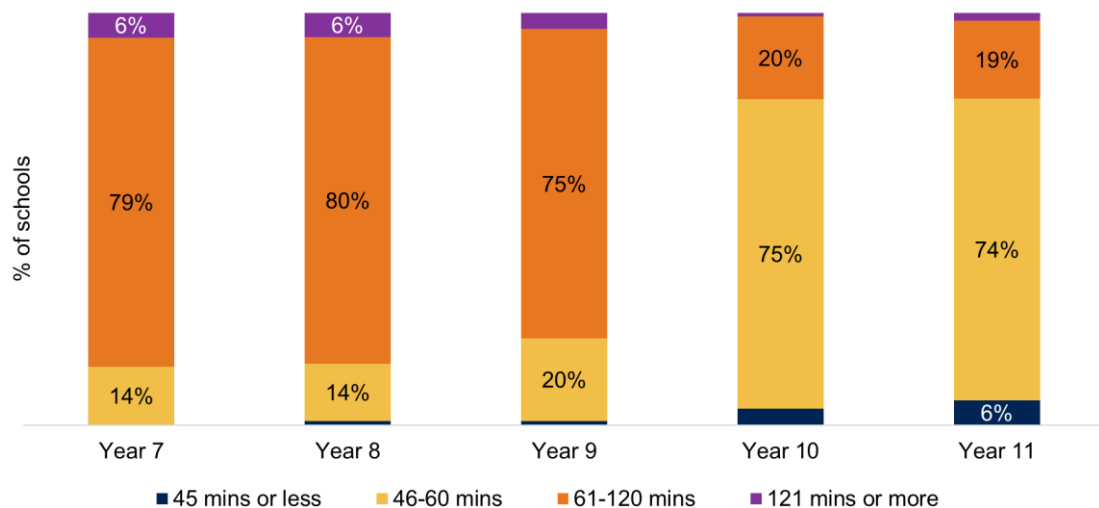
Fig. 20 Provision of formal training to non-specialist PSE teachers



Q32 If non-specialist PSE / health education teachers teach PSE, is formal training provided to support their delivery of the PSE curriculum?

Base: All school respondents, excluding 'Don't know' or not stated responses (138).

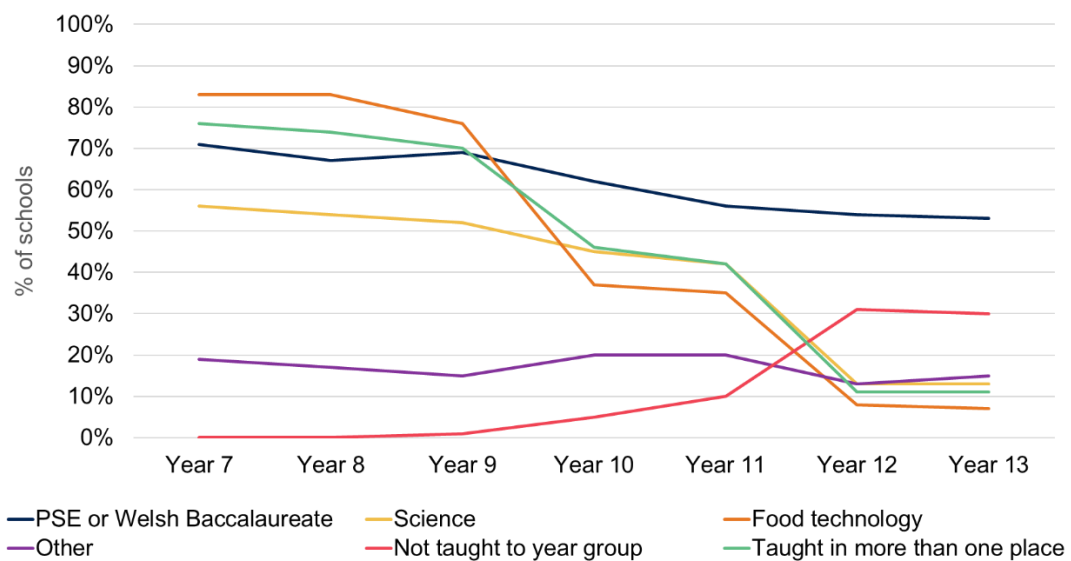
Fig. 21 Time allocated to PE within the formal curriculum (weekly)



Q33 For each year group, how much PE is timetabled weekly within the formal curriculum?

Base: All school respondents, excluding 'Don't know' or not stated responses. Year 7 (141), Year 8 (141), Year 9 (141), Year 10 (138), Year 11 (137).

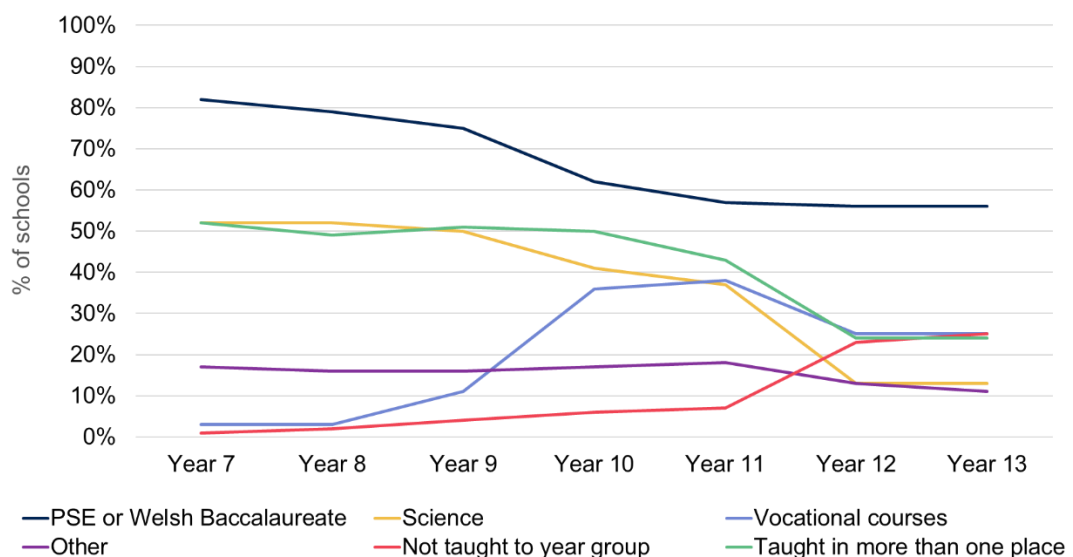
Fig. 22 Education on healthy eating within formal curriculum



Q34 Which year groups receive education on healthy eating within the formal curriculum and where is it taught?

Base: All school respondents, excluding 'Don't know' or not stated responses (bases for Year 12 and Year 13 also exclude schools without a sixth form): Year 7 (151), Year 8 (151), Year 9 (151), Year 10 (148), Year 11 (145), Year 12 (93), Year 13 (94).

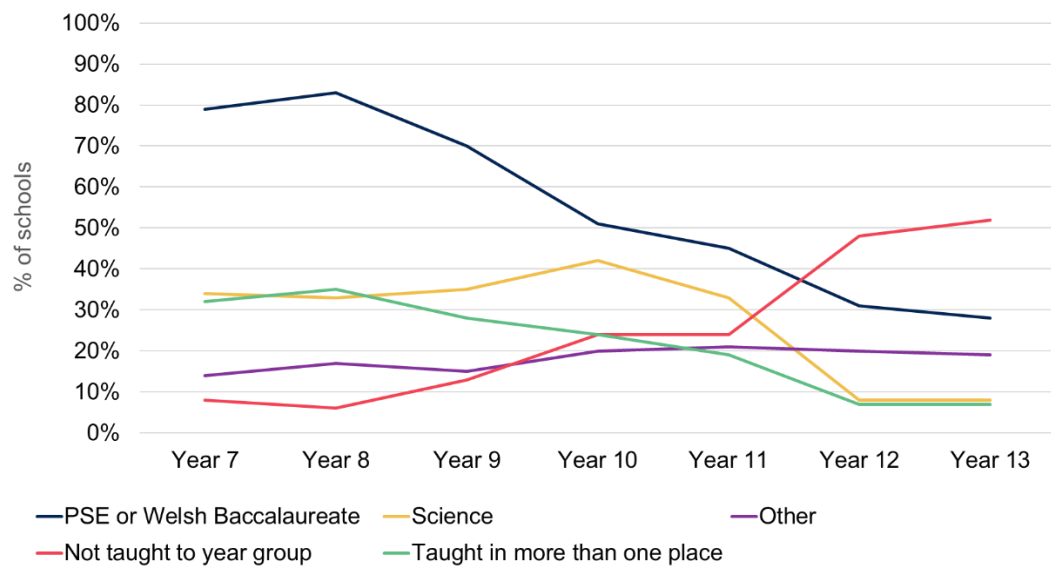
Fig. 23 Education on physical activity within the formal curriculum



Q35 Which year groups receive education on the health benefits of physical activity (other than during PE) within the formal curriculum and where is it taught?

Base: All school respondents, excluding 'Don't know' or not stated responses (bases for Year 12 and Year 13 also exclude schools without a sixth form): Year 7 (153), Year 8 (152), Year 9 (151), Year 10 (151), Year 11 (148), Year 12 (95), Year 13 (95).

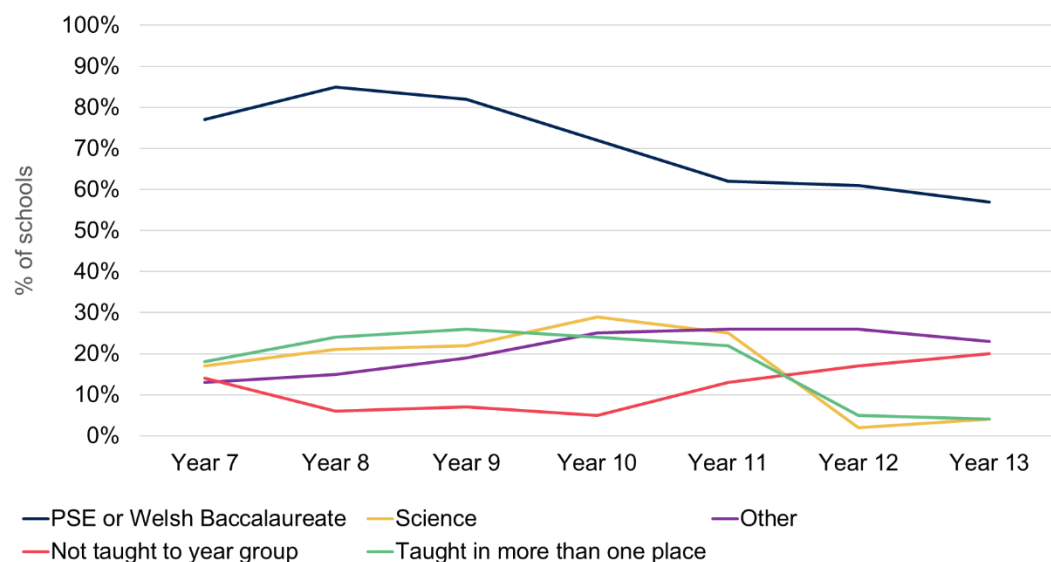
Fig. 24 Tobacco education within the formal curriculum



Q36 Which year groups receive tobacco education within the formal curriculum and where is it taught?

Base: All school respondents, excluding 'Don't know' or not stated responses (bases for Year 12 and Year 13 also exclude schools without a sixth form): Year 7 (146), Year 8 (145), Year 9 (145), Year 10 (144), Year 11 (140), Year 12 (90), Year 13 (90).

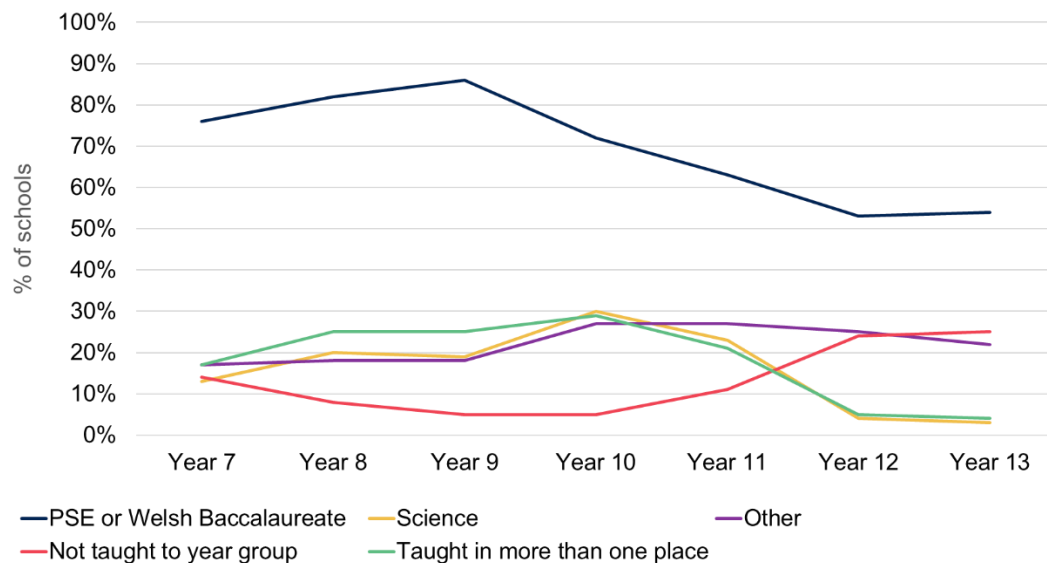
Fig. 25 Drug education within the formal curriculum



Q37 Which year groups receive drug education within the formal curriculum and where is it taught?

Base: All school respondents, excluding 'Don't know' or not stated responses (bases for Year 12 and Year 13 also exclude schools without a sixth form): Year 7 (149), Year 8 (151), Year 9 (153), Year 10 (151), Year 11 (150), Year 12 (97), Year 13 (96).

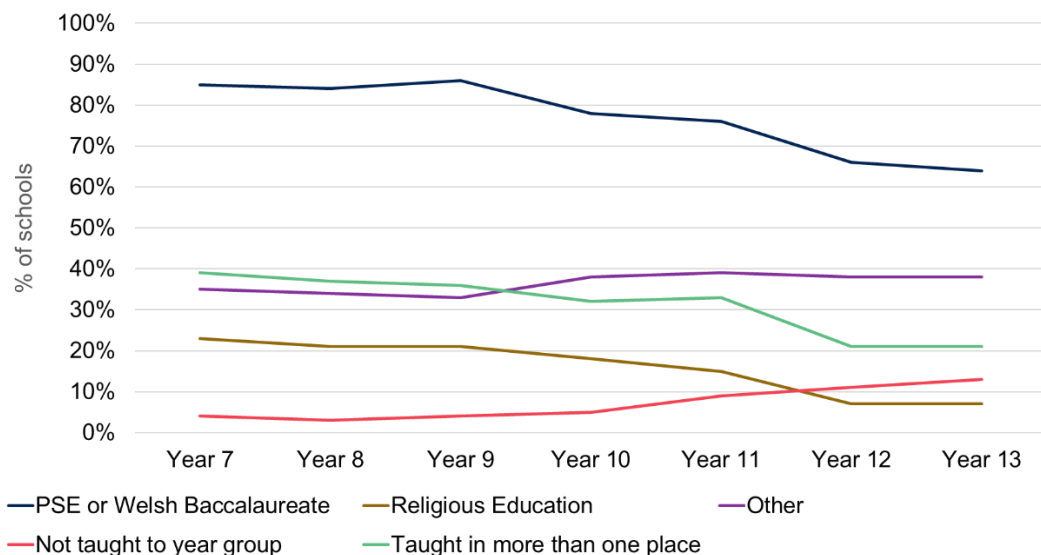
Fig. 26 Alcohol education within the formal curriculum



Q38 Which year groups receive alcohol education within the formal curriculum and where is it taught?

Base: All school respondents, excluding 'Don't know' or not stated responses (bases for Year 12 and Year 13 also exclude schools without a sixth form): Year 7 (151), Year 8 (152), Year 9 (151), Year 10 (150), Year 11 (150), Year 12 (97), Year 13 (96).

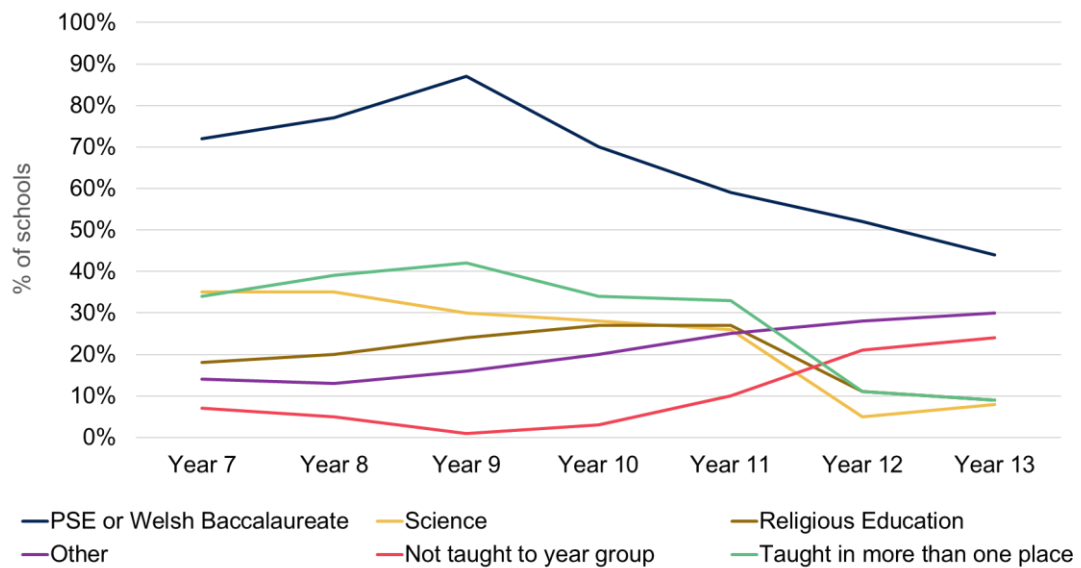
Fig. 27 Mental health and wellbeing education within the formal curriculum



Q39 Which year groups receive mental health and wellbeing education (e.g. resilience, emotional literacy, readiness to learn) within the formal curriculum and where is it taught?

Base: All school respondents, excluding 'Don't know' or not stated responses (bases for Year 12 and Year 13 also exclude schools without a sixth form): Year 7 (150), Year 8 (150), Year 9 (150), Year 10 (151), Year 11 (151), Year 12 (101), Year 13 (100).

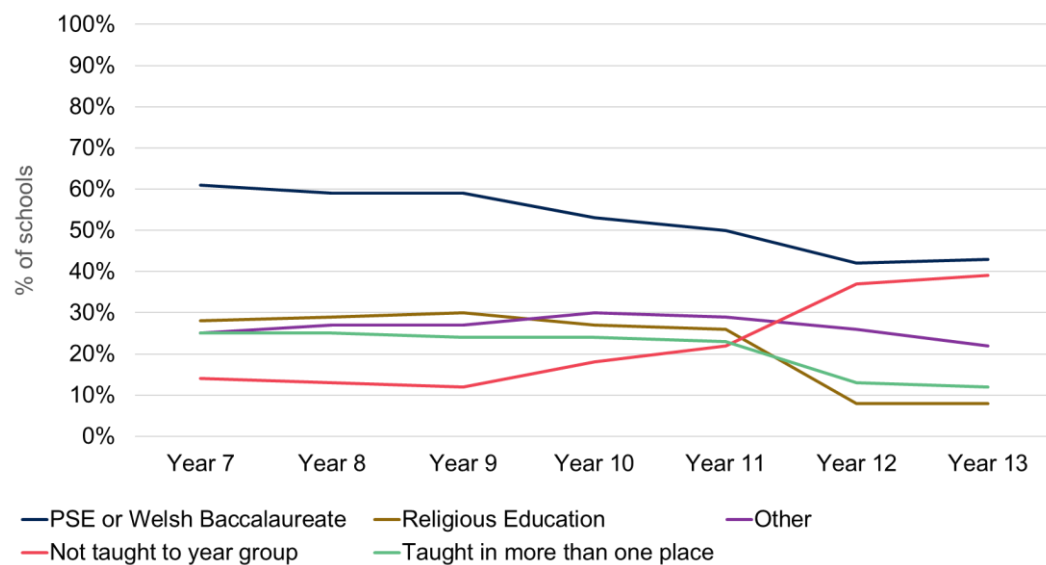
Fig. 28 Relationships and sex education within the formal curriculum



Q40 Which year groups receive relationship and sex education (RSE) within the formal curriculum and where is it taught?

Base: All school respondents, excluding 'Don't know' or not stated responses (bases for Year 12 and Year 13 also exclude schools without a sixth form): Year 7 (151), Year 8 (149), Year 9 (152), Year 10 (150), Year 11 (147), Year 12 (94), Year 13 (93).

Fig. 29 Relationships education other than RSE within the formal curriculum



Q41 If students receive any form of relationships education other than RSE, where is this taught?

Base: All school respondents, excluding 'Don't know' or not stated responses (bases for Year 12 and Year 13 also exclude schools without a sixth form): Year 7 (137), Year 8 (138), Year 9 (138), Year 10 (136), Year 11 (133), Year 12 (86), Year 13 (87).

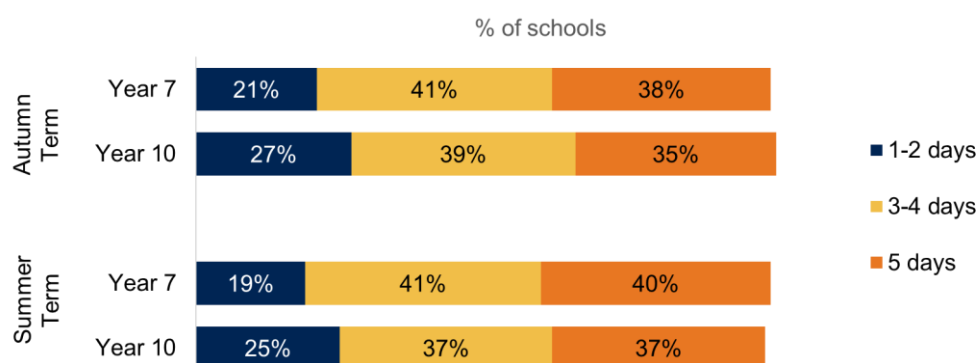
2.4 Physical activity and active transport

Summary findings

- The proportion of schools **offering extra-curricular sport or structured physical activity** to students every day in Years 7 and 10 was between 35% and 40% (see Figure 30).
- The proportion of schools **using Sport Wales Young Ambassadors to deliver extra-curricular sport or physical activity** was 47%. Other teachers or other school staff were the group most frequently used by schools to deliver extra-curricular sport (79%), after PE teachers (see Figure 31).
- A gymnasium / sports hall, sports field or basketball/netball court were each **made available to students either at lunchtimes and/or after school** in approximately seven to eight in ten schools (69-80%). Around six in ten schools made sports equipment available to students at lunchtimes (62%) and after school (56%) (see Figure 32).
- Three quarters of schools (76%) were **in the Sport Wales Young Ambassadors scheme**, and two fifths (42%) of schools had five or more ambassadors (see Figure 33).
- Four fifths of schools (80%) **monitored students' body weight and/or physical fitness**. Among those who responded to both questions, 34% monitored both, 45% monitored students' physical fitness only, and four percent monitored students' body weight only.
- Of the schools that **monitored students' physical fitness**, over half recommended after-school or other community activities (60%) and consulted students (54%) when they identified low fitness levels (see Figure 34).
- Of the schools that **monitored students' body weight**, over six in ten discussed the matter with students' parents on an individual basis (62%) and referred the student to the school nurse (62%) when they identified concerns (see Figure 35).
- The most frequently used **method to promote active transport** was provision of secure covered storage for bicycles and scooters (62% of schools), with around half of schools promoting safe walking and cycling routes (48%) and four in ten (41%) collaborating with police or PCSOs to address community or transport safety. Only 10% of schools offered cycle proficiency training (see Figure 36).
- Around three in ten schools (29%) **monitored the number of students walking or cycling to school**, but only seven percent of schools **set goals** to increase this number.

Question (not charted)	Base (excluding 'Don't know' or not stated responses)
Q49 Does your school: (1) Monitor the number of students walking or cycling to school; (2) Set goals to increase the number of students walking or cycling to school	All school respondents: Monitoring students (144); Setting goals (138)

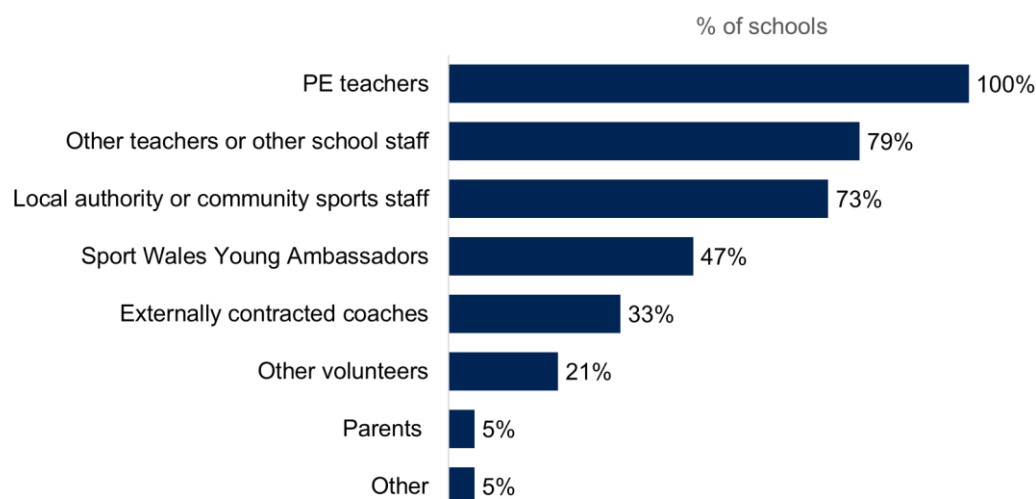
Fig. 30 Number of days a week students in Years 7 and 10 can participate in extra-curricular sport or structured physical activity



Q42 On average, how many days a week can students in years 7 and 10 participate in extra-curricular sport or other structured physical activity (led by staff, volunteers, other students) in the autumn and summer terms, e.g. football club, dance club?

Base: All school respondents, excluding 'Don't know' or not stated responses (149).

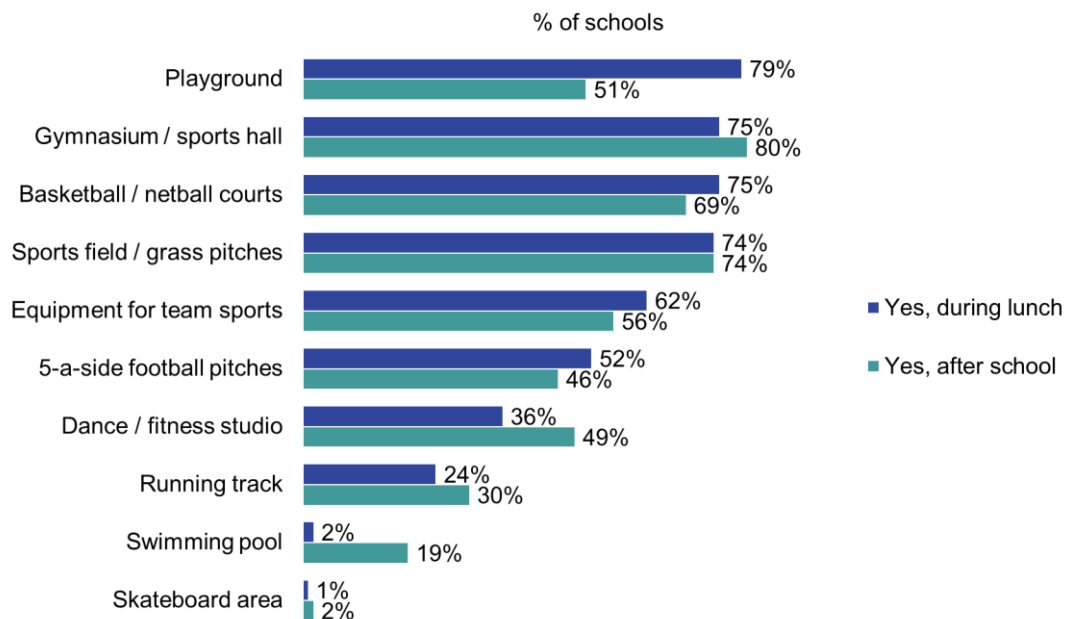
Fig. 31 Groups delivering extra-curricular sports in schools



Q43 Who delivers extra-curricular sports and physical activity in your school?

Base: All school respondents that deliver extra-curricular sports and physical activity, excluding 'Don't know' or not stated responses (151).

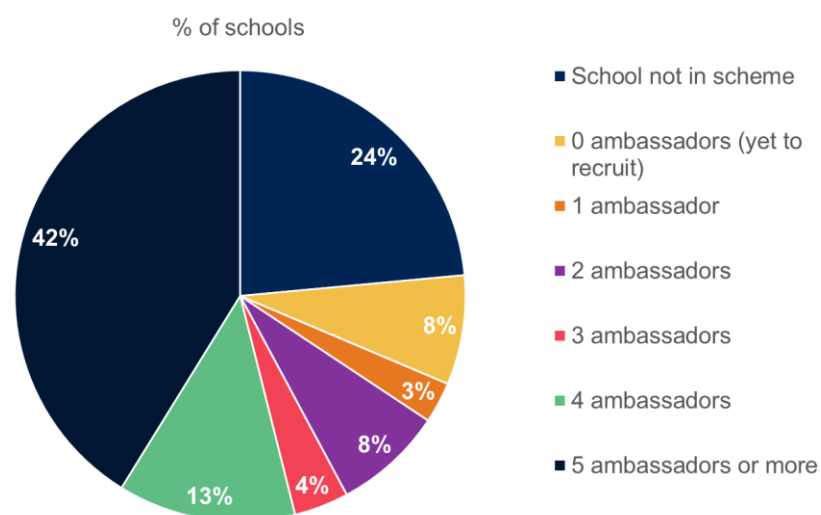
Fig. 32 Student access to physical activity resources outside of lesson time



Q44 Are the following available to students on site (with or without supervision)?

Base: All school respondents, excluding 'Don't know' or not stated responses. Gymnasium/sports hall, Sports field/grass pitches and Equipment for team sports (151), Swimming pool (150), Dance/fitness studio, Basketball/netball courts and Playground (149), Running track (148), 5-a-side football pitches and Skateboard area (147).

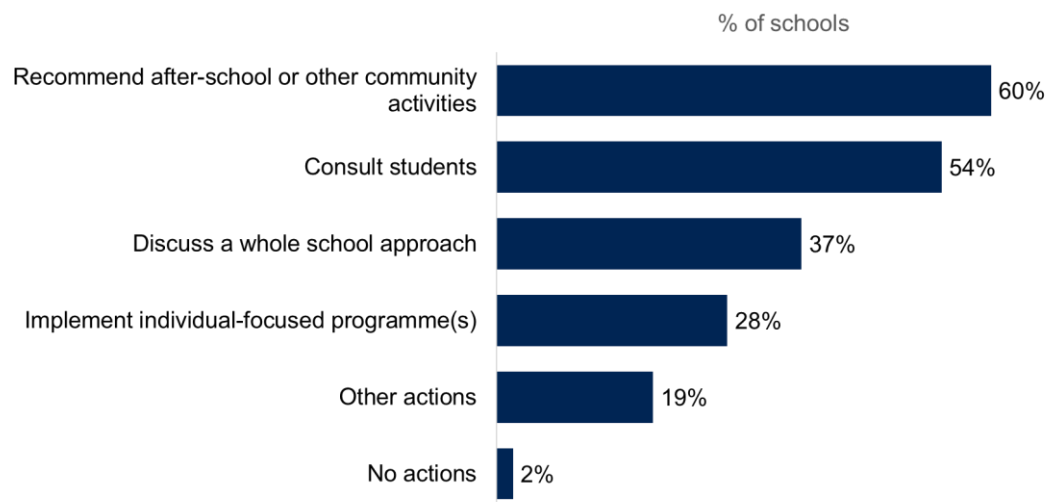
Fig. 33 Percentage of schools with Sport Wales Young Ambassadors



Q45 How many Sport Wales Young Ambassadors does your school currently have?

Base: All school respondents, excluding 'Don't know' or not stated responses (118).

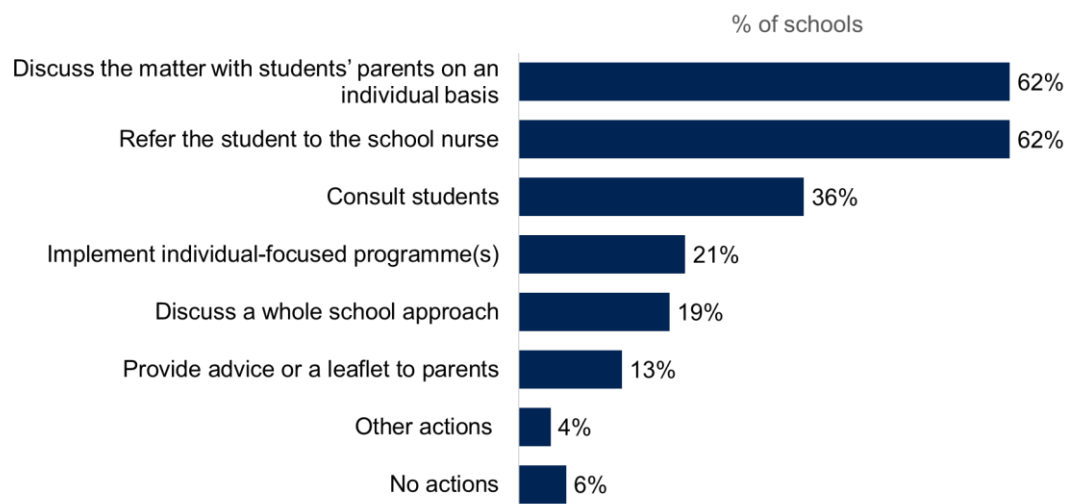
Fig. 34 School actions to address low fitness levels



Q46 Does your school monitor students' physical fitness at the school level and/or the individual student level and what actions do you take when you identify low fitness levels?

Base: All school respondents that monitor students' fitness levels, excluding 'Don't know' or not stated responses (111).

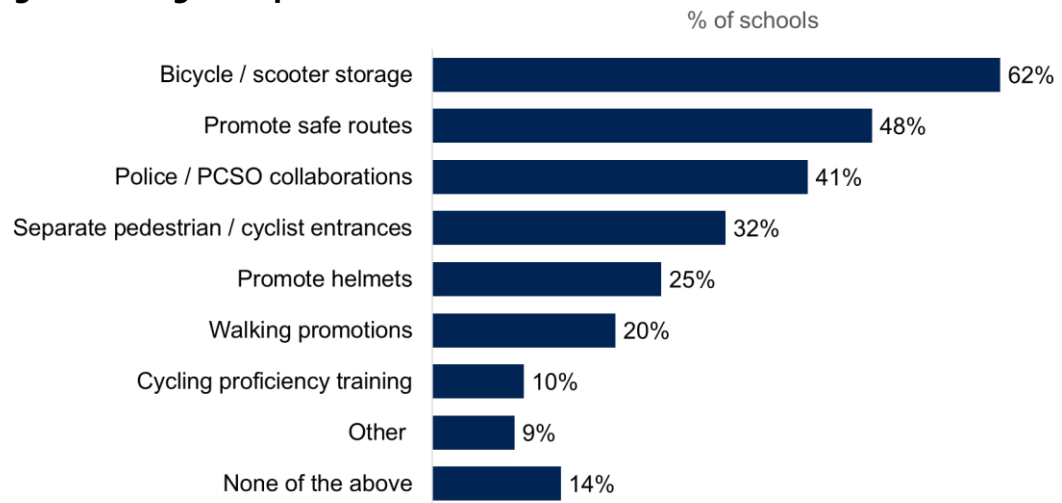
Fig. 35 School actions to address body weight concerns



Q47 Does your school monitor students' body weight at the school level and/or the individual student level and what actions do you take when you identify concerns?

Base: All schools that monitor students' body weight, excluding 'Don't know' or not stated responses (53).

Fig. 36 Strategies to promote active travel²



Q48 Does your school promote active transport in any of the following ways?

Base: All school respondents, excluding 'Don't know' or not stated responses (147).

² 'None of the above' is a new response option in 2020.

2.5 Healthy eating

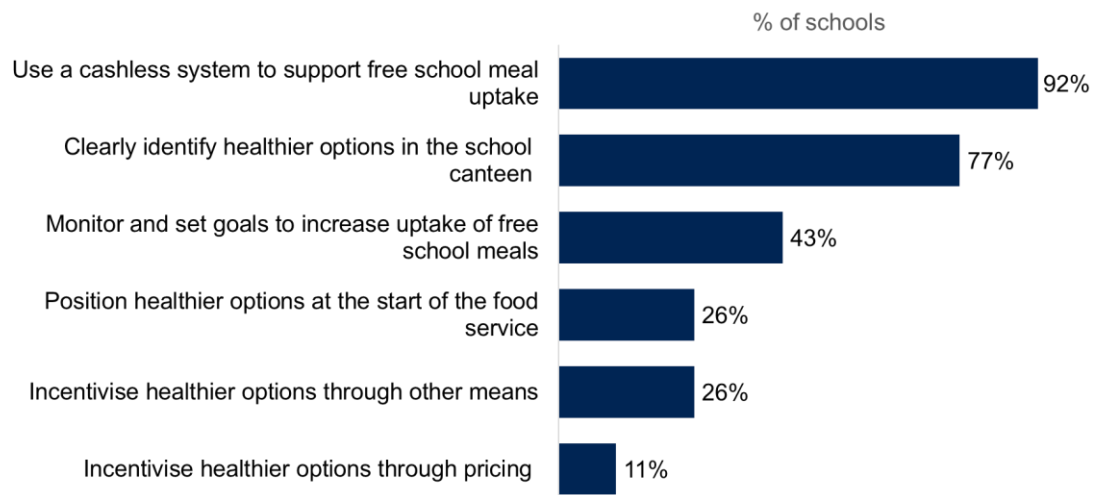
Summary findings

- All schools did at least one of the six listed **strategies for promoting healthy eating** and just over half of schools (55%) did three or more things. The most frequently used strategy to promote healthy eating was using a cashless system to support free school meal uptake (92% of schools). Using price incentives for healthier options was uncommon (11% of schools). 43% of schools had goals in place to increase uptake of free school meals (see Figure 37).
- **Extra-curricular programmes for learning about food and healthy eating** were offered in 72% of schools in total, with 25% overall being offered on a regular basis and 47% as ad hoc or one off events. About one third of schools that offered such programmes never invited parents to take part, regardless of whether they were regular (36%) or ad hoc (34%) programmes (see Figure 38).
- One half (53%) of schools **offered a breakfast club** throughout the year to all students. A further 21% of schools offered a breakfast club to some students and/or at certain times of the year. The majority (90%) of schools that offered breakfast did so daily.
- **Student payment for breakfast** varied depending on the type of club. Where the club was only offered to some students and/or at certain times of year, it was much more likely to be free of charge compared with clubs that were offered to all students throughout the year (61% versus 29%) (see Figure 39).
- The aspect of **the school dining environment** least likely to be present in schools was an adequate number of chairs and tables (69%) (see Figure 40).
- The majority of schools (99%) had **at least 30 minutes for their lunch break**, with seven percent overall having an hour or more (see Figure 41).
- Six percent of schools had **increased the length of their lunch break in the last two years**, whilst a fifth (22%) had reduced it. A further fifth (22%) had considered reducing it, but decided not to. Of those schools that had reduced or considered reducing their lunch break length, more than three quarters (77%) cited the primary motivation was improving student behaviour.
- Most schools (70%) did not allow any of their students in years 7 to 11 **off site at lunchtime**. Among schools that did allow some students off site, between 61% and 65% allowed Year 7, 8 and/or 9 students off site, but only with parental consent. 84% of these schools allowed Year 10 students off site at lunchtime, whilst 100% of schools did so for Year 11. A small proportion of schools allowed Year 10 and/or Year 11 students off site without seeking parental consent (7% and 21% respectively) (see Figure 42). The majority of schools (91%) did not **change their policy on allowing year groups off site during lunch** in the 2017/18 or 2018/19 school years. However, nine percent changed their policy to allow fewer year groups or students off school premises.

- About six in ten schools (58%) had a **healthy eating or Food & Fitness policy**. A further fifth (22%) of schools had a policy in development.
- Of schools that had healthy eating or Food & Fitness policies, the least likely event to be covered in this policy was the types of food and drink that could be offered at school social events for parents (65%) (see Figure 43).
- Among schools with a healthy eating or Food & Fitness policy, over half (54%) had a policy that included guidance on **the types of food and beverages that students can bring into school**, whilst for five percent the policy included requirements on such things.
- Of the schools that included guidance or requirements on the types of food and drink that students can bring into school in their healthy eating or Food & Fitness policy, nearly two thirds (64%) also included in their guidance or requirement **which food could be taken on school trips**.
- Most schools (71%) did not **monitor the food students bring into school**, whilst eight percent monitored it at least once a term and a fifth (21%) monitored it less often.
- **Use of commercially sponsored materials** was uncommon, with at least 90% of schools not using materials from fast food, soft drink, energy drink or confectionary companies for any activities. Materials from supermarkets and trade organisations were each used by 16% of schools for teaching, whilst materials from supermarkets were used by 10% of schools for fundraising events (see Figure 44).
- Over three in five schools (62%) did not engage with supermarkets, fast food companies, soft drink companies, energy drink companies, confectionary companies, or trade organisations. Of those schools that did engage with other organisations, four fifths (83%) **invited representatives from or took students to visit** supermarkets and one third (36%) did so with trade organisations (see Figure 45).

Question (not charted)	Base (excluding 'Don't know' or not stated responses)
Q51 Does your school or any other organisation provide any extra-curricular programmes for learning about food and healthy eating, e.g. cooking clubs?	All school respondents (146)
Q53 Does your school offer a breakfast club before the start of the morning school session?	All school respondents (146)
Q54 How many days a week is the breakfast club offered?	All schools that offer a breakfast club (107)
Q58 Have you considered changing the length of your lunch break in the last two years?	All school respondents (144)
Q59 What was the primary motivation for reducing or considering reducing the length of your lunch break?	All schools that reduced or considered reducing the length of their lunch break (61)
Q60 Are any students in years 7 to 11 allowed off school premises during their lunch break?	All school respondents (145)
Q61 Did your policy on allowing year groups off school premises during their lunch break change in the 2017/18 or 2018/19 school years?	All school respondents (136)
Q62 Does your school have a healthy eating or Food & Fitness policy?	All school respondents (137)
Q64 Does your school's healthy eating or Food & Fitness policy include guidance or requirements on the types of foods and beverages that students can bring into school, e.g. in packed lunches?	All schools that have a healthy eating or Food & Fitness policy (76)
Q65 Does this include food taken on school trips?	All schools whose healthy eating or Food & Fitness policy includes guidance/requirements on types of food/beverage that students can bring into school (39)
Q66 Is the food that your students bring into school ever monitored?	All school respondents (143)
Q68 Does your school invite in representatives from or take students to visit any of the following?	All school respondents (139)

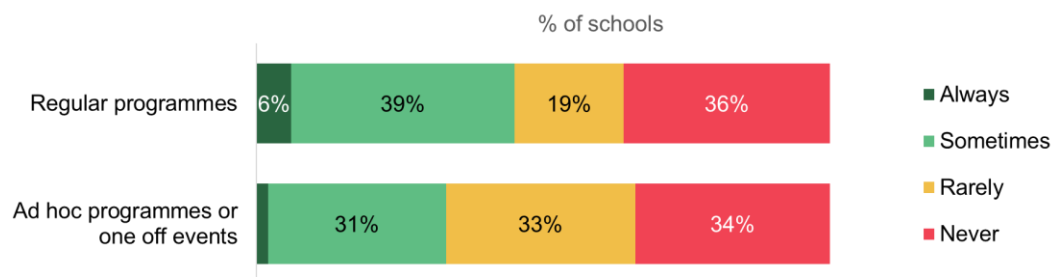
Fig. 37 Strategies to promote healthy eating



Q50 Does your school do any of the following to promote healthy eating?

Base: All school respondents, excluding 'Don't know' or not stated responses (146).

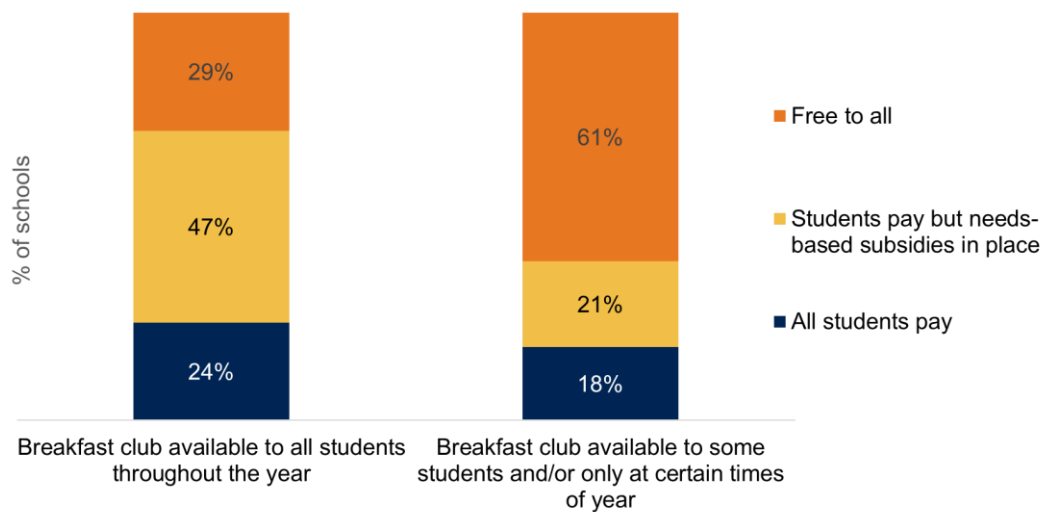
Fig. 38 Invitations to parents to take part in extra-curricular healthy eating programmes



Q52 Are parents invited to take part in these programmes?

Base: All school respondents that have extra-curricular programmes for learning about food and healthy eating, excluding 'Don't know' or not stated responses. Regular programmes (36), Ad hoc or one off events (67).

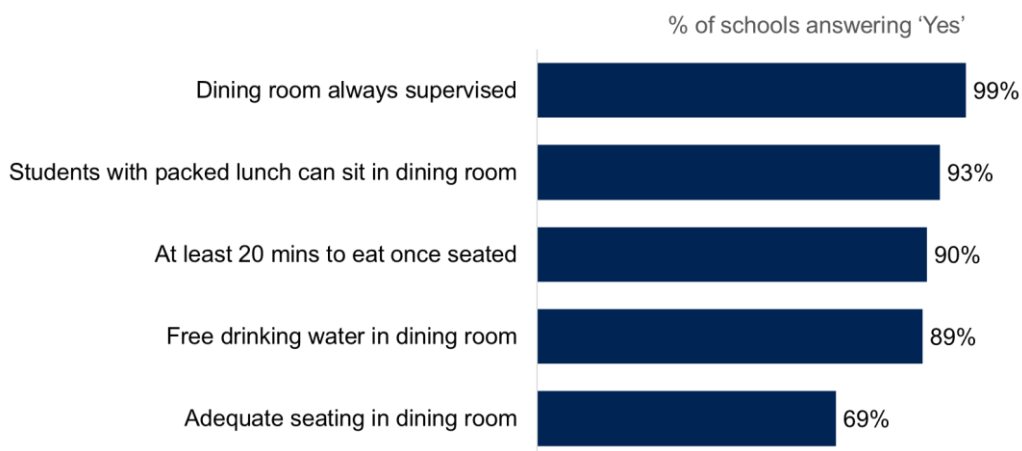
Fig. 39 Student payment for breakfast club



Q55 Do students pay for their breakfast at the club?

Base: All school respondents that offer a breakfast club, excluding 'Don't know' or not stated responses. Breakfast club available to all (75), Breakfast club available to some/at certain times of year (28)

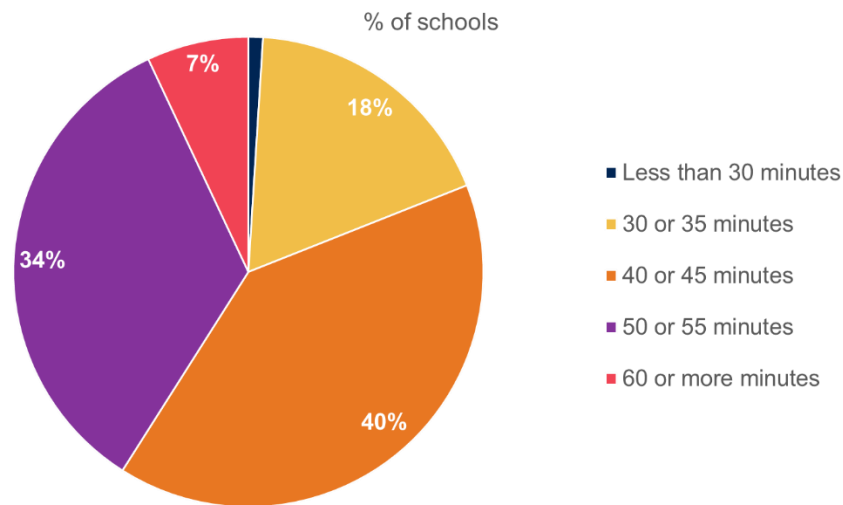
Fig. 40 The school dining environment



Q56 Please tick Yes or No to the following questions about your school dining environment?

Base: All school respondents, excluding 'Don't know' or not stated responses. Adequate seating in dining room (149), At least 20 mins to eat once seated (148), Students with packed lunch can sit (148), Free drinking water (147), Supervised dining room (150).

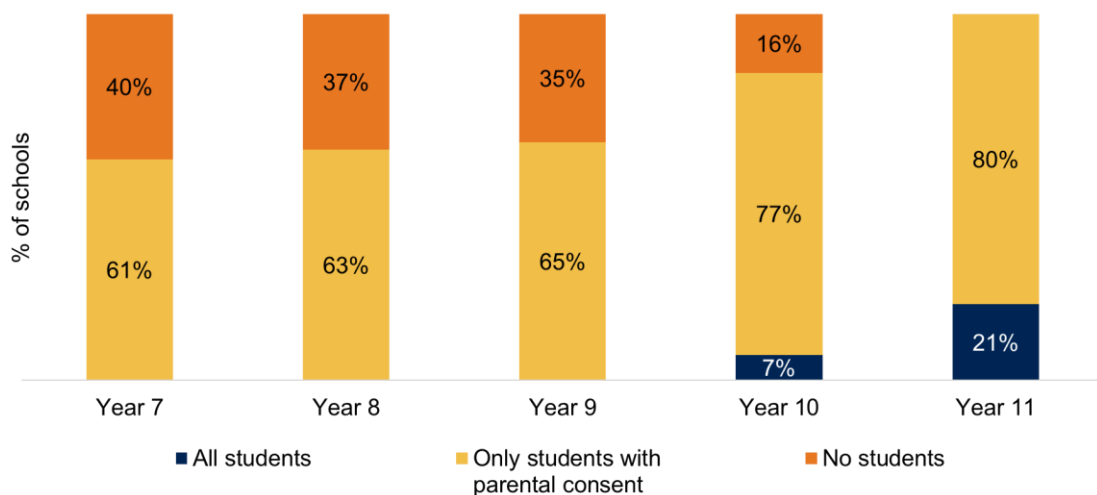
Fig. 41 Lunch break length



Q57 How long do students have for their lunch break at your school?

Base: All school respondents, excluding 'Don't know' or not stated responses (149).

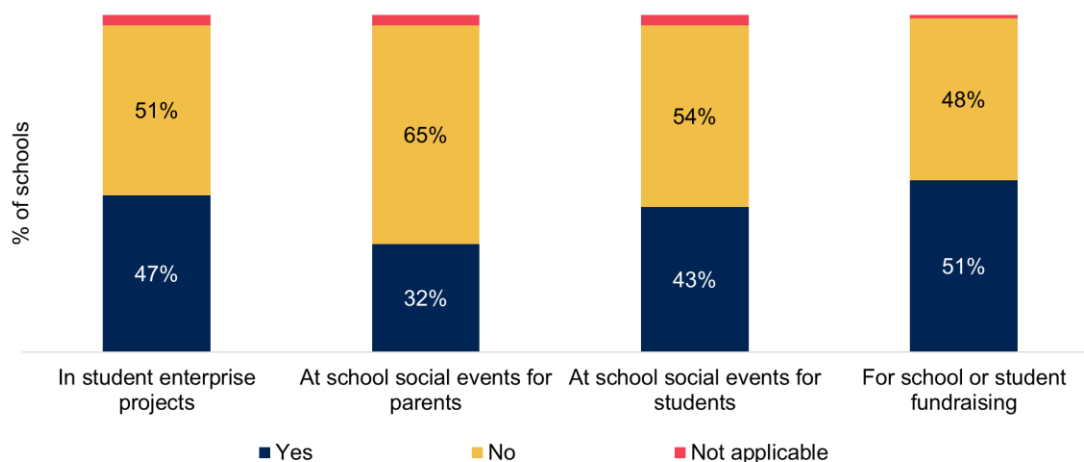
Fig. 42 Permission to leave school by year group in schools that allow any year group off site



Q60 Are any students in years 7 to 11 allowed off school premises during their lunch break?

Base: All school respondents that allow at least one year group off site, excluding 'Don't know' or not stated responses: Year 7 (43), Year 8 (43), Year 9 (43), Year 10 (44), Year 11 (44).

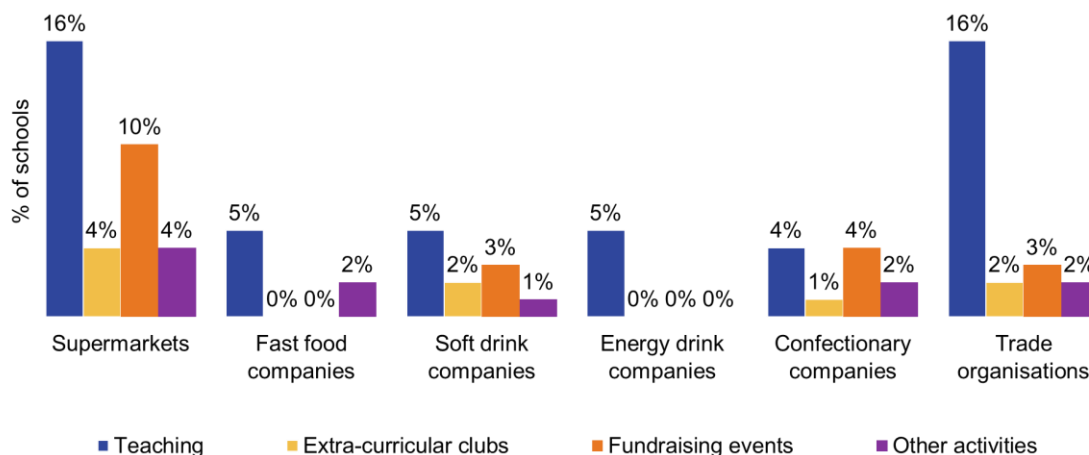
Fig. 43 Inclusion in healthy eating or Food & Fitness policy of types of foods and beverages that can be offered or sold in different contexts



Q63 Does your school's healthy eating or Food & Fitness policy cover the types of foods and beverages that can be offered or sold at the following?

Base: All school respondents that have a healthy eating or Food & Fitness policy, excluding 'Don't know' or not stated responses. Student enterprise projects (73), School social events for parents (69), School social events for students (70), School or student fundraising (73).

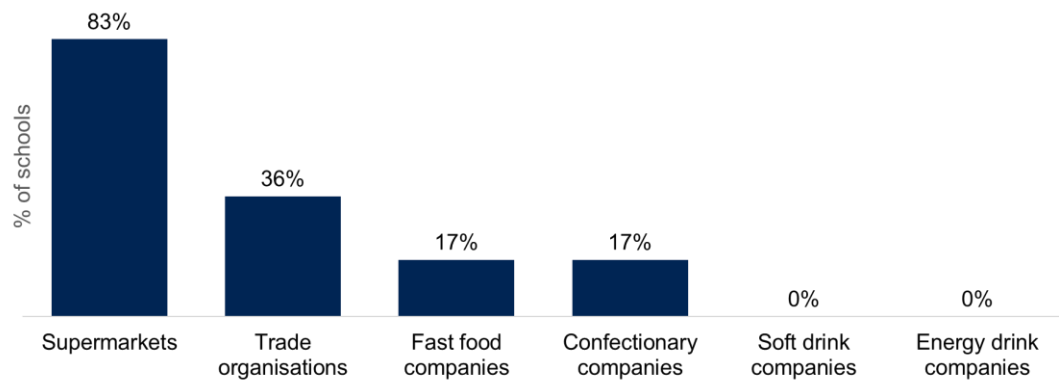
Fig. 44 Use of commercially sponsored materials



Q67 Does your school use commercially sponsored materials from the following organisations for teaching or other activities at school?

Base: All school respondents, excluding 'Don't know' or not stated responses. Supermarkets (134), Fast food companies (132), Soft drink companies (133), Energy drink companies (133), Confectionary companies (134), Trade organisations (131)

Fig. 45 Businesses that schools invite representatives from or take students to visit



Q68 Does your school invite in representatives from or take students to visit any of the following?

Base: All school respondents that engage with at least one organisation, excluding 'Don't know' or not stated responses (53).

2.6 Tobacco, drugs and alcohol

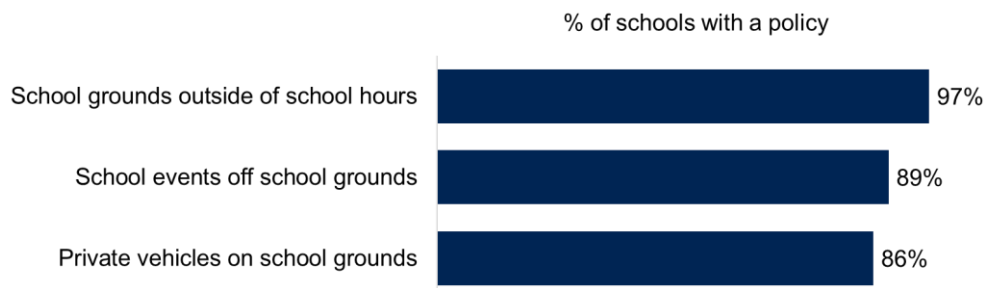
Summary findings

- Seven in ten schools (70%) **taught students about illegal tobacco**. The majority of schools (92%) also taught students about e-cigarettes/vapes.
- **Tobacco cessation support** was offered to students in three quarters (76%) of schools. More than half of the schools (53%) offered such support through referral to an off-site service or initiative, while almost a third (32%) offered support at school. Just under a quarter of schools (24%) did not offer any tobacco cessation support services.
- Nearly all schools had **specified pathways or referral processes in place to provide expertise and resources for students who misuse drugs** (99%) and **alcohol** (95%).
- Most schools (85%) had **a policy that included smoking and tobacco use**, whilst nine percent were in the process of developing one. Of those schools with a policy, prohibiting tobacco use on school grounds outside school hours was a very common feature (97% reported doing this), whilst prohibition at school events off school grounds was a little less common (89%) (see Figure 46).
- More than two thirds (68%) of schools had **a policy that included electronic cigarettes**, i.e. e-cigarettes or vapes, whilst 18% were in the process of developing such a policy.
- Of those schools which had a policy that included the use of e-cigarettes, a large majority prohibited students from using e-cigarettes on school grounds both during school hours (100%) and outside school hours (96%). A large majority of schools with such a policy also prohibited staff from doing so during school hours (94%) and outside school hours (88%) (see Figure 47).³
- Nearly all schools (98%) which had a policy that included e-cigarettes prohibited their possession by students on school property.
- One in four schools (26%) **permitted alcohol at events** when the school site was being used by external organisations and similar proportions permitted alcohol at on-site school events for parents (27%) and for staff (24%) (see Figure 48).

³ Please note in the 2017/18 survey 'none of these' was not a response option, and those who did not respond to the question were excluded from the base.

Question (not charted)	Base (excluding 'Don't know' or not stated responses)
Q69 Does your tobacco education include teaching students about:	All school respondents: Illegal tobacco (137); E-cigarettes (142)
Q70 Does your school offer any type of tobacco cessation support to students?	All school respondents (139)
Q71 Does your school have a specified pathway or a referral process in place to provide expertise and resources for students who:	All school respondents: Misuse drugs (145); Misuse alcohol (146)
Q72 Does your school have a policy that includes smoking and tobacco use?	All school respondents (145)
Q74 Does your school have a policy that includes use of electronic cigarettes, also known as e-cigarettes or vapes?	All school respondents (136)
Q76 Does your policy prohibit possession of e-cigarettes for students on school property?	All schools that have a policy that includes use of e-cigarettes (91)

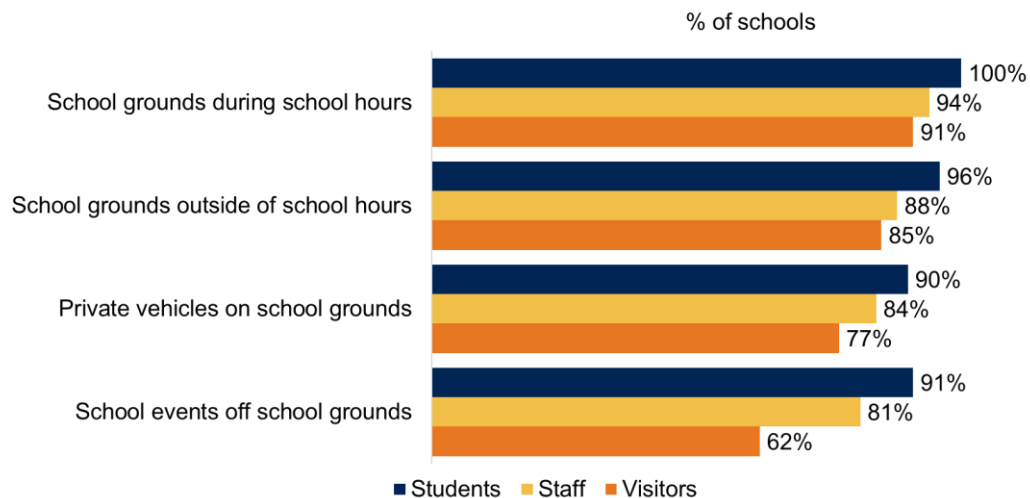
Fig. 46 Tobacco use policy prohibitions



Q73 Does your school's smoking and tobacco use policy prohibit tobacco use in the following locations?

Base: All school respondents that have a policy including smoking and tobacco use, excluding 'Don't know' or not stated responses: school grounds outside of school hours (120); school events off school grounds (113); and private vehicles on school grounds (108)

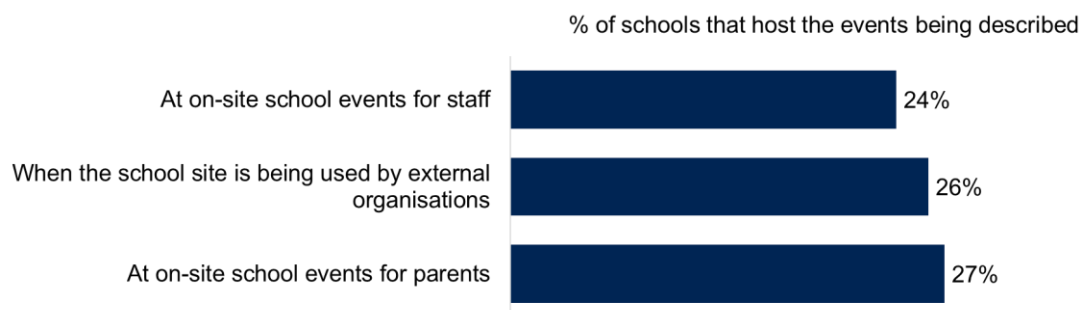
Fig. 47 E-cigarette use policy prohibitions



Q75 Does your school's policy prohibit e-cigarette use in the following locations by students, staff and visitors?

Base: All school respondents that have a policy including use of e-cigarettes, excluding 'Don't know' or not stated responses. School grounds during school hours (93), School grounds outside of school hours (92), Private vehicles on school grounds (88), School events off school grounds (90).

Fig. 48 Alcohol use policy prohibitions



Q77 Is alcohol permitted in any of the following situations?

Base: All school respondents, excluding 'Don't know' or not stated responses. On-site school events for staff (135), when the school site is being used by external organisations (120), on-site school events for parents (133)

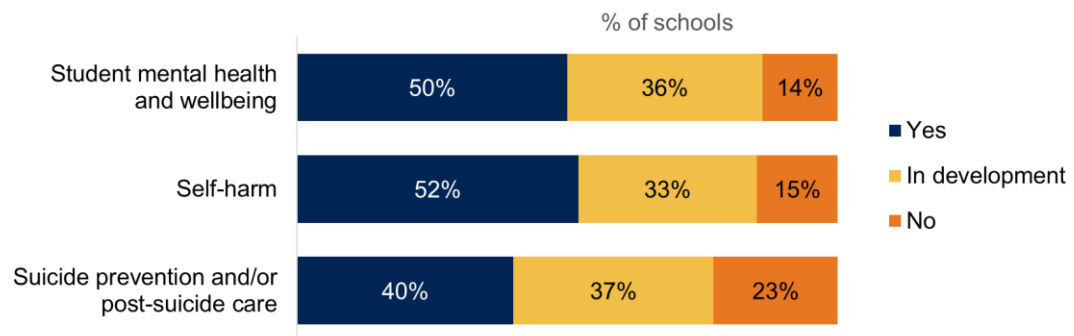
2.7 Mental health and wellbeing

Summary findings

- Around half of schools had **written policies on student mental health and wellbeing and self-harm** (50% and 52% respectively), whilst fewer schools had policies on suicide prevention and/or post-suicide care (40%) (see Figure 49).
- More than a half of schools (55%) said all their staff have **received training in recognising and responding to the impact of childhood trauma**. In a quarter of schools, however, less than half of the staff had received this training (26%).
- **Dedicated nurture spaces for students** were reported in almost all schools (97%), but in a third of schools (34%), the space was only available to some students.
- Four fifths (81%) of schools stated that they used **Emotional Literacy Support Assistants (ELSA)** (see Figure 50).
- Just over nine in ten schools (92%) stated that their **staff had access to a counselling service** and in nine percent of schools this was both on and off site (see Figure 51).
- Seven in ten schools (71%) delivered **wellbeing interventions for staff**.

Question (not charted)	Base (excluding 'Don't know' or not stated responses)
Q79 How many staff have received training in recognising and responding to the impact of childhood trauma, e.g. abuse, parental substance misuse, parental incarceration?	All school respondents (141)
Q80 Does your school have a dedicated nurture space for students?	All school respondents (144)
Q83 Does your school deliver any wellbeing interventions for staff?	All school respondents (136)

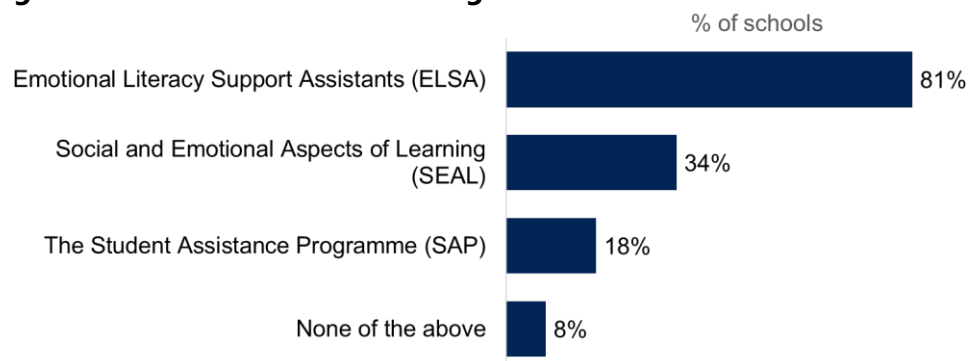
Fig. 49 Written mental health and wellbeing policies



Q78 Does your school have written policies that include the following?

Base: All school respondents, excluding 'Don't know' or not stated responses. Suicide prevention and/or post-suicide care (124), Self-harm (130), Student mental health and wellbeing (136).

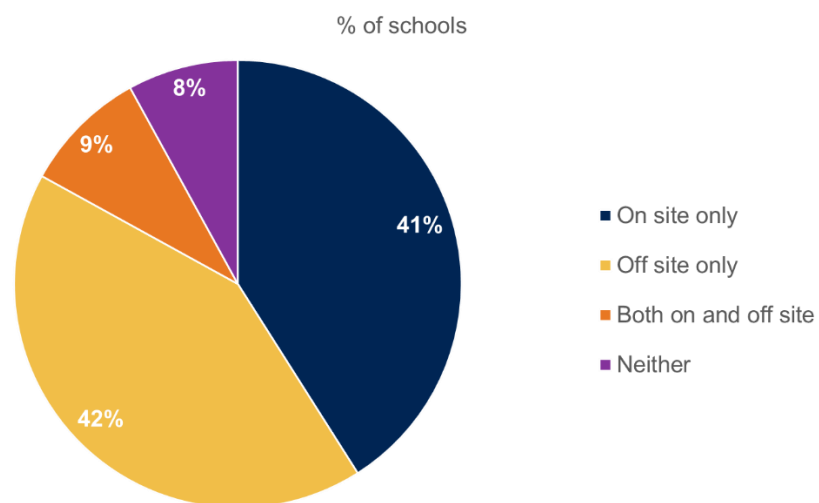
Fig. 50 Mental health and wellbeing resources



Q81 Does your school use any of the following?

Base: All school respondents, excluding 'Don't know' or not stated responses (143).

Fig. 51 Staff access to counselling service



Q82 Do staff have access to a counselling service?

Base: All school respondents, excluding 'Don't know' or not stated responses (145).

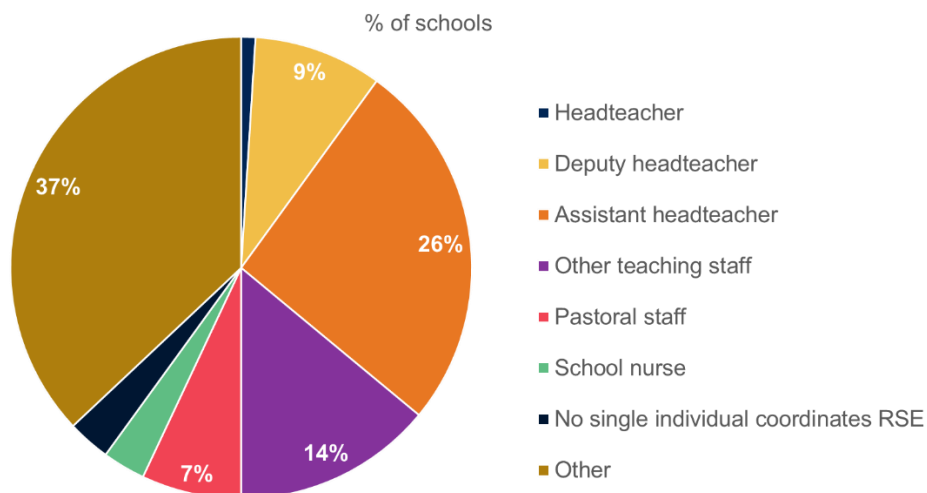
2.8 Sex and relationships

Summary findings

- A range of staff had **responsibility for coordination of Relationships and Sex Education (RSE) teaching**. In 37% of schools this was a senior manager, i.e. a headteacher, deputy headteacher or assistant headteacher (see Figure 52).
- Science teachers (62%), school nurses (62%) and outside agencies (55%) were the most common **contributors to RSE teaching** (see Figure 53).
- Almost all schools (99%) reported that less than five percent of **parents remove their children from RSE**.
- Half of schools (50%) had an **on-site 'drop-in' service specifically for sexual health advice**. Of schools that offered this 'drop-in' service, the majority (82%) used an NHS school nurse to provide it (see Figure 54).
- More than two fifths (44%) of schools had **on-site provision of free condoms for students**.
- More than half of schools had or were in the process of **developing a written policy that included violence against women and girls, domestic abuse and sexual violence (VAWDASV) for both staff and students** (53% and 56% respectively) (see Figure 55).
- Two thirds of schools (66%) stated that they **worked in partnership with relevant agencies to address VAWDASV**. Other common actions taken by schools to address the issue included staff and student education on VAWDASV (59% and 46% respectively) (see Figure 56).
- At most schools, some or all staff received **training on the issues of student disclosure of (93%) and/or recognising and responding to signs of VAWDASV** (87% and 88% respectively) (see Figure 57).

Question (not charted)	Base (excluding 'Don't know' or not stated responses)
Q86 What proportion of parents remove their child/ren from relationships and sex education (RSE)?	All school respondents (132)
Q87 Does your school have an on-site 'drop-in' service specifically for sexual health advice?	All school respondents (147)
Q89 Does your school have on-site provision of free condoms for school students (including distribution using the C-Card scheme)?	All school respondents (143)

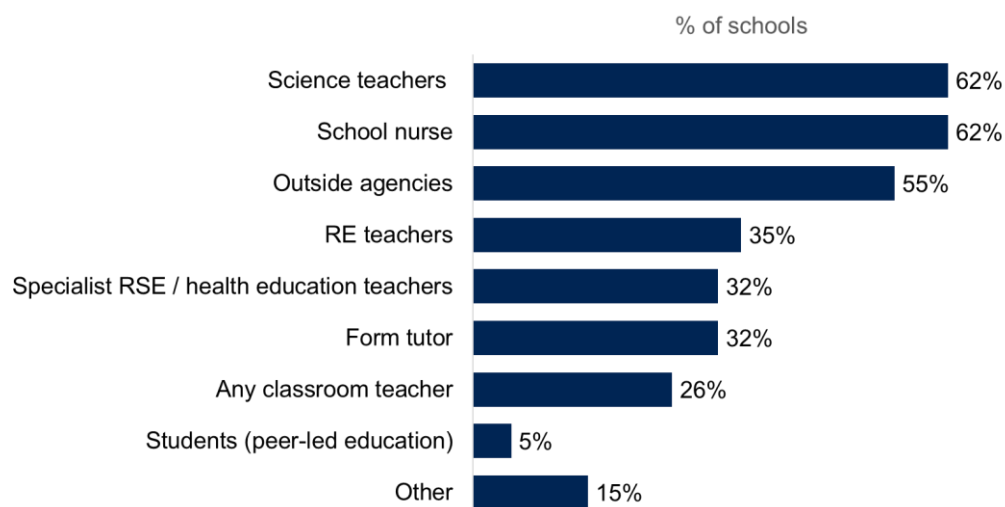
Fig. 52 Responsibility for coordinating RSE



Q84 Who is responsible for coordinating relationships and sex education (RSE) in the school?

Base: All school respondents, excluding 'Don't know' or not stated responses (148).

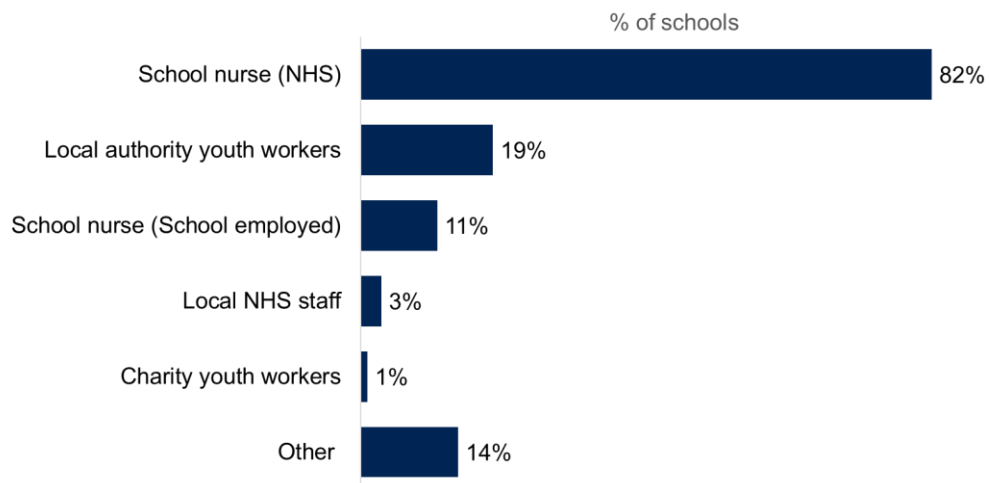
Fig. 53 Groups who contribute to teaching RSE



Q85 Who contributes to teaching relationships and sex education (RSE)?

Base: All school respondents, excluding 'Don't know' or not stated responses (148).

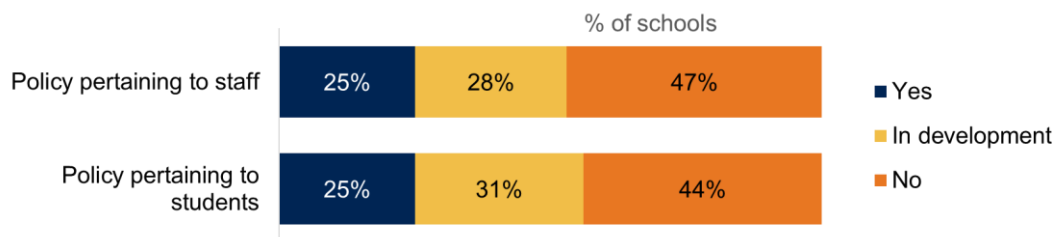
Fig. 54 Sexual health drop-in service providers



Q88 Who is the service provided by?

Base: All school respondents that have an on-site drop-in service specifically for sexual health advice, excluding 'Don't know' or not stated responses (74).

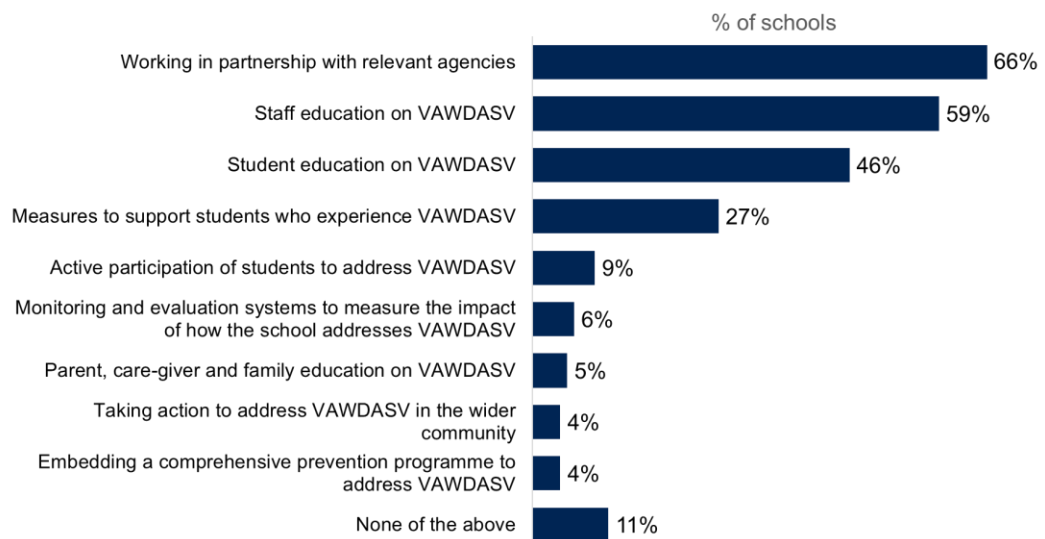
Fig. 55 Schools with written policies that include VAWDASV



Q90 Does your school have a written policy that includes violence against women and girls, domestic abuse and sexual violence (VAWDASV)?

Base: All school respondents, excluding 'Don't know' or not stated responses. Policy pertaining to staff (117), policy pertaining to students (120).

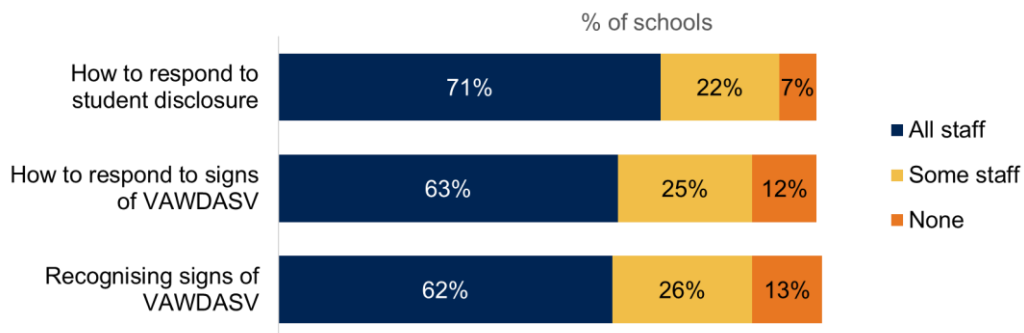
Fig. 56 Actions taken to address VAWDASV in 2017/18 and 2018/19



Q91 Has your school used any of the following to address violence against women and girls, domestic abuse and sexual violence (VAWDASV) in the last two academic years (2017/8 and 2018/19)?

Base: All school respondents, excluding 'Don't know' or not stated responses (128).

Fig. 57 Staff training on VAWDASV in 2017/18 and 2018/19



Q92 Did staff at your school receive any training on the following issues in the previous two academic years (2017/8 and 2018/19)?

Base: All school respondents, excluding 'Don't know' or not stated responses. How to respond to student disclosure (143), how to respond to signs of VAWDASV (140), recognising signs of VAWDASV (141).

2.9 Health service provision

Summary findings

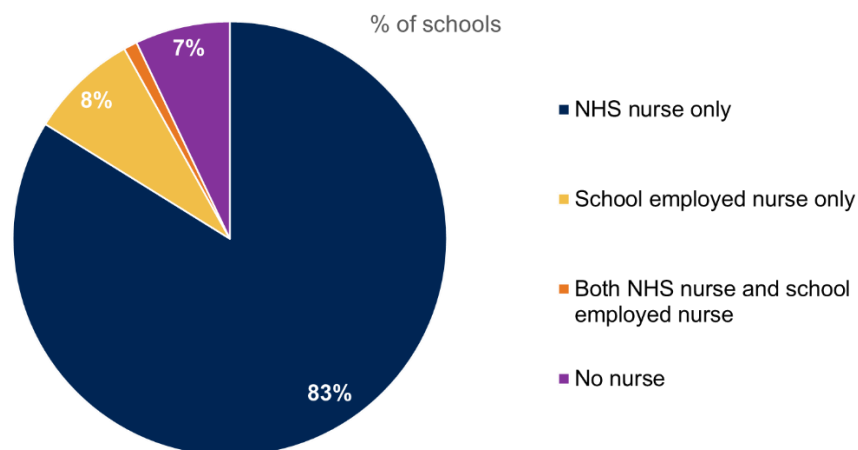
- Most schools stated that they only had an NHS **nurse** (83%), whilst eight percent of schools only employed their own nurse and one percent employed both an NHS nurse and their own nurse (see Figure 58).
- In schools that had nursing provision, a **nurse was most commonly on site** 1-2 times per week (65% of schools). Only eight percent of schools had a nurse on site and available to students every day (see Figure 59).
- The **task most commonly undertaken by NHS school nurses**⁴ in schools that had NHS nursing provision was giving one-to-one student advice and support on an ad hoc basis (78%) (see Figure 60).
- More than four fifths (87%) of schools offered a **school-based student counselling service** at least once a week (see Figure 61).
- In the majority (96%) of schools, students were **informed of other local, confidential counselling services** they could use. Within these schools, nearly nine in ten (88%) were set up so students could attend these services during school hours.
- More than three quarters (77%) of schools had a **named person within their local Child and Adolescent Mental Health Service (CAMHS) that they could contact for help and support**. Just under one in four (23%) schools did not have a named person.
- Over a third (36%) of schools were **in contact with their local CAMHS** on a weekly basis, 19% fortnightly, and 24% monthly (see Figure 62).
- The majority of schools (84%) who were in contact with their local CAMHS received telephone advice. Regular meetings were also held with CAMHS in more than half of schools (54%) (see Figure 63).
- Of the schools that could make **referrals to CAMHS**, there was a non-significant upward lift in the proportion making 11 or more referrals a year (36% in 2017/18 versus 49% in 2018/19) (see Figure 64).
- All schools which had made referrals to CAMHS had at least some of their **students get access to treatment**, but only one in ten (9%) said that all the students they referred got access to treatment.
- Just over a third of schools (36%) said they felt **supported by their local CAMHS**, whilst just over a quarter (26%) said they did not feel supported (see Figure 65).

⁴ Note when comparing this figure with previous years: the 2018 School Environment Questionnaire asked about tasks undertaken by school nurses, whereas the question in this wave asks about NHS school nurses only.

- Overall, nearly nine in ten (87%) schools had a **school-based educational psychologist** available in school, but the psychologist was available once a week at most and on request only in 69% of schools (see Figure 66).

Question (not charted)	Base (excluding 'Don't know' or not stated responses)
Q97 Are students informed of other local, confidential counselling services they can use?	All school respondents (143)
Q98 Can students attend such services during school hours?	All schools where students are informed of other local, confidential counselling services they can use (134)
Q99 Do you have a named person within your local Child and Adolescent Mental Health Service (CAMHS) who you can contact for help and support?	All school respondents (136)
Q103 When you made referrals, did the student(s) get access to treatment?	All schools that made at least one referral to their local CAMHS in the last two academic years (76)

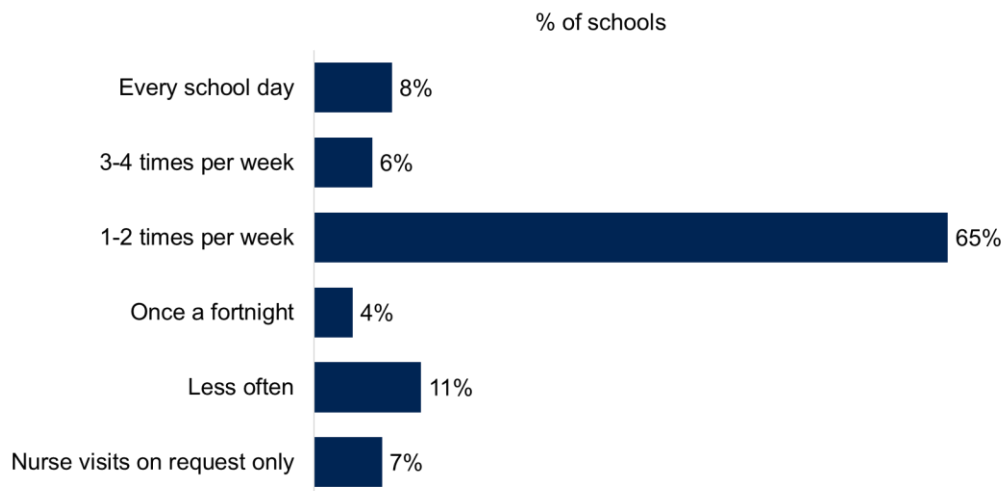
Fig. 58 Type of school nurse



Q93 Does your school have a School Nurse?

Base: All school respondents, excluding 'Don't know' or not stated responses (144).

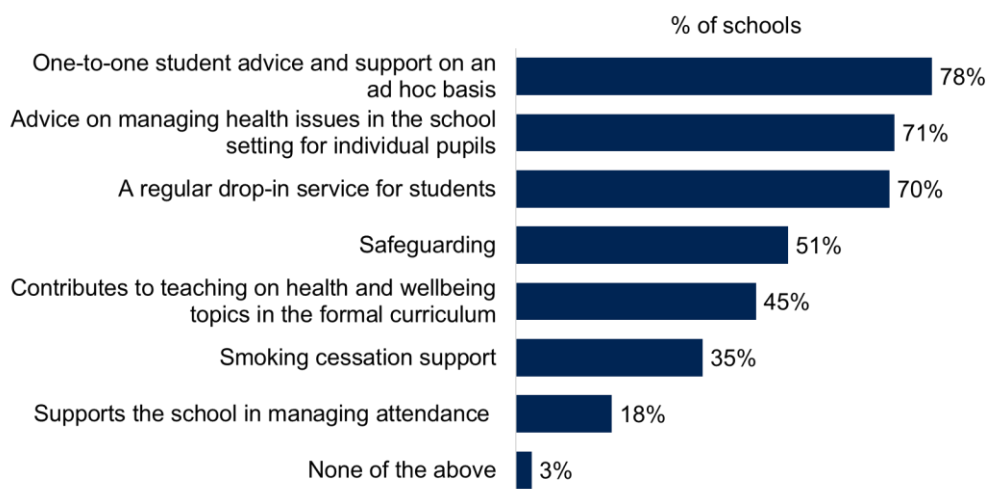
Fig. 59 On-site availability of school nurse to students



Q94 How often is there a nurse service on-site and available to students?

Base: All school respondents that have a school nurse, excluding 'Don't know' or not stated responses (131).

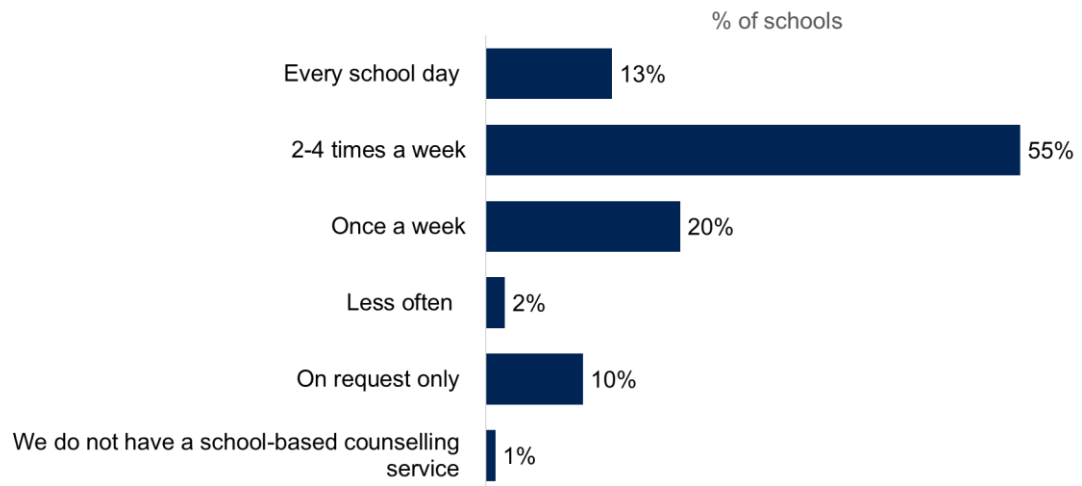
Fig. 60 Tasks undertaken by NHS school nurses



Q95 Which of the following does the NHS school nurse do at your school?

Base: All school respondents that have an NHS school nurse, excluding 'Don't know' or not stated responses (122).

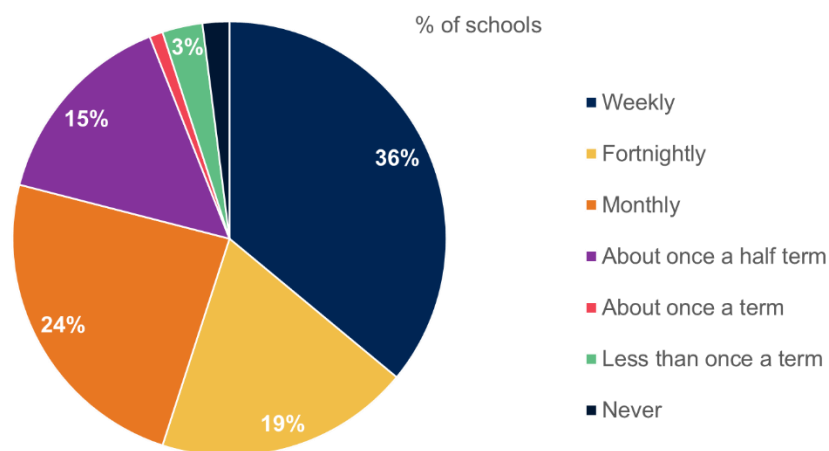
Fig. 61 Availability of school-based counselling service



Q96 How often is there a school-based counselling service available to students?

Base: All school respondents, excluding 'Don't know' or not stated responses (143).

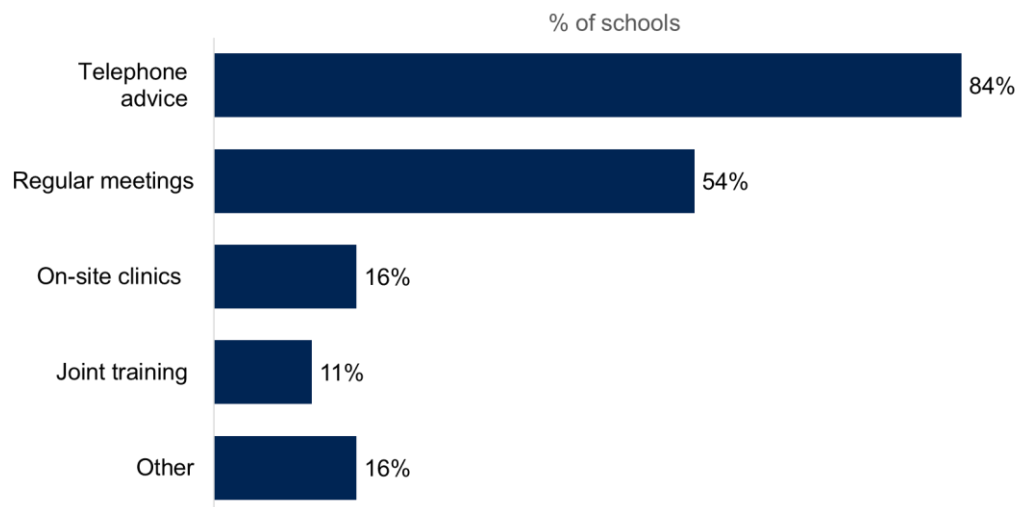
Fig. 62 Frequency of communication between schools and local CAMHS



Q100 In the last two years, approximately how often has your school been in communication with your local CAMHS?

Base: All school respondents, excluding 'Don't know' or not stated responses (135).

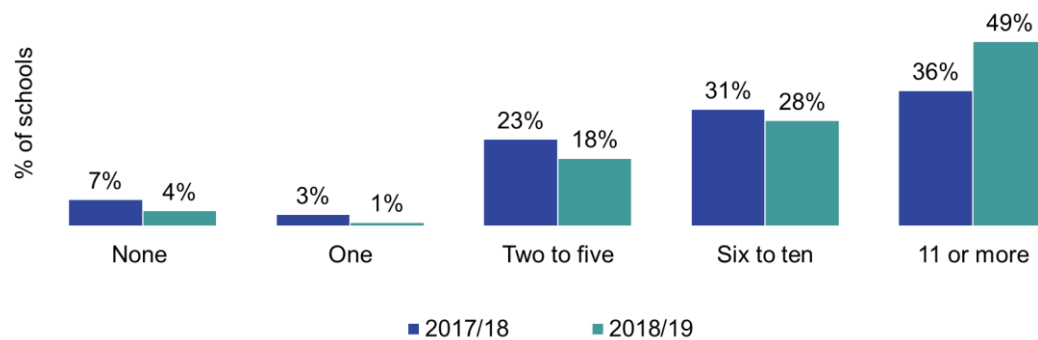
Fig. 63 Communication with CAMHS



Q101 How is this communication achieved?

Base: All school respondents that have been in communication with their local CAMHS, excluding 'Don't know' or not stated responses (132).

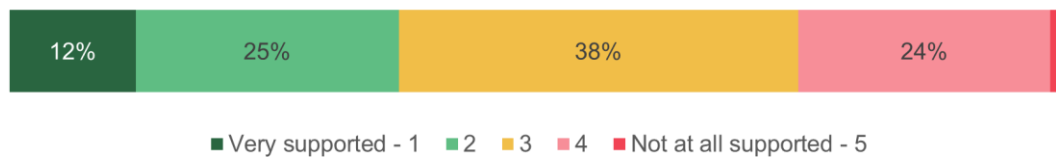
Fig. 64 Referrals to CAMHS in the last two years



Q102 How many referrals to your local CAMHS for assessment have you made in the last two academic years (2017/18 and 2018/19) for individual students?

Base: All school respondents that can make referrals, excluding 'Don't know' or not stated responses. 2017/18 (77), 2018/19 (78).

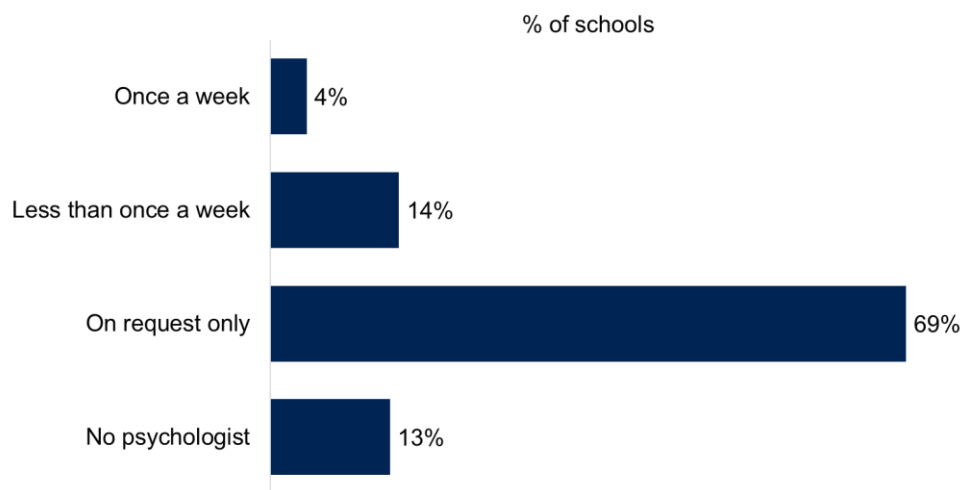
Fig. 65 Extent to which schools feel supported by CAMHS



Q104 To what extent do you feel supported by your local CAMHS?

Base: All school respondents, excluding 'Don't know' or not stated responses (129).

Fig. 66 Availability of school-based educational psychologist



Q105 Is there an educational psychologist available to students in school?

Base: All school respondents, excluding 'Don't know' or not stated responses (140).

2.10 Supplement 2020

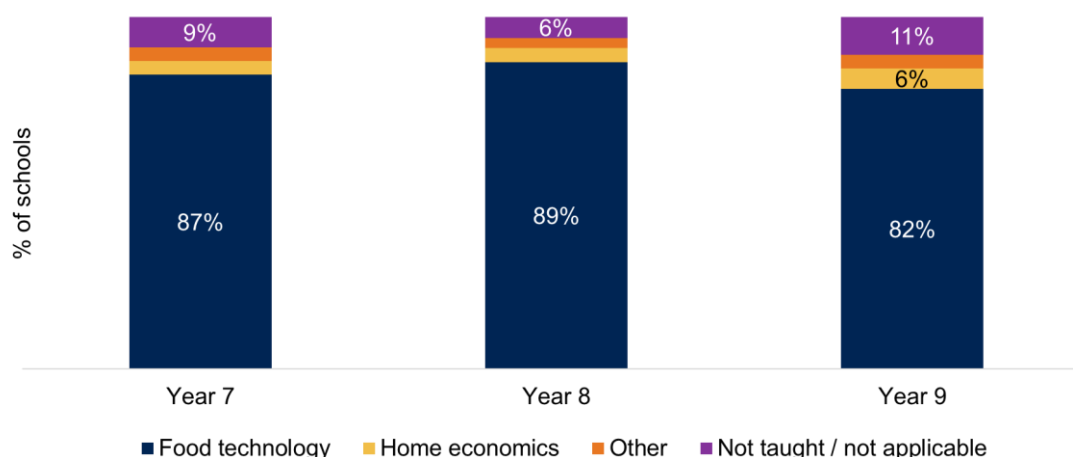
2.10a Food and cookery

Summary findings

- Senior management teams **reviewed whether food provision in the school meets the Healthy Eating in Schools regulations** in 89% of schools, with 52% reviewing and agreeing menus and the catering offer at least once a year, and 46% receiving reports from the School Meals provider.
- Three in five schools (59%) had an up to date **certificate of compliance with the Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations 2013**. A third of schools (34%) said that they did not know whether their school had this certificate. In four fifths of schools (80%) the **senior management team met regularly with the school catering provider** (by 'regularly' we mean at least on an annual basis) and in half (54%) this was termly or more. 15% only met with the school catering provider when an issue arose and five percent did not hold regular meetings.
- Overall, nearly three fifths (57%) of schools **reviewed sales data** annually, with 49% of schools making changes in the 2017/18 or 2018/19 school years to increase uptake of healthier options.
- The majority of schools **taught practical cookery skills** through food technology lessons in Year 7 (87%), Year 8 (89%) and Year 9 (82%) (see Figure 67).
- Within schools that offered practical cookery lessons to Years 7 to 9, around two fifths spent 10 hours or less annually on these lessons in Years 7 to 9 (41% in Year 7, 41% in Year 8 and 38% in Year 9) (see Figure 68).
- **Student views about food provisions** were obtained in all schools, most commonly through discussions at the school council (96%) and through student surveys (60%) (see Figure 69). **Feedback from parents** was not obtained in nearly one quarter of schools (23%). Where it was obtained, this occurred most commonly through discussion at Governors' meetings, including parent governors (36%), and through complaints (34%) (see Figure 70).

Question (not charted)	Base (excluding 'Don't know' or not stated responses)
Q106 How does your school senior management team review whether food provision in the school meets the Healthy Eating in Schools (Nutritional Standards and Requirements)(Wales) Regulations 2013?	All school respondents (123)
Q107 Does your school have an up to date certificate of compliance with the Healthy Eating in Schools (Nutritional Standards and Requirements)(Wales) Regulations 2013?	All school respondents, including those who said 'Don't know' (133)
Q108 How often does a member of the senior management team meet with the school catering provider?	All school respondents (123)
Q109 How often do you review the choices being made by students, i.e. through reviewing sales data, and following reviews in the 2017/18 and 2018/19 school years, were any changes made to increase uptake of healthier options?	All school respondents (100)

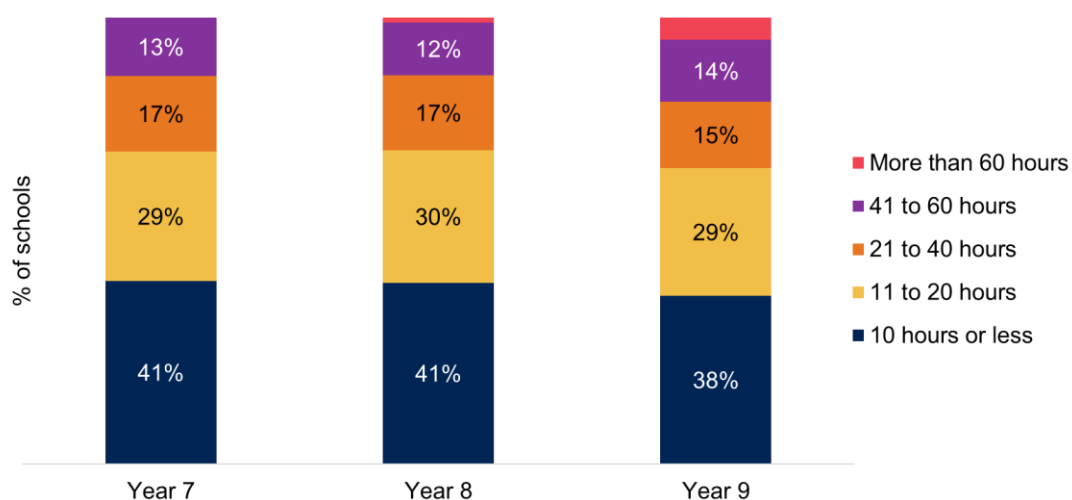
Fig. 67 Practical cookery skills within the formal curriculum



Q110 Which year groups have the opportunity to learn practical cookery skills in the formal curriculum and where are they taught?

Base: All school respondents, excluding 'Don't know' or not stated responses: Year 7 (142), Year 8 (142), Year 9 (142).

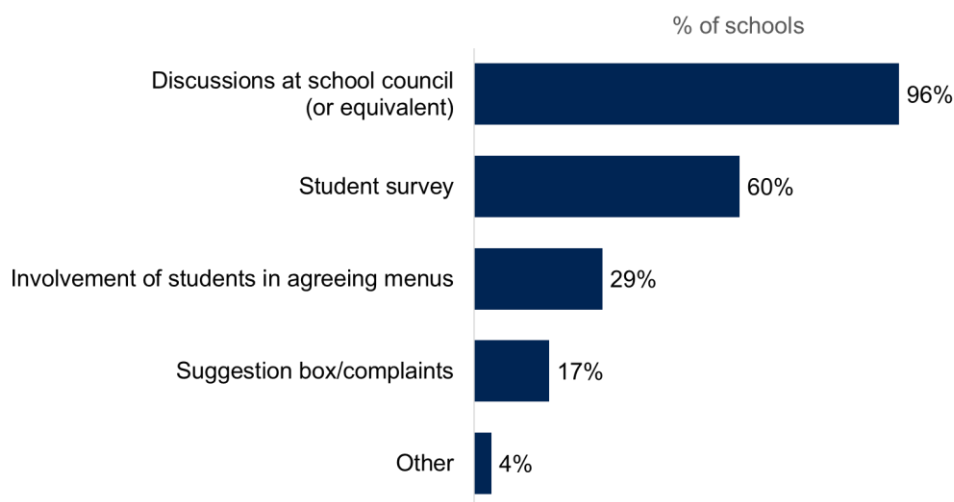
Fig. 68 Time per year allocated to practical cookery skills within the formal curriculum



Q111 Approximately how many hours a year of practical cookery do students have in the formal curriculum?

Base: All school respondents that offer practical cookery skills in the formal curriculum, excluding 'Don't know' or not stated responses: Year 7 (106), Year 8 (108), Year 9 (103).

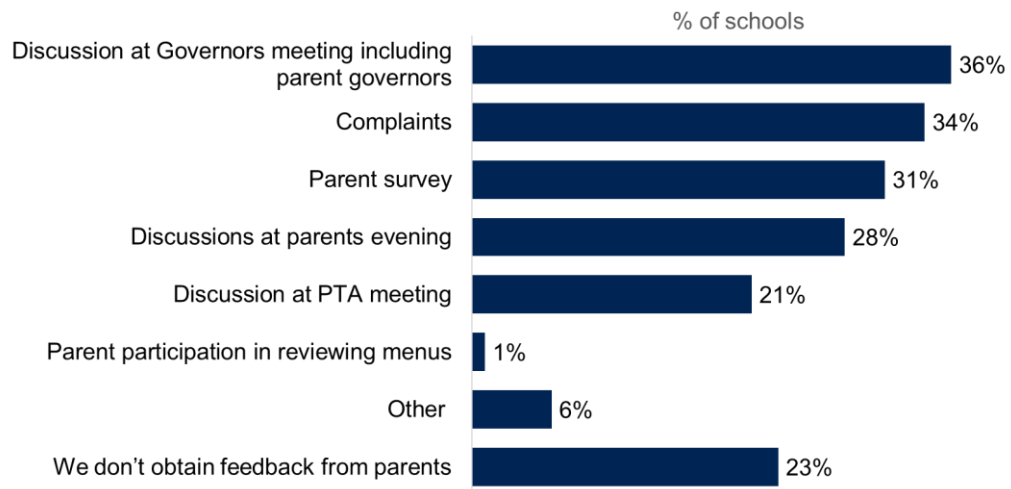
Fig. 69 Methods to obtain student views on food provision



Q112 How do you obtain the views of students about food provision in the school?

Base: All school respondents, excluding 'Don't know' or not stated responses (142).

Fig. 70 Methods to obtain parent views on food provision



Q113 How do you obtain feedback from parents on food provision in the school?

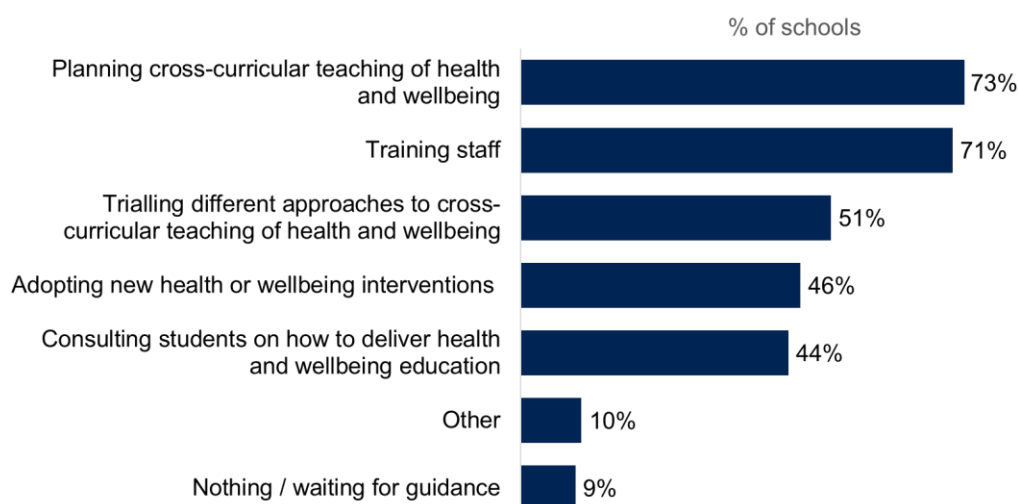
Base: All school respondents, excluding 'Don't know' or not stated responses (134).

2.10b Curriculum for Wales 2022

Summary findings

- The most frequently cited action for **preparing to deliver health and wellbeing education within the new curriculum** was planning cross-curricular teaching of health and wellbeing (73%), followed by training staff (71%) (see Figure 71).
- In schools that were taking action to prepare to deliver health and wellbeing education within the new curriculum, the senior management team, followed by other teaching staff, were most often involved with this (50% and 39% reporting being 'very much involved' respectively). Families and the wider community were the least involved (53% and 51% respectively reporting 'not at all') (see Figure 72).
- Overall 39% of schools said their staff felt prepared to **deliver humanities** and 37% felt prepared to **deliver mathematics and numeracy** (see Figure 73). Staff felt least prepared in delivering health and wellbeing (30%), science and technology (29%) and languages literacy and communication (28%).

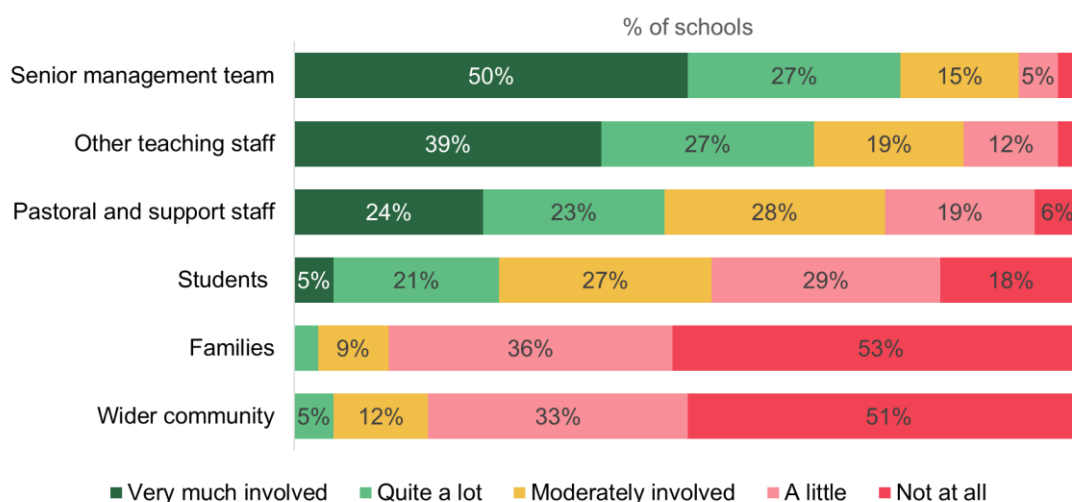
Fig. 71 Actions taken by schools to prepare to deliver health and wellbeing education within the new curriculum



Q114 What is your school doing to prepare to deliver health and wellbeing education within the new curriculum?

Base: All school respondents, excluding 'Don't know' or not stated responses (127).

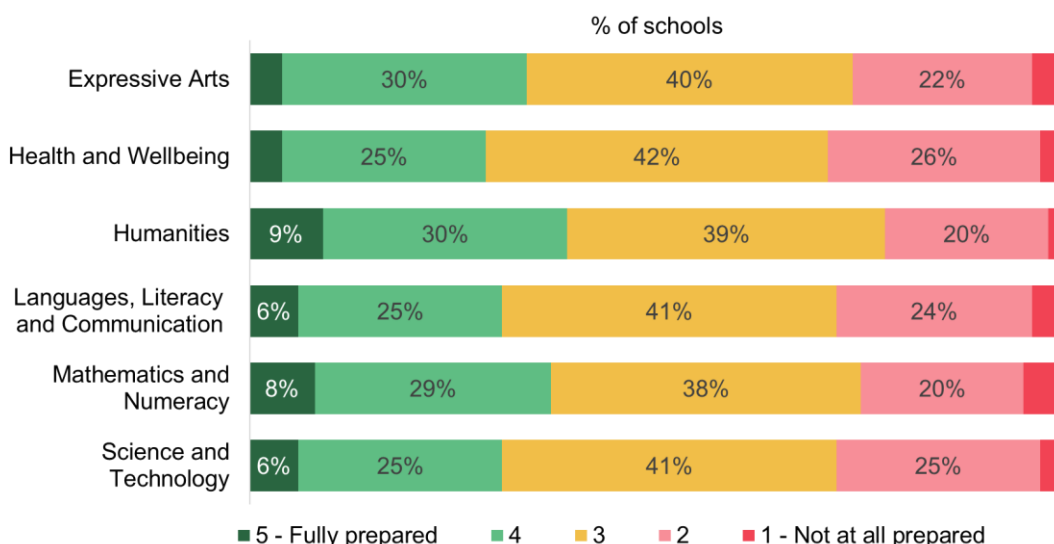
Fig. 72 Involvement of groups to prepare to deliver the Health and Wellbeing Area of Learning and Experience



Q115 To what extent have the following groups been involved in preparations to deliver the Health and Wellbeing Area of Learning and Experience at your school?

Base: All school respondents that are taking action to prepare to deliver health and wellbeing education within the new curriculum, excluding 'Don't know' or not stated responses. Senior management team (114), Other teaching staff (115), Pastoral and support staff (113), Students (113), Families (110), Wider community (110).

Fig. 73 Extent to which staff feel prepared to deliver the six Areas of Learning and Experience



Q116 Please rate the extent to which your school staff feel prepared to deliver each of the six Areas of Learning and Experience where 1 is not at all prepared and 5 is fully prepared.

Base: All school respondents, excluding 'Don't know' or not stated responses. Expressive arts (126), Health and Wellbeing (130), Humanities (127), Languages, Literacy and Communication (126), Mathematics and Numeracy (126), Science and Technology (126).

Appendix

Table A1 shows where figures in the 2020 and 2018 reports present findings on the same topic. Readers comparing the two reports should note, however, that the wording of the question and/or the response options may differ between the two rounds of the survey.

Table A1: Figure number correspondence between 2020 and 2018 reports

Figure in 2020 report	Figure in 2018 report	Figure in 2020 report	Figure in 2018 report
1	1	38	45
2	2	39	46
3	n/a	40	47
4	4	41	8
5	5	42	9
6	6	43	48
7	7	44	49
8	76	45	50
9	10	46	52
10	11	47	53
11	14	48	54
12	16	49	55
13	n/a	50	56
14	17	51	57
15	18	52	59
16	19	53	60
17	20	54	61
18	32	55	62
19	33	56	63
20	34	57	64
21	21	58	65
22	22	59	66
23	23	60	67
24	24	61	68
25	25	62	70
26	26	63	71
27	27	64	73
28	28	65	74
29	29	66	75
30	36	67	n/a
31	37	68	n/a
32	38	69	n/a
33	39	70	n/a
34	40, 41	71	31
35	40, 41	72	n/a
36	42	73	n/a
37	44		