Wellbeing Measurement *for* Schools

Wellbeing Measurement Report

CORC
Child Outcomes Research Consortium

EBPU
Evidence Based Practice Unit
A partnership of
UCL
Anna Freud National Centre for Children and Families

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Mental Health and Schools: Some Key Facts

- The last prevalence survey of mental health difficulties in children across England undertaken in 2004 found around 1 in 10 children and young people experienced significant difficulties . In more recent years a range of research has indicated increased rates of difficulties in particular in relation to depression and anxiety in adolescent girls.
- Mental health difficulties are more likely where children experience multiple difficulties in the home or at school, or where there are limited sources of social and emotional support.
- Young people who experience mental health difficulties are less likely to do well in school and more likely to drop out of formal schooling early. Young people can be supported to 'overcome the odds' in the context of difficulties through programmes and strategies that aim to support resilience.
- Schools are well placed to support resilience and identify any difficulties as they arise. This means that increasing amounts of support for mental health and wellbeing are being provided in schools.

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Using the Report

Understanding your report

The purpose of this report is to give you an overview of the data from your Wellbeing Measurement Survey. The survey responses of pupils in your school are summarised in this feedback report. This report analyses data from your school and compares it with other schools.

Whilst pupil report data is a rich source of information about how children are thinking and feeling, care does need to be taken in interpreting the results. A report based on self-report questionnaires is inherently imperfect; different groups may read the statements in different ways and there may be skews in the data due to who completed the questionnaire. So it is imperative that you consider the findings in the context of other information including, for example, data about engagement or attainment, or the perspectives of professionals working with pupils.

Pupil anonymity is a key principle of Measuring Wellbeing for Schools. When small numbers of respondents fall into a particular range it could be possible to identify individuals if these were reported. To ensure that anonymity is maintained, some data on your report may be suppressed. When this has happened it is clearly indicated using a blue bar.

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Using the results

These data can provide a useful starting point for discussions about the needs of the school population as well as priority areas for development and improvement. The report can also potentially be useful in considering areas of strengths and/or helping pupils reflect on their positive qualities.

Data from the report may also be useful in indicating progress against targets in your School Improvement Plan or help to identify future target areas. It may help to identify areas of priority for staff training or be used as context when considering academic data for these particular year groups.

Involving children and young people

Young people consulted in the development of these reports feel strongly that pupil should be included in discussions around the feedback, particularly to plan activities and approaches to raise awareness of strengths or difficulties the report may highlight. They suggested sharing the high level summary on page 6 for review and discussion. Young people also suggested involving a range of pupils (not just those involved in councils) in planning how to raise awareness about mental health and well-being and to support the needs of pupils.

Wellbeing Measurement for Schools and Ofsted

The primary purpose of this report is to support schools in evaluating areas of strength and challenge and planning of prevention and support. However, some aspects of the **Wellbeing Measurement Report** directly relate to key aspects the Ofsted framework. Reference to Ofsted is included where the survey data might be relevant to an aspect of the school inspection framework (September 2015).

This framework states that inspection should be guided by, "all available evidence to develop an initial picture of the school's performance" (Ofsted, 2016, p.11-12) and, "reports of external evaluation of the school" (p.15).

In addition there are areas in the Ofsted framework which do not explicitly link to Wellbeing Measurement Report but for which this information could be used as a complementary piece of evidence alongside other information. For example, findings in this report could provide supporting evidence for the following 'Outstanding' grade descriptor:
Behaviour and safety of students at the school: Outstanding (1) grade descriptors: "Students' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour" (p.51).

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Overview Results

1. Mental health and wellbeing

- 1.1 Emotional difficulties
- 1.2 Behavioural difficulties
- 1.3 Positive wellbeing
- 1.4 Difficulties with peers
- 1.5 Attention difficulties

2. Emotional strengths and skills

- 2.1 Managing emotions
- 2.2 Problem solving
- 2.3 Coping with stress
- 2.4 Goal setting
- 2.5 Empathy
- 2.6 Helping others

3. Support Network

- 3.1 Family support
- 3.2 Community support
- 3.3 School support
- 3.4 Peer support
- 3.5 Participation in community
- 3.6 Participation in home and school

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The sample includes a higher proportion of pupils whose scores may be of concern than is seen in comparator schools for children of the same age.

The proportion of pupils with scores that may be of concern in this sample is similar to that seen in comparator schools for children of the same age.

The sample includes a lower proportion of pupils whose scores may be of concern than is seen in comparator schools for children of the same age.

sample size not large enough for comparison

1. Mental health and wellbeing

This section of the Wellbeing Measurement Report looks at pupil responses with respect to their mental health and wellbeing. This includes

1.1 Emotional difficulties

1.2 Behavioural difficulties

1.3 Difficulties with peers

1.4 Attention difficulties

1.5 Positive wellbeing

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Ofsted

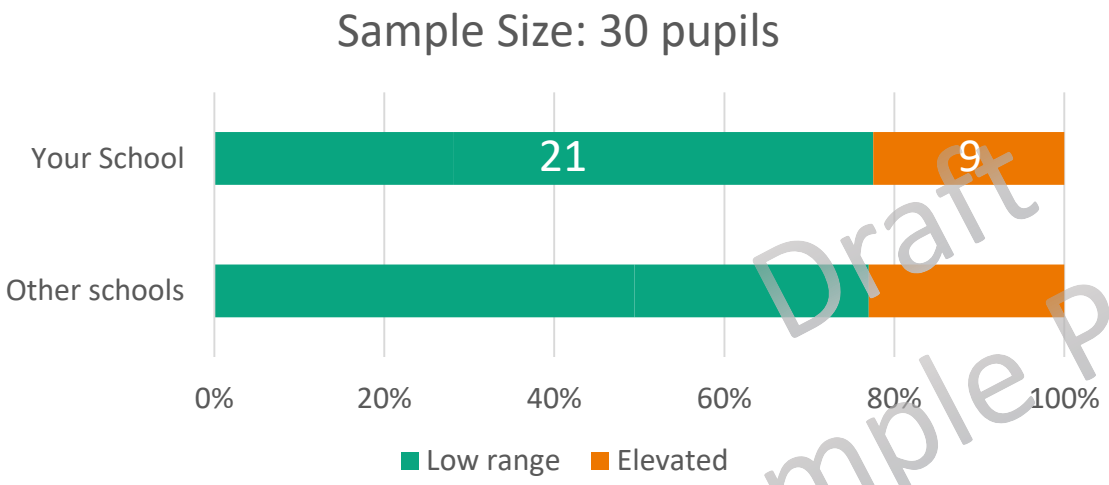
This score is relevant to "the personal development, behaviour and welfare" aspect of the Ofsted framework (Ofsted, 2016). Specifically:

"Inspectors will make this judgement using evidence seen during the inspection as well as evidence of trends over time. The judgement will be informed by documentary evidence about behaviour" (p.50).

Personal development, behaviour and welfare: Outstanding (1) grade descriptors: *"Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour" (p.51).*

"The school's open culture actively promotes all aspects of pupils' welfare" (p.51).

1.1 Emotional difficulties



Draft Sample Page

The proportion of pupils with scores that may be of concern in this sample is similar to that seen in comparator schools for children of the same age.

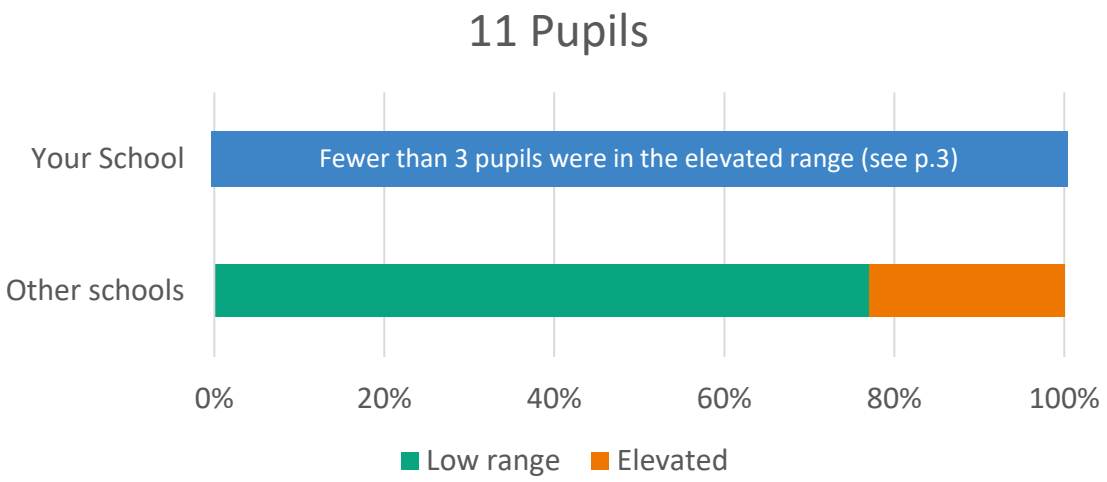
These questions are about the extent to which pupils are feeling worried/anxious, or the intensity of low moods.

A lower score indicates fewer emotional difficulties are being experienced.

The emotional difficulties scale allows us to divide scores into:

- an expected range – those who are scoring as expected for pupils their age
- an elevated range – those whose scores indicate a greater level of emotional difficulties. Young people scoring in this range may need additional support. The level off additional need could be significant for those who scored at the upper end of the range.

1.1 Emotional difficulties



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The proportion of pupils with scores that may be of concern in this sample is similar to that seen in comparator schools for children of the same age.

2. Emotional strengths and skills

This section of the Wellbeing Measurement Report looks at pupil responses with respect to their emotional strengths and skills. This includes

2.1 Managing emotions

2.2 Problem solving

2.3 Coping with stress

2.4 Goal-setting

2.5 Empathy

2.6 Helping others

Ofsted

This score is relevant to "the personal development, behaviour and welfare" aspect of the Ofsted framework (Ofsted, 2016). Specifically:

Personal development, behaviour and welfare: Outstanding (1) grade descriptors:
"Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society" (p. 52).

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3. Support network

This section of the Wellbeing Measurement Report looks at pupil responses with respect to their support networks. This includes

3.1 Managing emotions

3.2 Problem solving

3.3 Coping with stress

3.4 Goal-setting

3.5 Empathy

3.6 Helping others

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Ofsted

This score is relevant to "the personal development, behaviour and welfare" aspect of the Ofsted framework (Ofsted, 2016). Specifically:

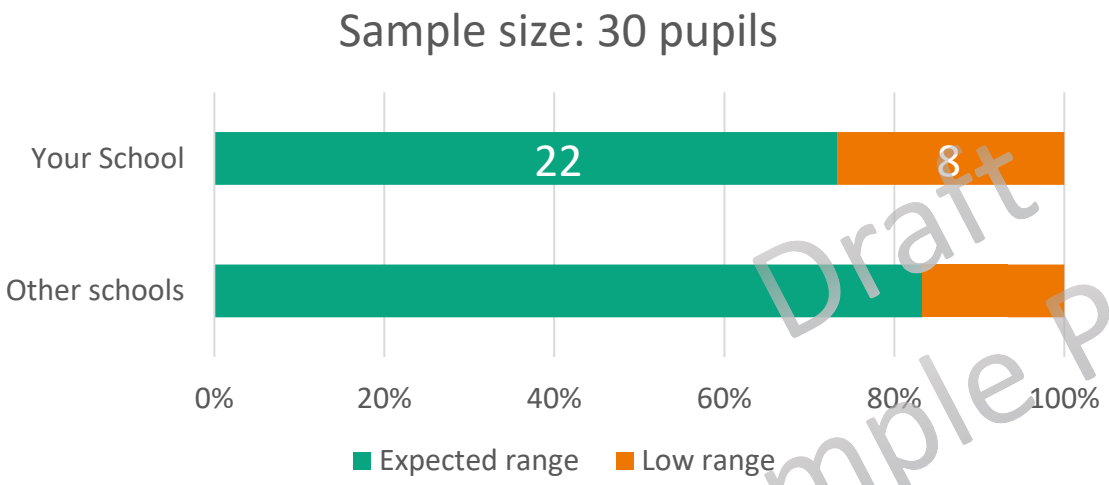
"Before making the final judgement on the overall effectiveness, inspectors must evaluate: the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development" (Para 135, p. 34) […] 'the social development of pupils is shown by their use of a range of social skills in different contexts" (p.35).

Overall effectiveness: Outstanding (1) grade descriptor: "The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development […] enables pupils to thrive" (p.36).

Leadership and management: Outstanding (1) grade descriptor: "Pupils' spiritual, moral, social and cultural development […] are at the heart of the school's work" (p.42).

'Personal development, behaviour and welfare': Outstanding (1) grade descriptor: "The school's open culture actively promotes all aspects of pupils' welfare" (p.51).

2.1 Managing emotions



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These questions are about managing emotions.

A higher score indicates that the young people are better able to manage their emotions.

The graph divides the score into:

- an expected range – those who are scoring as expected for pupils their age
- a low range – scores indicate more difficulties with managing emotions. Young people scoring in this range may need additional support. The level off additional need could be significant for those who scored at the lower end of the range.

The sample includes a higher proportion of pupils whose scores may be of concern than is seen in comparator schools for children of the same age.

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CORC is the leading membership organisation that collects and uses evidence to improve children and young people's mental health and wellbeing. CORC members include mental health service providers, schools, professional bodies and research institutions from across Europe and beyond.
corc.uk.net

The Evidence Based Practice Unit (EBPU) bridges cutting-edge research and innovative practice in children's mental health and wellbeing. EBPU are the guardians of the academic rigour underpinning this measurement framework, now and in the future, and are committed to finding the best ways to use measurement of wellbeing to enhance support for children and families.
www.ucl.ac.uk/evidence-based-practice-unit