

Wellbeing Measurement *for Schools*

Wellbeing Measurement Report

Sample School, Year 8, 2018/2019

Pupil surveys completed: Sep - Nov 2018

Report produced: 11 Jun 2019



Contents

Using this report	3
Wellbeing Measurement for Schools and Ofsted	4
Understanding your red, amber and green indicators	5
Overview of results	6
1. Mental health and wellbeing	7
1.1. Emotional difficulties	8
1.2. Behavioural difficulties	9
2. Emotional strengths and skills	10
2.1. Life satisfaction	11
2.2. Empathy	12
2.3. Self-esteem	13
2.4. Problem solving	14
2.5. Goal setting	15
2.6. Participation in home and school	16
2.7. Participation in community	17
3. Support networks	18
3.1. Peer support	19
3.2. School support	20
3.3. Family support	21
3.4. Wider support	22
Appendices	23
1: Individual scale items	24
2: Expected, elevated and lower ranges	29
3: Acknowledgements and comparator data	31
4: Red, amber and green indicators	33

Using this report

Understanding your report

The purpose of this report is to give you an overview of the data from your Wellbeing Measurement Survey. The report analyses the data from your school and compares it with data from other schools.

Whilst pupil response data is a rich source of information about how children are thinking and feeling, care does need to be taken in interpreting the results. There are inherent flaws in self-reported information: different groups may read the statements in different ways and there can be skews in the data due to who completed the questionnaire. As a result, these findings should be considered in the context of other information. For example you might look at the data alongside information about engagement or attainment, and also consider the perspective of teachers and other professionals who work with the pupils concerned.

Small numbers and pupil anonymity

Pupil anonymity is a key principle of Wellbeing Measurement for Schools. When fewer than 3 respondents fall into a particular range, the exact number is not shown. Where this is the case for your data, it is clearly indicated in this report.

Using your results

These data can provide a useful starting point for discussions about the wellbeing and experiences of pupils in your school. The report can potentially be useful in:

- considering areas of strength and/or helping pupils reflect on their positive qualities
- indicating progress against targets in your School Improvement Plan or identifying future target areas
- identifying areas of priority for staff training
- offering context when considering academic data for these year groups.

Involving children and young people

Young people consulted in the development of Wellbeing Measurement for Schools feel that pupils 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.

Schools are best placed to make decisions about the most appropriate way to share these findings with children and young people. Schools in Mind¹ have produced resources to support schools to begin conversations about mental health with children. Talking Mental Health² is designed for pupils in Year 5 and Year 6; We All Have Mental Health³ is aimed at pupils in Years 7 to 9.

¹ <https://www.annafreud.org/what-we-do/schools-in-mind/>

² <https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/talking-mental-health-animation-teacher-toolkit/>

³ <https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/we-all-have-mental-health-animation-teacher-toolkit/>

Wellbeing Measurement for Schools and Ofsted

This report is designed for schools to support evaluation of areas of strength and challenge and to inform 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).

The 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).

There are also areas in the Ofsted framework where the report could provide supporting evidence. For example, 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).



Understanding your red, amber and green indicators

In this report the wellbeing survey responses from pupils in your school year group are compared with responses from pupils in other schools.

The survey responses from other schools are taken from two programmes: HeadStart and Education for Wellbeing. Based on this comparison, your school year group is given a red, amber or green indicator. Details of the statistical test used and the uncertainty due to random variation in sampling are included in Appendix 4.

The data from HeadStart or Education for Wellbeing may not be nationally representative of all schools. We therefore encourage schools to consider how similar or different your pupil characteristics are to those in HeadStart and whether this may sway the results towards a particular indicator colour.

The below table breaks down the percentages of pupils in the HeadStart programme in three key areas. This breakdown for Education for Wellbeing is currently unavailable but we aim to include it in future reports.



	School data from HeadStart 2015 (7633 year 6, 7, 8 and 9 pupils) ¹	School data from HeadStart 2017 (15301 year 7 pupils) ²
Pupils identified as White British	73%	78%
Free School Meal eligibility (FSM)	19%	17%
Special Educational Needs (SEN) with or without statement	17%	13%

¹ Lereya et al. (2016) The student resilience survey: psychometric validation and associations with mental health. *Child Adolescent Psychiatry Mental Health*, 10(44)

² Lereya, S.T., Patel, M., dos Santos, J.P.G.A. & Deighton, J. (2019) Mental health difficulties, attainment and attendance: a cross-sectional study. *European Child & Adolescent Psychiatry*, doi: 10.1007/s00787-018-01273-6.

Overview of results





1. Mental health and wellbeing

	1.1 Emotional difficulties
	1.2 Behavioural difficulties

2. Emotional strengths and skills

	2.1 Life satisfaction
	2.2 Empathy
	2.3 Self-esteem
	2.4 Problem solving
	2.5 Goal setting
	2.6 Participation in home and school
	2.7 Participation in community

3. Support networks

	3.1 Peer support
	3.2 School support
	3.3 Family support
	3.4 Wider support

Key

Comparing the proportions of pupils in the expected range in your school and other schools may suggest that:



This is an area of challenge for your school year group



Your school year group is typical in this area



This is an area of strength for your school year group



A larger number of survey responses are needed to make a meaningful 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

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

These questions are about the extent to which pupils direct negative feelings inwards, which may result in worry, anxiety and low mood.

Responses to these questions are scored and categorised as follows:

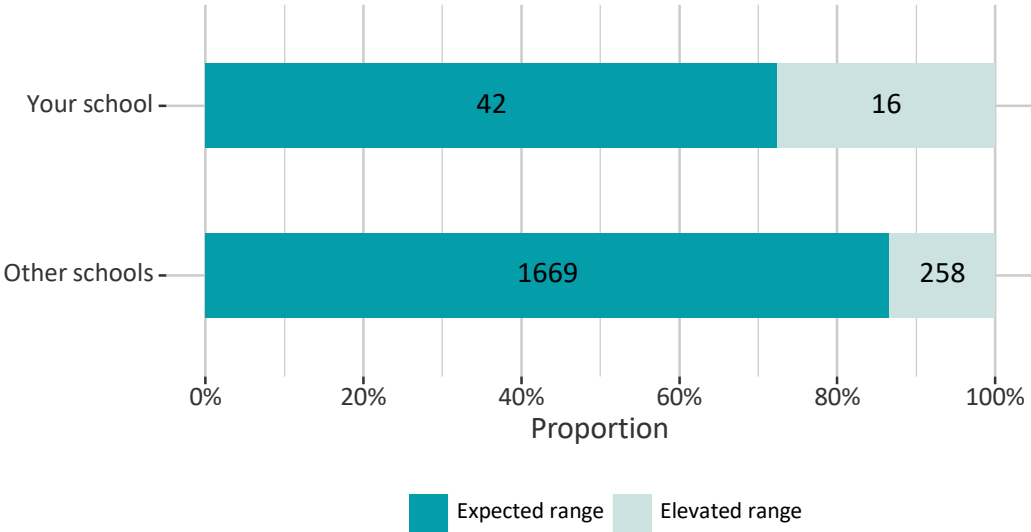
- Expected range – pupils who are scoring as expected for pupils their age
- Elevated range – pupils whose scores indicate a greater level of difficulties

Comparing the proportions of pupils in the expected range in your school and other schools may suggest that:



This is an area of challenge for your school year group

Numbers and Proportions of pupils in each range



Response rate

(Pupils who answered the questions in this area / Pupils in year group)

Your school: 64% (58/90)

Other schools: 46% (1927/4227)

1.2 Behavioural difficulties

These questions are about the extent to which pupils direct negative feelings outwards, which may result in challenging or aggressive behaviours.

Responses to these questions are scored and categorised as follows:

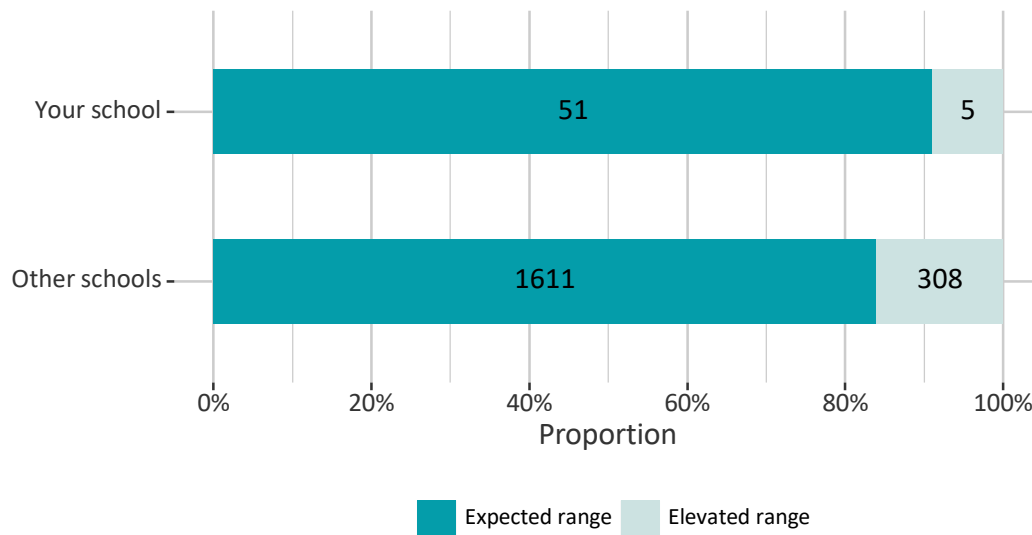
- Expected range – pupils who are scoring as expected for pupils their age
- Elevated range – pupils whose scores indicate a greater level of difficulties

Comparing the proportions of pupils in the expected range in your school and other schools may suggest that:



Your school year group is typical in this area

Numbers and Proportions of pupils in each range



Response rate

(Pupils who answered the questions in this area / Pupils in year group)

Your school: 62% (56/90)

Other schools: 45% (1919/4227)

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 Life satisfaction

2.2 Empathy

2.3 Self-esteem

2.4 Problem solving

2.5 Goal setting

2.6 Participation in home and school

2.7 Participation in community

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).

2.1 Life satisfaction

These questions ask pupils to judge their satisfaction with life as a whole.

Responses to these questions are scored and categorised as follows:

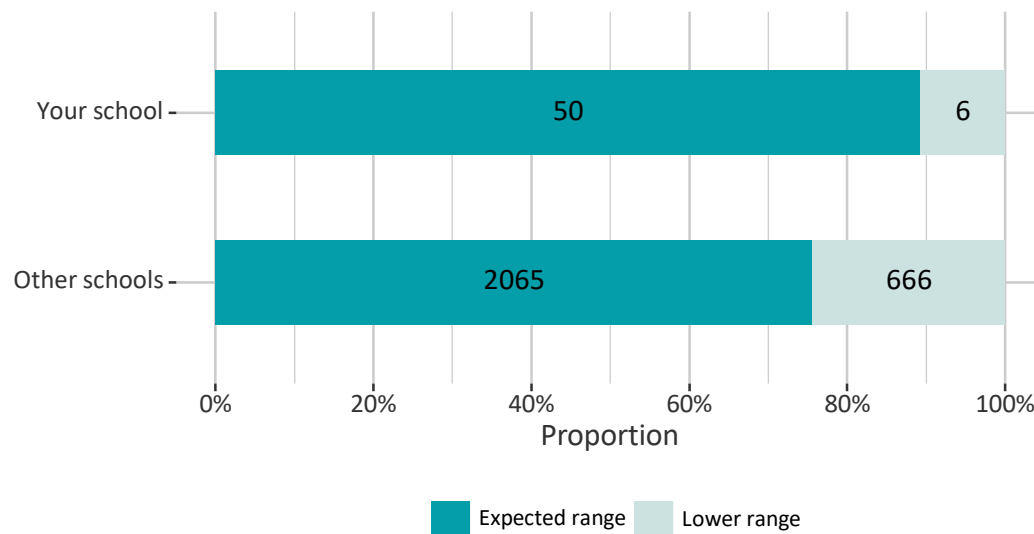
- Expected range – pupils who are scoring as expected for pupils their age
- Lower range – pupils whose scores indicate lower levels of life satisfaction

Comparing the proportions of pupils in the expected range in your school and other schools may suggest that:



This is an area of strength for your school year group

Numbers and Proportions of pupils in each range



Response rate

(Pupils who answered the questions in this area / Pupils in year group)

Your school: 62% (56/90)

Other schools: 85% (2731/3200)

2.2 Empathy

These questions are about identifying with others and showing concern for their feelings.

Responses to these questions are scored and categorised as follows:

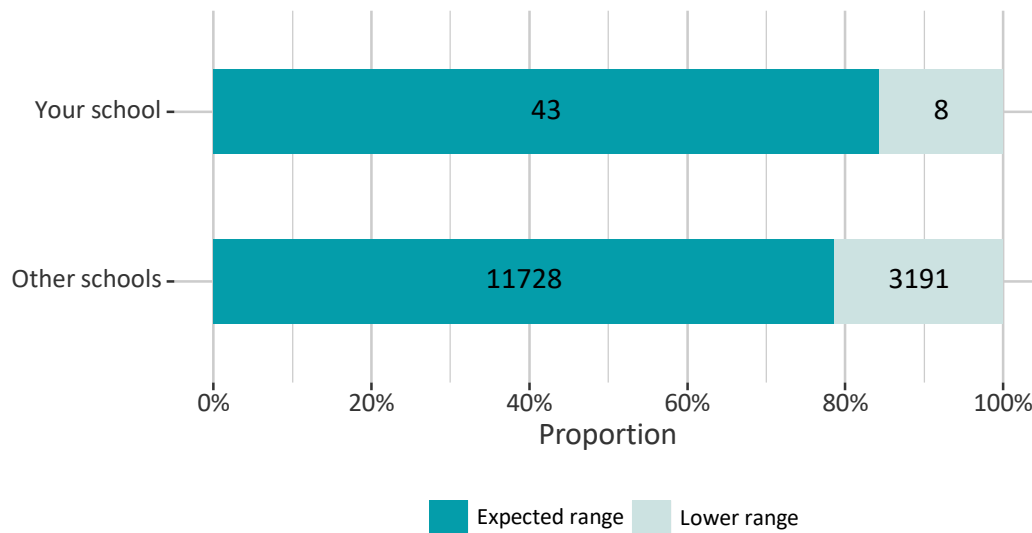
- Expected range – pupils who are scoring as expected for pupils their age
- Lower range – pupils whose scores indicate lower levels of empathy

Comparing the proportions of pupils in the expected range in your school and other schools may suggest that:



Your school year group is typical in this area

Numbers and Proportions of pupils in each range



Response rate

(Pupils who answered the questions in this area / Pupils in year group)

Your school: 57% (51/90)

Other schools: 79% (14919/18956)

2.3 Self-esteem

These questions are about pupils' attitudes towards themselves and how they see their ability to deal with challenges.

Responses to these questions are scored and categorised as follows:

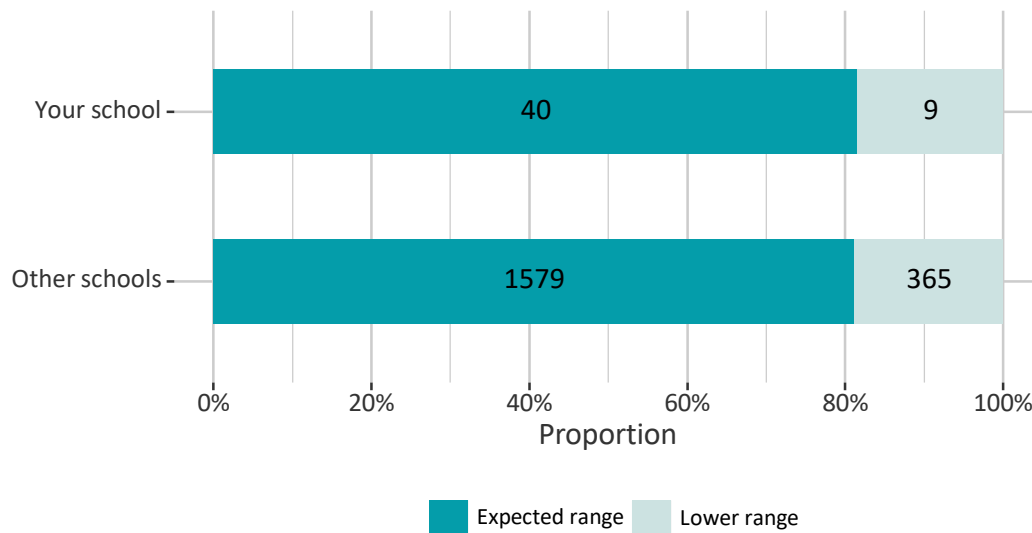
- Expected range – pupils who are scoring as expected for pupils their age
- Lower range – pupils whose scores indicate lower levels of self-esteem

Comparing the proportions of pupils in the expected range in your school and other schools may suggest that:



Your school year group is typical in this area

Numbers and Proportions of pupils in each range



Response rate

(Pupils who answered the questions in this area / Pupils in year group)

Your school: 54% (49/90)

Other schools: 46% (1944/4227)

2.4 Problem solving

These questions are about pupils' ability to work through problems and know how to get help.

Responses to these questions are scored and categorised as follows:

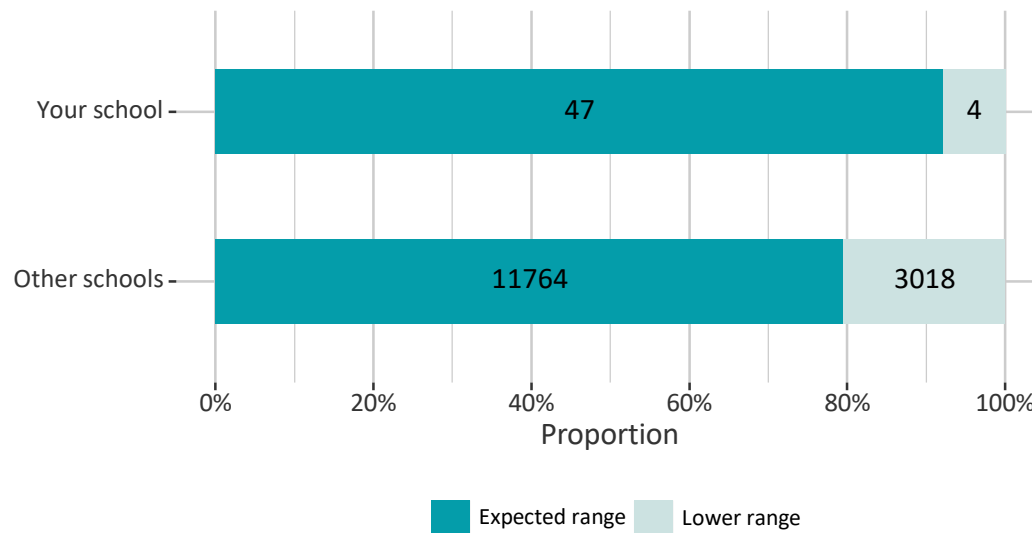
- Expected range – pupils who are scoring as expected for pupils their age
- Lower range – pupils whose scores indicate more difficulties with problem solving

Comparing the proportions of pupils in the expected range in your school and other schools may suggest that:



This is an area of strength for your school year group

Numbers and Proportions of pupils in each range



Response rate

(Pupils who answered the questions in this area / Pupils in year group)

Your school: 57% (51/90)

Other schools: 78% (14782/18956)

2.5 Goal setting

These questions are about whether pupils have goals, plans and aspirations.

Responses to these questions are scored and categorised as follows:

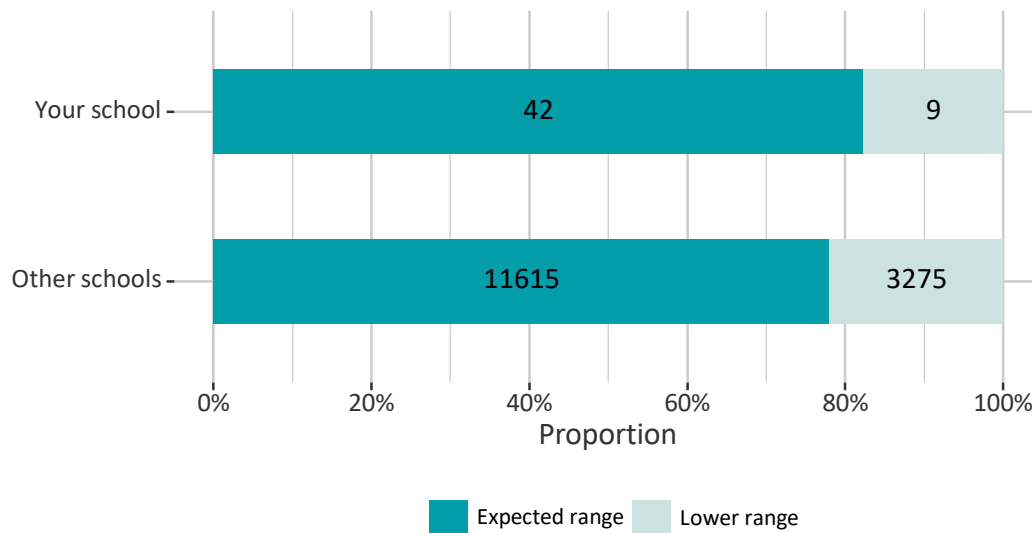
- Expected range – pupils who are scoring as expected for pupils their age
- Lower range – pupils whose scores indicate more difficulties with setting goals

Comparing the proportions of pupils in the expected range in your school and other schools may suggest that:



Your school year group is typical in this area

Numbers and Proportions of pupils in each range



Response rate

(Pupils who answered the questions in this area / Pupils in year group)

Your school: 57% (51/90)

Other schools: 79% (14890/18956)

2.6 Participation in home and school

These questions are about pupils making a positive contribution at home and in school.

Responses to these questions are scored and categorised as follows:

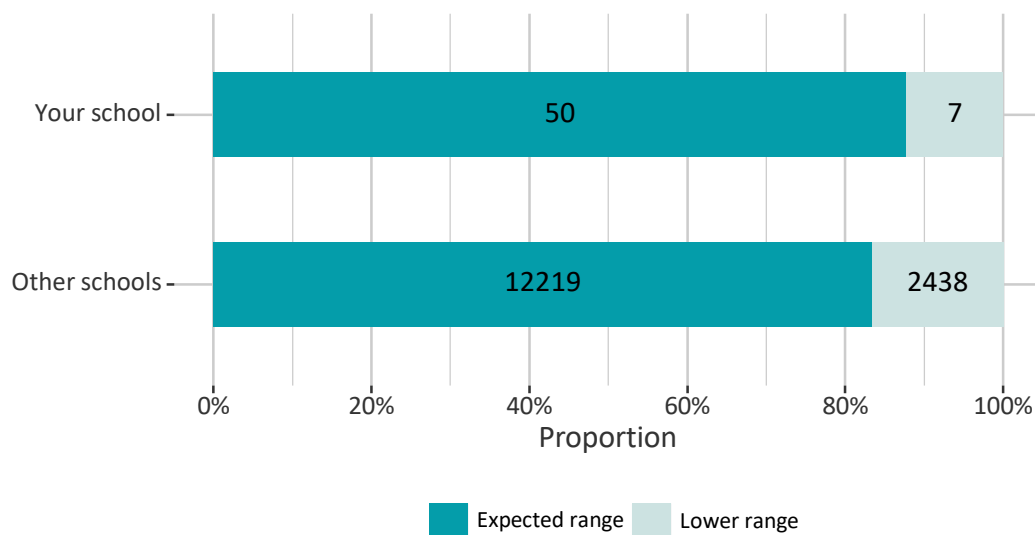
- Expected range – pupils who are scoring as expected for pupils their age
- Lower range – pupils whose scores indicate lower levels of participation.

Comparing the proportions of pupils in the expected range in your school and other schools may suggest that:



Your school year group is typical in this area

Numbers and Proportions of pupils in each range



Response rate

(Pupils who answered the questions in this area / Pupils in year group)

Your school: 63% (57/90)

Other schools: 77% (14657/18956)

2.7 Participation in community

These questions are about the extent to which pupils participate in activities outside home and school.

Responses to these questions are scored and categorised as follows:

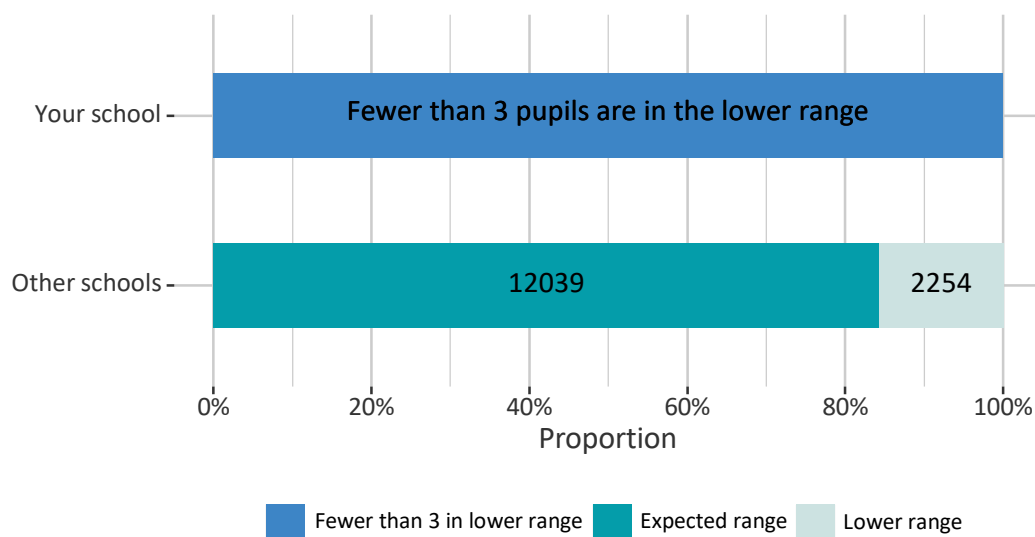
- Expected range – pupils who are scoring as expected for pupils their age
- Lower range – pupils whose scores indicate lower levels of participation.

Comparing the proportions of pupils in the expected range in your school and other schools may suggest that:



This is an area of strength for your school year group

Numbers and Proportions of pupils in each range



Response rate

(Pupils who answered the questions in this area / Pupils in year group)

Your school: 57% (51/90)

Other schools: 75% (14293/18956)

3. Support networks

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

3.1 Peer support

3.2 School support

3.3 Family support

3.4 Wider support

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).

3.1 Peer support

These questions are about the extent to which support is received from peers.

Responses to these questions are scored and categorised as follows:

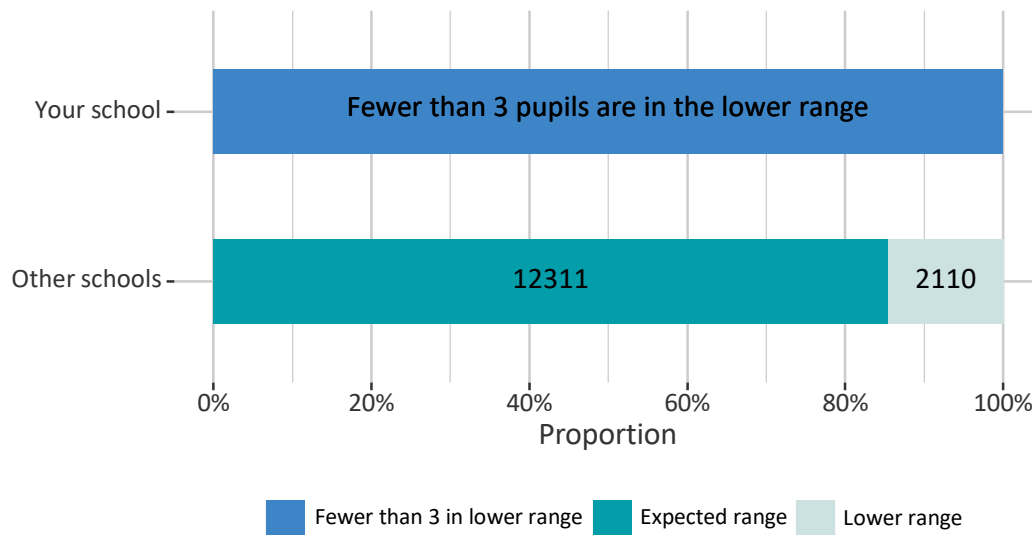
- Expected range – pupils who are scoring as expected for pupils their age
- Lower range – pupils whose scores indicate feeling less supported by peers

Comparing the proportions of pupils in the expected range in your school and other schools may suggest that:



This is an area of strength for your school year group

Numbers and Proportions of pupils in each range



Response rate

(Pupils who answered the questions in this area / Pupils in year group)

Your school: 62% (56/90)

Other schools: 76% (14421/18956)

3.2 School support

These questions are about the extent to which support is received from an adult at school.

Responses to these questions are scored and categorised as follows:

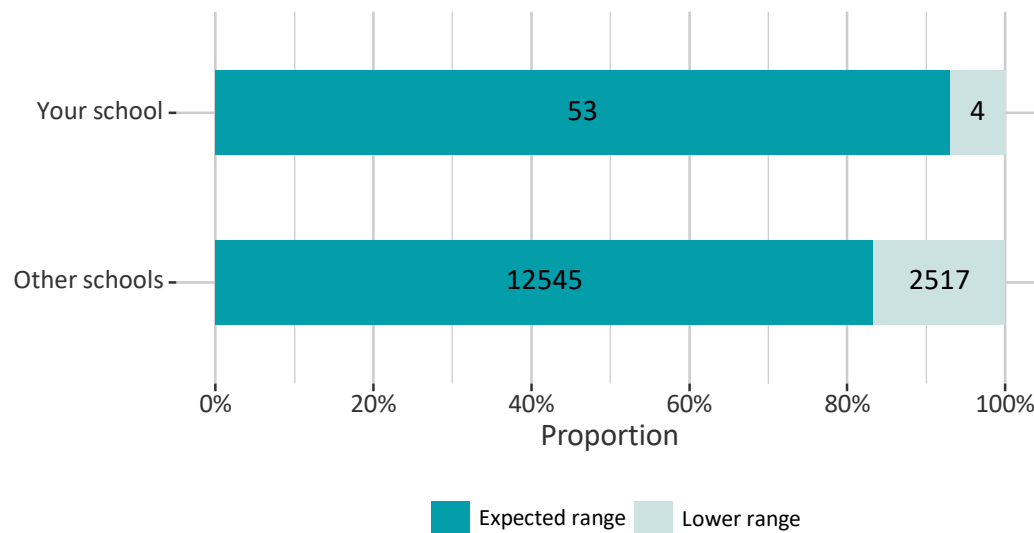
- Expected range – pupils who are scoring as expected for pupils their age
- Lower range – pupils whose scores indicate feeling less supported by an adult at school

Comparing the proportions of pupils in the expected range in your school and other schools may suggest that:



This is an area of strength for your school year group

Numbers and Proportions of pupils in each range



Response rate

(Pupils who answered the questions in this area / Pupils in year group)

Your school: 63% (57/90)

Other schools: 79% (15062/18956)

3.3 Family support

These questions are about the extent to which support is received from an adult at home.

Responses to these questions are scored and categorised as follows:

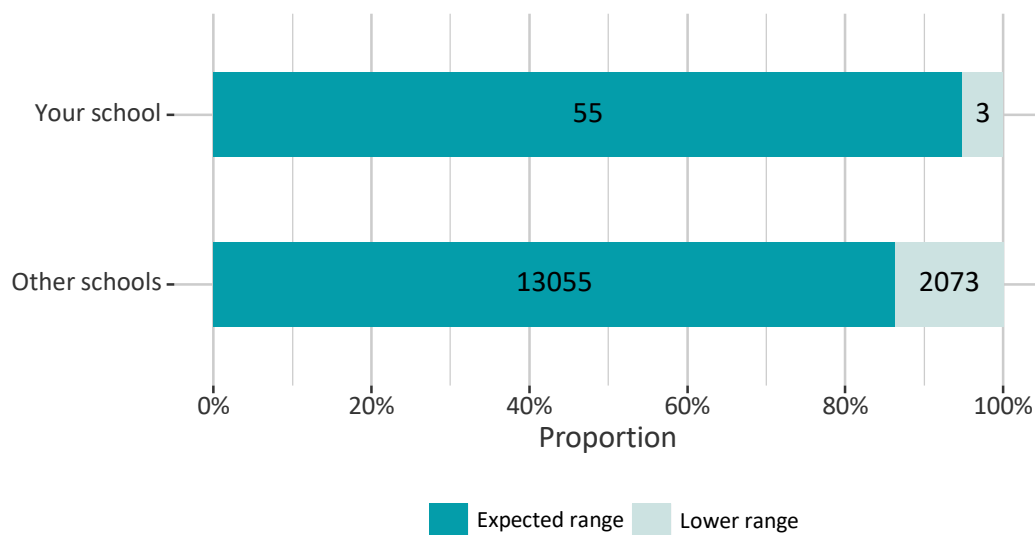
- Expected range – pupils who are scoring as expected for pupils their age
- Lower range – pupils whose scores indicate feeling less supported by an adult at home

Comparing the proportions of pupils in the expected range in your school and other schools may suggest that:



This is an area of strength for your school year group

Numbers and Proportions of pupils in each range



Response rate

(Pupils who answered the questions in this area / Pupils in year group)

Your school: 64% (58/90)

Other schools: 80% (15128/18956)

3.4 Wider support

These questions are about the extent to which support is received from an adult away from school.

Responses to these questions are scored and categorised as follows:

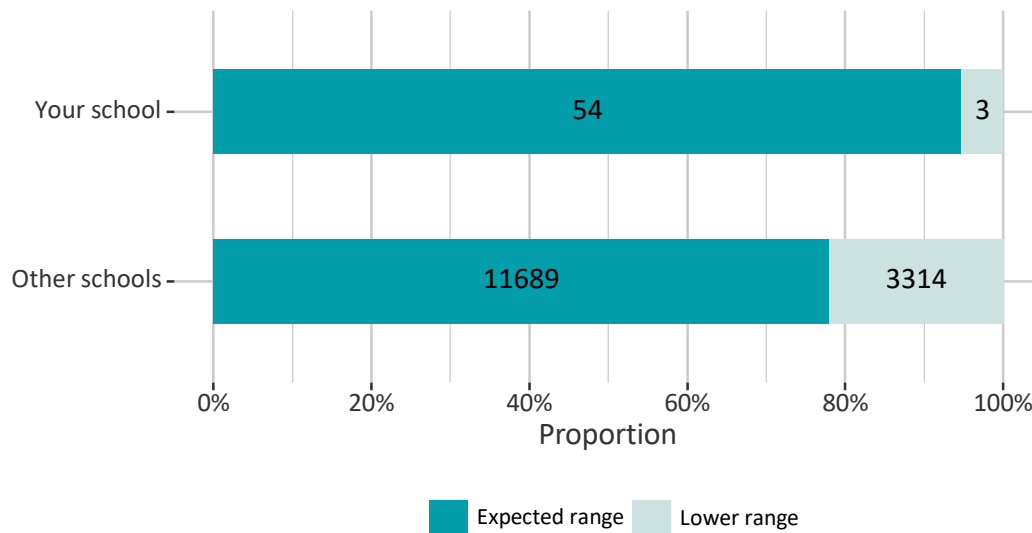
- Expected range – pupils who are scoring as expected for pupils their age
- Lower range – pupils whose scores indicate feeling less supported by the community

Comparing the proportions of pupils in the expected range in your school and other schools may suggest that:



This is an area of strength for your school year group

Numbers and Proportions of pupils in each range



Response rate

(Pupils who answered the questions in this area / Pupils in year group)

Your school: 63% (57/90)

Other schools: 79% (15003/18956)

Appendices

Appendix 1: Individual scale items

Appendix 2: Expected, elevated and lower ranges

Appendix 3: Acknowledgements and comparator data

Appendix 4: Red, amber and green indicators

Appendix 1: Individual scale items

Emotional difficulties¹

Scoring scale: 3-point Likert scale - Never, Sometimes, Always - scored from 0 – 2

I feel lonely
I cry a lot
I am unhappy
Nobody likes me
I worry a lot
I have problems sleeping
I wake up in the night
I am shy
I feel scared
I worry when I am at school

Behavioural difficulties¹

Scoring scale: 3-point Likert scale - Never, Sometimes, Always - scored from 0 – 2

I get very angry
I lose my temper
I hit out when I am angry
I do things to hurt people
I am calm
I break things on purpose

¹Deighton, J., Tymms, P., Vostanis, P., Belsky, J., Fonagy, P., Brown, A., Martin, A., Patalay, P. & Wolpert, W. (2013). The Development of a School-Based Measure of Child Mental Health. *Journal of Psychoeducational Assessment*, 31(247)

Appendix 1: Individual scale items

Life Satisfaction²

Scoring Scale: 6-point Likert scale - Strongly disagree, Moderately disagree, Mildly disagree, Mildly agree, Moderately agree, Strongly agree - scored from 1 – 6

	My life is going well
	My life is just right
	I would like to change many things in my life
	I wish I had a different kind of life
	I have a good life
	I have what I want in life
	My life is better than most kids

²Huebner, E. S. (1991). Initial development of the Students' Life Satisfaction Scale. *School Psychology International*, 12, 231-243.

Appendix 1: Individual scale items

Empathy^{3,4}

Scoring Scale: 5-point Likert scale – Never to Always - scored from 1 – 5

I feel bad when someone gets their feelings hurt
I try to understand what other people feel

Self-esteem^{3,4}

Scoring Scale: 5-point Likert scale – Never to Always - scored from 1 – 5

I can work out my problems
I can do most things if I try
There are many things that I do well

Problem solving^{3,4}

Scoring Scale: 5-point Likert scale – Never to Always - scored from 1 – 5

When I need help, I find someone to talk to
I know where to go for help when I have a problem
I try to work out problems by talking about them

Goal setting^{3,4}

Scoring Scale: 5-point Likert scale – Never to Always - scored from 1 – 5

I have goals and plans for the future
I think I will be successful when I grow up

Participation in home and school^{3,4}

Scoring Scale: 5-point Likert scale – Never to Always - scored from 1 – 5

I do things at home that make a difference (i.e. make things better)
I help my family make decisions
At school, I decide things like class activities or rules
I do things at school that make a difference (i.e. make things better)

Participation in community^{3,4}

Scoring Scale: 5-point Likert scale – Never to Always - scored from 1 – 5

Away from school...
...I am a member of a club, sports team, church group or other group
...I take lessons in music, arts, sports, or have a hobby

³Sun, J., & Stewart, D. (2007). Development of population-based resilience measures in the primary school setting. *Health Education, 7*(6).

⁴Lereya et al. (2016) The student resilience survey: psychometric validation and associations with mental health. *Child Adolescent Psychiatry Mental Health, 10*(44)

Appendix 1: Individual scale items

Peer support^{3,4}

Scoring Scale: 5-point Likert scale – Never to Always - scored from 1 – 5

Are there students at your school who would...

...choose you on their team at school

...explain the rules of a game if you didn't understand them

...invite you to their home

...share things with you

...help you if you hurt yourself

...miss you if you weren't at school

...make you feel better if something is bothering you

...pick you for a partner

...help you if other students are being mean to you

...tell you you're their friend

...ask you to join in when you are all alone

...tell you secrets

³Sun, J., & Stewart, D. (2007). Development of population-based resilience measures in the primary school setting. *Health Education, 7*(6).

⁴Lereya et al. (2016) The student resilience survey: psychometric validation and associations with mental health. *Child Adolescent Psychiatry Mental Health, 10*(44)

Appendix 1: Individual scale items

School support^{3,4}

Scoring Scale: 5-point Likert scale – Never to Always - scored from 1 – 5

<i>At school, there is an adult who...</i>	
	...really cares about me
	...tells me when I do a good job
	...listens to me when I have something to say
	...believes that I will be a success

Family support^{3,4}

Scoring Scale: 5-point Likert scale – Never to Always - scored from 1 – 5

<i>At home, there is an adult who...</i>	
	...is interested in my school work
	...believes that I will be a success
	...wants me to do my best
	...listens to me when I have something to say

Wider support^{3,4}

Scoring Scale: 5-point Likert scale – Never to Always - scored from 1 – 5

<i>Away from school, there is an adult who...</i>	
	...really cares about me
	...tells me when I do a good job
	...believes that I will be a success
	...I trust

³Sun, J., & Stewart, D. (2007). Development of population-based resilience measures in the primary school setting. *Health Education, 7*(6).

⁴Lereya et al. (2016) The student resilience survey: psychometric validation and associations with mental health. *Child Adolescent Psychiatry Mental Health, 10*(44)

Appendix 2: Expected, elevated and lower ranges – year 8

Scale	How individual items are aggregated	Expected range	Elevated range	Lower range
Emotional difficulties	Sum	0 – 9	10 – 20	--
Behavioural difficulties	Sum	0 – 5	6 – 12	--
Life Satisfaction	Mean	4 – 6	--	1 – 3.99
Empathy	Sum	7 – 10	--	2 – 6
Self-esteem	Sum	10 – 15	--	3 – 9
Problem solving	Sum	8 – 15	--	3 – 7
Goal setting	Sum	7 – 10	--	2 – 6
Participation in home and school	Sum	10 – 20	--	4 – 9
Participation in community	Sum	3 – 10	--	2
Peer support	Sum	37 – 60	--	12 – 36
School support	Sum	11 – 20	--	4 – 10
Family support	Sum	15 – 20	--	4 – 14
Wider support	Sum	15 – 20	--	4 – 14

Appendix 2: Expected, elevated and lower ranges

How categorisation is determined

Emotional difficulties; Behavioural difficulties

The expected and elevated range scores are based on the clinical cut-offs established by Deighton et al. (2013)¹. The expected range in this report consists of scores that are lower than the borderline cut-off in Deighton et al. (2013).

Life satisfaction

The expected and lower range scores are based on a categorisation of low and high scores from Suldo et al. (2016)⁵. The expected range in this report consists of scores that are included in the medium and high categories in Suldo et al. (2016).

Empathy; Self-esteem; Problem; Goal setting; Participation in home and school; Participation in community; Peer support; School support; Family support; Wider support

The expected and lower range scores for each year group are based on analysis of data collected during Phase 2 of the HeadStart programme⁶. Scale scores for each pupil were ordered from low to high and the range of scores that corresponded to the highest 85% were taken to be the expected range for this report. In cases where the spread of the scores did not allow exact identification of the highest 85%, the range of scores that corresponded to a percentage closest to 85% were taken.

¹Deighton, J., Tymms, P., Vostanis, P., Belsky, J., Fonagy, P., Brown, A., Martin, A., Patalay, P. & Wolpert, W. (2013). The Development of a School-Based Measure of Child Mental Health. *Journal of Psychoeducational Assessment*, 31(247)

⁵Suldo, S. M (2016). Promoting Student Happiness: Positive Psychology Interventions in Schools

⁶<https://www.ucl.ac.uk/evidence-based-practice-unit/headstart-learning-team>

Appendix 3: Acknowledgements and comparator data

Acknowledgements

Wellbeing Measurement Framework

Aspects of the Wellbeing Measurement Framework have been developed using National Lottery funding by the EBPB in collaboration with the Big Lottery Fund and HeadStart partnerships. HeadStart is a five-year, £56 million National Lottery funded programme set-up by the Big Lottery Fund, the largest funder of community activity in the UK. It aims to explore and test new ways to improve the mental health and wellbeing of young people aged 10 – 16 and prevent serious mental-health issues from developing. Six local authority led HeadStart partnerships in Blackpool, Cornwall, Hull, Kent, Newham and Wolverhampton are working with local young people, schools, families, charities and public services to make young people's mental health and wellbeing everybody's business.

Appendix 3: Acknowledgements and comparator data


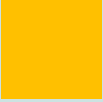

Comparator data

The data you see throughout the report from 'other schools' is sourced from the following:

Year group	Section of report	Source
8	Mental health and wellbeing section Self-esteem in the Emotional Strengths and Skills section	Responses from year 8 pupils in 27 HeadStart schools, 2015
8	Life Satisfaction in the Emotional Strengths and Skills section	Responses from year 8 pupils in 41 Education for Wellbeing schools, 2018
8	Emotional Strengths and Skills section except Self-esteem and Life Satisfaction Support Networks section	Responses from year 8 pupils in 104 HeadStart schools, 2018

Appendix 4: Red, amber and green indicators

Where there are 10 or more survey responses, the red, amber and green indicators are assigned according to the following criteria:

	p -value < 0.1 and Proportion in expected group is lower in your School sample than in 'other Schools'		p -value \geq 0.1		p -value < 0.1 and Proportion in expected group is higher in your School sample than in 'other Schools'
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The following slide explains in more detail what p -values are and the p -value threshold used in these reports.

Appendix 4: Red, amber and green indicators

Where there is an observed difference in the proportion of pupils in the expected range between your school and other schools, the Fisher's exact test of independence is used to determine whether this difference is greater than what would be expected by sampling variability alone⁶. Sampling variability arises from measuring the wellbeing of samples of pupils in your school and other schools, rather than all pupils. Measuring the wellbeing of another sample taken from the same population would not give exactly same results.

The test calculates the likelihood of getting the observed proportions or more extreme under the assumption that the difference in the proportion of pupils is what would be expected by sampling variability alone. This likelihood is given by the p -value of the test.

While a p -value threshold of 0.05 is most commonly used in research studies, we have selected a less stringent threshold of 0.1 for these reports. This is because of the small samples within schools which make it less likely to detect differences if $p < 0.05$ is applied. However, this also has the effect of somewhat reducing the reliability of the findings i.e. increasing the chance that a difference being flagged is in fact due to sampling variability rather than a true difference between your school and comparison data.

Specifically, by using a p -value threshold of 0.1, the chances that a red or green indicator is wrong due to sampling variability could be as high as 1 in 10. This underscores the need to consider the size of the difference between your school and other schools in the context of other information, as recommended in the introductory pages of the report.

⁶ John H. McDonald, Handbook of Biological Statistics: Fisher's exact test of independence, <http://www.biostathandbook.com/fishers.html> .



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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.

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