Feedback based on the Wellbeing Measurement Framework for HeadStart Kernow 2016/17



#### NATIONAL LOTTERY FUNDED





A partnership of







Organisation	Role
BIG ELOTTERY FUND	The Big Lottery Fund is the largest distributer of money from the National Lottery. Every year it distributes around £600 million pounds for good causes, all thanks to the players of The National Lottery. A significant proportion of this funding goes on strategic programmes. HeadStart is one of those programmes.
NATIONAL LOTTERY FUNDED	
EBEPU Evidence Based Practice Unit Apartnership of	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.
MANCHESTER 1824 The University of Manchester	Manchester Institute of Education works with schools to implement and evaluate practice to support wellbeing and social development. Working in close collaboration with EBPU they provide a system that allows online completion of the Wellbeing Measurement Framework.
CORCOR Child Outcomes Research Consortium	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.
COMMON ROOM	Common Room represents the voice of children and young people with experience of mental or physical health challenges. Common Room has a network of young advisors who work with projects to help ensure that the views of young people inform research and practice.

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# Background

- Mental health and schools: some key facts
- The HeadStart programme
- The Wellbeing Measurement Framework
- About this report

### Mental health and schools: some key facts

- The last prevalence survey of mental health difficulties in children across England in 2004 found around 1 in 10 children and young people experienced significant difficulties.<sup>1</sup> In more recent years a range of research has indicated increased rates of difficulties, particularly in relation to depression and anxiety in adolescent girls.<sup>2</sup>
- 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.
- There is increasing emphasis on schools as a primary focus for this kind of support.

#### The HeadStart programme

HeadStart is a National Lottery funded programme developed by the Big Lottery Fund. It aims to further our understanding of how to equip young people to cope better with difficult circumstances, preventing them from experiencing common mental health problems before they become serious issues.

The programme supports a broad range of initiatives for building resilience and emotional wellbeing in 10- to 16-year-olds in order to:

- improve the mental health and wellbeing of young people
- reduce the onset of mental health conditions
- improve young people's engagement in school and their employability
- reduce the risk of young people taking part in criminal or risky behaviour.

The programme is being delivered in six local authority areas between 2016 and 2021:

- Blackpool
- Cornwall
- Hull
- Kent
- Newham
- Wolverhampton

<sup>&</sup>lt;sup>1</sup>Green, H., McGinnity, A., Meltzer, H., Ford, T., & Goodman, R. (2005). Mental health of children and young people in Great Britain, 2004. Retrieved from <u>http://no-pa.uk/wp-content/uploads/2015/02/Mental-health-of-children.pdf</u>

<sup>&</sup>lt;sup>2</sup> Fink, E., Patalay, P., Sharpe, H., Holley, S., Deighton, J., & Wolpert, M. (2015). Mental health difficulties in early adolescence: a comparison of two cross-sectional studies in England from 2009 to 2014. *Journal of Adolescent Health*, *56(5)*, 502–507.

The Big Lottery Fund commissioned a learning team, led by Dr Jessica Deighton of the Evidence Based Practice Unit (UCL and Anna Freud National Centre for Children and Families [AFNCCF]), to generate and disseminate the learning emerging from the HeadStart programme. The learning team will consider the impact and learning from the programme up until 2023 and comprises:

- Evidence Based Practice Unit (EBPU) this academic team based across a university and a child mental health charity specialises in researching risk, resilience, change and choice in relation to mental health for children.
- Child Outcomes Research Consortium (CORC) this practice-research network brings particular expertise in using child-reported measures of mental health.
- Manchester Institute of Education (University of Manchester) this research team brings expertise in researching interventions in schools.
- Common Room this not-for-profit organisation is dedicated to bringing the voice of children, parents and those with experience of mental health and other difficulties into research and practice.
- Personal Social Services Research Unit (PSSRU) at the London School of Economics this research team brings expertise in economic evaluation of early intervention initiatives.

### The Wellbeing Measurement Framework

The learning team, in collaboration with the Big Lottery Fund and the HeadStart Partnerships, have developed an online survey to ask children and young people about their general wellbeing, their resilience and their mental health. This survey is known as the Wellbeing Measurement Framework (WMF). Different versions of the WMF are now being developed for different projects, using a common core group of items to allow comparison. The WMF used for HeadStart, which your Partnership has used with your schools, can be found <u>here</u>.

Questions in the WMF were carefully chosen to:

- be suitable for a reading age of 11- to 16-years-old
- be possible to complete during a lesson average completion time of 20 minutes
- include a balance of positively and negatively worded questions
- have acceptable psychometric properties (i.e. they are reliable, valid and sensitive to change).

The WMF covers the following three key areas in the student's life:

- Mental health and wellbeing (emotional difficulties, behavioural difficulties, difficulties with peers, attention difficulties and positive wellbeing)
- 2. Emotional strengths and skills (managing emotions, problem solving, coping with stress, goal setting, empathy and helping others)
- 3. Support networks (family support, community support, school support, peer support, participation in community, participation at home and school).

The WMF is therefore designed to not only capture direct indicators of young people's wellbeing and mental health but also to capture the mechanisms (both internal and external) that we know from the research are most likely to explain the relationship between risk factors and young people's outcomes in the longer term.

The WMF is being completed annually 2016-2021 with two groups of young people across the 6 areas involved in HeadStart:

- 1. A 'longitudinal' group being followed up year-on-year as they progress through secondary school, starting in Year 7.
- 2. A 'snapshot' group, which involves administering surveys to each Year 9 group in spring/summer.

The survey is administered online, in school, by school staff.

#### **About this report**

Data from all students who completed the WMF in 2016–17 across 115 secondary schools in all six areas taking part in HeadStart are included in this report.

In 2016–17, 30,888 students completed the survey in Years 7 and 9 across the six areas. This report draws on responses from all of these students as an aggregated backdrop against which to understand your Partnership's aggregated scores.

WMF data are also combined with data from the National Pupil Database such as free school meal eligibility and special educational needs to allow the breakdown of WMF response according to different groupings.

Please note that HeadStart schools have been specifically selected to participate in HeadStart programmes so may not be representative of schools or young people nationally.

# Using the report

#### Using the report

The purpose of this report is to give you an overview of the data from the survey that was part of the national evaluation of HeadStart. This report presents data from the schools that participated in the HeadStart programme and specifically the HeadStart survey (known as the **Wellbeing Measurement Framework**). This report provides data from Cornwall , and provides a basis for high-level comparison with aggregated data from the other HeadStart Partnerships.

Student responses on the <u>Wellbeing Measurement Framework</u> (WMF) in your partnership are summarised in this partnership-level feedback report.

Whilst student 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. All self-report measures are inherently imperfect; different groups may read the statements in different ways and there may be skews in the data due to who was present on the day and completed the questionnaire. These issues will be considered in more detailed analysis done by the learning team on the full dataset and cannot be taken into account at this stage for reporting back to schools. So it is imperative that you **consider the WMF findings in the context of other information**.

Together 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. It can also potentially be useful in considering areas of strengths and/or helping students reflect on their positive qualities.

Some aspects of the WMF relate to key aspects of the Ofsted school inspection framework.<sup>3</sup> Results from the WMF could provide supporting evidence for Ofsted's 'outstanding' grade descriptors, such as the example below. In this report, the relevant outstanding grade descriptors are highlighted at the beginning of each results section.

Outstanding (1) grade descriptor for **personal development**, **behaviour** and welfare: 'Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour'<sup>4</sup>

Data from the WMF may also 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.

<sup>3</sup> Ofsted. (2016). School inspection handbook. Retrieved from <u>https://www.gov.uk/government/uploads/system/uploads/attachment\_data/</u> <u>file/553942/School\_inspection\_handbook-section\_5.pdf</u>

<sup>&</sup>lt;sup>4</sup> Ofsted. (2016). School inspection handbook. p.55. Retrieved from <u>https://www.gov.uk/government/uploads/system/uploads/attachment\_</u> <u>data/file/553942/School\_inspection\_handbook-section\_5.pdf</u>

Young people consulted in the development of these reports feel strongly that students should be included in discussions around the feedback, particularly to plan activities and approaches to raise awareness of strengths or difficulties the WMF may highlight. They suggested involving a range of students (not just those involved in councils) in planning how to raise awareness about mental health and wellbeing and to support the needs of students. Wellbeing Measurement Framework results

#### Wellbeing Measurement Framework results

Findings are reported first for Year 7 (page 11) and then for Year 9 (page 36). Within these sections, subsections describe student responses to the survey questions which fall under these broad categories:

- 1. Mental health and wellbeing
  - 1.1 Emotional difficulties
  - 1.2 Behavioural difficulties
  - 1.3 Difficulties with peers
  - 1.4 Attention difficulties
  - 1.5 Positive wellbeing

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 networks

- 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

For details of the questions asked in each of these categories please see <u>Appendix 1</u>.

# Year 7 Report 2016/17

## Year 7 2016/17 1. Mental health and wellbeing

This section of the feedback report looks at student 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

#### Ofsted

This section is relevant to the **personal development**, **behaviour and welfare** aspect of the Ofsted framework.<sup>5</sup>

Outstanding (1) grade descriptors for **personal development**, **behaviour and welfare**:

- 'Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour.'<sup>6</sup>
- 'The school's open culture actively promotes all aspects of pupils' welfare.'<sup>6</sup>

 <sup>5</sup> Ofsted. (2016). School inspection handbook. Retrieved from https://www.gov.uk/government/uploads/ system/uploads/attachment\_data/file/553942/School\_inspection\_handbook-section\_5.pdf
 <sup>6</sup> Ofsted. (2016). School inspection handbook. p.55. Retrieved from https://www.gov.uk/government/ uploads/system/uploads/attachment\_data/file/553942/School\_inspection\_handbook-section\_5.pdf

## **1.1 Emotional difficulties**

These questions are about the extent to which students are feeling worried/anxious, or the intensity of low moods.<sup>7</sup> The average score represented in the graph below is based on responses from 4572 students across Year 7 in your Partnership.

Please see the table below for average scores in your Partnership for emotional difficulties, as well as average scores for students in the HeadStart schools nationally. A lower score indicates fewer emotional difficulties are being experienced.

Population	Number of students	Average emotional difficulties score (range 0–10)
HeadStart Kernow schools	4572	3.83
All HeadStart schools (nationally)	15469	3.85

The emotional difficulties scale also allows us to divide scores into:

- a low range those who are scoring as expected for students their age.
- a slightly elevated range scores indicate a somewhat greater level of emotional difficulties. Young people scoring in this range may need additional support.
- a high range scores indicate a high level of emotional difficulties. Young people scoring in this range are likely to need significant additional support.

The graph below tells you the proportion of students in your Partnership whose responses to the survey place them into these categories.



Level of emotional difficulties experienced by students in your HeadStart schools and among HeadStart schools nationally.

Please note these thresholds do not represent a clinical diagnosis but are simply there as a broad indicator of the level of need in your school population, within your Partnership.

<sup>7</sup>Example item, 'I am often unhappy, down-hearted or tearful'. For all items in this subscale please see <u>Appendix 1</u>.

The funnel plot<sup>8</sup> below shows average scores for questions asked about emotional difficulties.



All schools
 O HeadStart Kernow schools



#### Is it the same for everybody?<sup>9</sup>

Comparing different groups within your Partnership on emotional difficulties shows:

- significantly higher scores for students eligible for free school meals compared to those not eligible
- significantly higher scores for female students compared to male students
- significantly higher scores for students with a statement of special educational needs compared to those without a statement

<sup>8</sup> See <u>Appendix 2</u> for instructions on how to interpret a funnel plot.

<sup>&</sup>lt;sup>9</sup> See <u>Appendix 3</u> for further details about scores for different groups of students.

## **1.2 Behavioural difficulties**

These questions are about the extent to which students are aggressive or 'act out'.<sup>10</sup> The average score represented in the graph below is based on responses from 4578 students across Year 7 in your Partnership.

Please see the table below for average scores in your Partnership for behavioural difficulties, as well as average scores for students in the HeadStart schools nationally. A lower score indicates fewer behavioural difficulties are being experienced.

Population	Number of students	Average behavioural difficulties score (range 0–10)
HeadStart Kernow schools	4578	2.41
All HeadStart schools (nationally)	15479	2.51

The behavioural difficulties scale also allows us to divide scores into:

- a low range those who are scoring as expected for students their age.
- a slightly elevated range scores indicate a somewhat greater level of behavioural difficulties. Young people scoring in this range may need additional support.
- a high range scores indicate a high level of behavioural difficulties. Young people scoring in this range are likely to need significant additional support.

The graph below tells you the proportion of students in your Partnership whose responses to the survey place them into these categories.



Level of behavioural difficulties experienced by students in your HeadStart schools and among HeadStart schools nationally.

Please note these thresholds do not represent a clinical diagnosis but are simply there as a broad indicator of the level of need in your school population, within your Partnership.

<sup>10</sup> Example item, 'I get very angry and often lose my temper'. For all items in this subscale please see Appendix 1.

The funnel plot<sup>11</sup> below shows average scores for questions asked about behavioural difficulties.



• All schools • HeadStart Kernow schools



#### Is it the same for everybody?<sup>12</sup>

Comparing different groups within your Partnership on behavioural difficulties shows:

- significantly higher scores for students eligible for free school meals compared to those not eligible
- significantly higher scores for male students compared to female students
- significantly higher scores for students with a statement of special educational needs compared to those without a statement

<sup>11</sup> See <u>Appendix 2</u> for instructions on how to interpret a funnel plot.

<sup>&</sup>lt;sup>12</sup> See <u>Appendix 3</u> for further details about scores for different groups of students.

## 1.3 Difficulties with peers

These questions are about the extent to which students have good relationships with their peers.<sup>13</sup> The average score represented in the graph below is based on responses from 4571 students across Year 7 in your Partnership.

Please see the table below for average scores in your Partnership for difficulties with peers, as well as average scores for students in the HeadStart schools nationally. A lower score indicates fewer difficulties with peers.

Population	Number of students	Average difficulties with peers score (range 0–10)
HeadStart Kernow schools	4571	2.37
All HeadStart schools (nationally)	15473	2.39

The difficulties with peers scale also allows us to divide scores into:

- a low range those who are scoring as expected for students their age.
- a slightly elevated range scores indicate a somewhat greater level of difficulties with peers. Young people scoring in this range may need additional support.
- a high range scores indicate a high level of difficulties with peers. Young people scoring in this range are likely to need significant additional support.

The graph below tells you the proportion of students in your Partnership whose responses to the survey place them into these categories.



Level of difficulties with peers experienced by students in your HeadStart schools and among HeadStart schools nationally.

Please note these thresholds do not represent a clinical diagnosis but are simply there as a broad indicator of the level of need in your school population, within your Partnership.

<sup>13</sup> Example item, 'I have one good friend or more'. For all items in this subscale please see <u>Appendix 1</u>.

The funnel plot<sup>14</sup> below shows average scores for questions asked about difficulties with peers.



• All schools • HeadStart Kernow schools



#### Is it the same for everybody?<sup>15</sup>

Comparing different groups within your Partnership on difficulties with peers shows:

- significantly higher scores for students eligible for free school meals compared to those not eligible
- significantly higher scores for male students compared to female students
- significantly higher scores for students with a statement of special educational needs compared to those without a statement

<sup>14</sup> See <u>Appendix 2</u> for instructions on how to interpret a funnel plot.

<sup>&</sup>lt;sup>15</sup> See <u>Appendix 3</u> for further details about scores for different groups of students.

## **1.4 Attention difficulties**

These questions are about the extent to which students struggle with maintaining their attention and tendencies toward hyperactivity.<sup>16</sup> The average score represented in the graph below is based on responses from 4573 students across Year 7 in your Partnership.

Please see the table below for average attention difficulties scores in your Partnership, as well as average scores for students in the HeadStart schools nationally. A lower score indicates fewer attention difficulties.

Population	Number of students	Average attention difficulties score (range 0–10)
HeadStart Kernow schools	4573	4.74
All HeadStart schools (nationally)	15479	4.65

The attention difficulties scale also allows us to divide scores into:

- a low range those who are scoring as expected for students their age.
- a slightly elevated range scores indicate a somewhat greater level of attention difficulties. Young people scoring in this range may need additional support.
- a high range scores indicate a high level of attention difficulties. Young people scoring in this range are likely to need significant additional support.

The graph below tells you the proportion of students in your Partnership whose responses to the survey place them into these categories



Level of attention difficulties experienced by students in your HeadStart schools and among HeadStart schools nationally.

Please note these thresholds do not represent a clinical diagnosis but are simply there as a broad indicator of the level of need in your school population, within your Partnership.

<sup>16</sup> Example item, 'I am easily distracted, I find it difficult to concentrate'. For all items in this subscale please see <u>Appendix 1</u>.

The funnel plot<sup>17</sup> below shows average scores for questions asked about attention difficulties.



All schools
 O HeadStart Kernow schools



#### Is it the same for everybody?<sup>18</sup>

Comparing different groups within your Partnership on attention difficulties shows:

- significantly higher scores for students eligible for free school meals compared to those not eligible
- significantly higher scores for male students compared to female students
- significantly higher scores for students with a statement of special educational needs compared to those without a statement

<sup>17</sup> See <u>Appendix 2</u> for instructions on how to interpret a funnel plot.

<sup>&</sup>lt;sup>18</sup> See <u>Appendix 3</u> for further details about scores for different groups of students.

### 1.5 Positive wellbeing

These questions are about the extent to which students feel positive and generally happy with life.<sup>19</sup> The average score represented in the graph below is based on responses from 4160 students across Year 7 in your Partnership.

Please see the table below for average positive wellbeing scores in your Partnership, as well as average scores for students in the HeadStart schools nationally. A higher score indicates greater wellbeing.

Population	Number of students	Average positive wellbeing score (range 7–35)
HeadStart Kernow schools	4160	24.36
All HeadStart schools (nationally)	13969	24.38

The funnel plot<sup>20</sup> below shows average scores for questions asked about positive wellbeing.





#### Is it the same for everybody?<sup>21</sup>

Comparing different groups within your Partnership on positive wellbeing shows:

- significantly higher scores for students not eligible for free school meals compared to those that are eligible
- significantly higher scores for male students compared to female students
- significantly higher scores for students without a statement of special educational needs compared to those with a statement

<sup>&</sup>lt;sup>19</sup> Example item, 'I've been feeling useful'. For all items in this subscale please see <u>Appendix 1</u>.

<sup>&</sup>lt;sup>20</sup> See <u>Appendix 2</u> for instructions on how to interpret a funnel plot.

<sup>&</sup>lt;sup>21</sup> See <u>Appendix 3</u> for further details about scores for different groups of students.

## Year 7 2016/17 2. Emotional strengths and skills

This section looks at student 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 section is relevant to the **personal development**, **behaviour and welfare** aspect of the Ofsted framework.<sup>22</sup>

Outstanding (1) grade descriptor for **personal development**, **behaviour and welfare**:

• 'Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.'<sup>23</sup>



<sup>22</sup> Ofsted. (2016). School inspection handbook. Retrieved from https://www.gov.uk/ government/uploads/system/uploads/attachment\_data/file/553942/School\_inspection\_ handbook-section\_5.pdf

<sup>23</sup> Ofsted. (2016). School inspection handbook. p.56. Retrieved from https://www.gov.uk/ government/uploads/system/uploads/attachment\_data/file/553942/School\_inspection\_ handbook-section\_5.pdf

## 2.1 Managing emotions

These questions are about managing emotions.<sup>24</sup> The average score represented in the graph below is based on responses from 4262 students across Year 7 in your Partnership.

Please see the table below for average scores in your Partnership for managing emotions, as well as average scores for students in the HeadStart schools nationally. A higher score indicates that young people are better able to manage their emotions.

Population	Number of students	Average managing emotions score (range 6–42)
HeadStart Kernow schools	4262	26.20
All HeadStart schools (nationally)	14320	25.90

The funnel plot<sup>25</sup> below shows average scores for questions asked about managing emotions.





#### Is it the same for everybody?<sup>26</sup>

Comparing different groups within your Partnership on managing emotions shows:

- significantly higher scores for students not eligible for free school meals compared to those that are eligible
- no significant difference between male and female students
- significantly higher scores for students without a statement of special educational needs compared to those with a statement

<sup>&</sup>lt;sup>24</sup> Example item, 'I can control my anger when I want to'. For all items in this subscale please see <u>Appendix 1</u>.

<sup>&</sup>lt;sup>25</sup> See <u>Appendix 2</u> for instructions on how to interpret a funnel plot.

<sup>&</sup>lt;sup>26</sup> See <u>Appendix 3</u> for further details about scores for different groups of students.

## 2.2 Problem solving

These questions are about working through problems and knowing how to get help.<sup>27</sup> The average score represented in the graph below is based on responses from 4392 students across Year 7 in your Partnership.

Please see the table below for average scores in your Partnership for problem solving, as well as average scores for students in the HeadStart schools nationally. A higher score indicates better problem-solving skills.

Population	Number of students	Average problem-solving score (range 3–15)
HeadStart Kernow schools	4392	10.93
All HeadStart schools (nationally)	14674	11.06

The funnel plot<sup>28</sup> below shows average scores for questions asked about problem solving.



All schools
 HeadStart Kernow schools



Is it the same for everybody?<sup>29</sup> Comparing different groups within your Partnership on problem solving shows:

- significantly higher scores for students not eligible for free school meals compared to those that are eligible
- significantly higher scores for female students compared to male students
- significantly higher scores for students without a statement of special educational needs compared to those with a statement

<sup>&</sup>lt;sup>27</sup> Example item, 'When I need help, I find someone to talk to'. For all items in this subscale please see <u>Appendix 1</u>.

<sup>&</sup>lt;sup>28</sup> See <u>Appendix 2</u> for instructions on how to interpret a funnel plot.

<sup>&</sup>lt;sup>29</sup> See <u>Appendix 3</u> for further details about scores for different groups of students.

## 2.3 Coping with stress

These questions are about managing stress levels and coping with difficulties.<sup>30</sup> The average score represented in the graph below is based on responses from 4263 students across Year 7 in your Partnership.

Please see the table below for average scores in your Partnership for coping with stress, as well as average scores for students in the HeadStart schools nationally. A lower score indicates better coping skills.

Population	Number of students	Average coping score (range 0–16)
HeadStart Kernow schools	4263	6.41
All HeadStart schools (nationally)	14359	6.54

The funnel plot<sup>31</sup> below shows average scores for questions asked about coping with stress.





#### Is it the same for everybody?<sup>32</sup>

Comparing different groups within your Partnership on coping with stress shows:

- significantly higher scores for students eligible for free school meals compared to those not eligible
- significantly higher scores for female students compared to male students
- significantly higher scores for students with a statement of special educational needs compared to those without a statement

<sup>30</sup> Example item, 'In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?'. For all items in this subscale please see <u>Appendix 1</u>.

<sup>31</sup> See <u>Appendix 2</u> for instructions on how to interpret a funnel plot.

<sup>&</sup>lt;sup>32</sup> See <u>Appendix 3</u> for further details about scores for different groups of students.

### 2.4 Goal setting

These questions are about goals, plans and aspirations.<sup>33</sup> The average score represented in the graph below is based on responses from 4414 students across Year 7 in your Partnership.

Please see the table below for average scores in your Partnership for goal setting, as well as average scores for students in the HeadStart schools nationally. A higher score indicates better goal setting.

Population	Number of students	Average goal setting score (range 2–10)
HeadStart Kernow schools	4414	8.20
All HeadStart schools (nationally)	14751	8.26

The funnel plot<sup>34</sup> below shows average scores for questions asked about goal setting.



All schools
 HeadStart Kernow schools



#### Is it the same for everybody?<sup>35</sup>

Comparing different groups within your Partnership on goal setting shows:

- significantly higher scores for students not eligible for free school meals compared to those that are eligible
- significantly higher scores for male students compared to female students
- significantly higher scores for students without a statement of special educational needs compared to those with a statement

<sup>34</sup> See <u>Appendix 2</u> for instructions on how to interpret a funnel plot.

<sup>&</sup>lt;sup>33</sup> Example item, 'I have goals and plans for the future'. For all items in this subscale please see <u>Appendix 1</u>.

<sup>&</sup>lt;sup>35</sup> See <u>Appendix 3</u> for further details about scores for different groups of students.

## 2.5 Empathy

These questions are about identifying with others and showing concern for their feelings.<sup>36</sup> The average score represented in the graph below is based on responses from 4430 students across Year 7 in your Partnership.

Please see the table below for average scores in your Partnership for empathy, as well as average scores for students in the HeadStart schools nationally. A higher score indicates greater empathy.

Population	Number of students	Average empathy score (range 2–10)
HeadStart Kernow schools	4430	8.32
All HeadStart schools (nationally)	14825	8.24

The funnel plot<sup>37</sup> below shows average scores for questions asked about empathy.



All schools
 HeadStart Kernow schools



Is it the same for everybody?<sup>38</sup>

Comparing different groups within your Partnership on empathy shows:

- no significant difference between those eligible for free school meals and those not eligible
- significantly higher scores for female students compared to male students
- significantly higher scores for students without a statement of special educational needs compared to those with a statement

<sup>&</sup>lt;sup>36</sup> Example item, 'I try to understand what other people feel'. For all items in this subscale please see <u>Appendix 1</u>.

<sup>&</sup>lt;sup>37</sup> See <u>Appendix 2</u> for instructions on how to interpret a funnel plot.

<sup>&</sup>lt;sup>38</sup> See <u>Appendix 3</u> for further details about scores for different groups of students.

## 2.6 Helping others

These questions are about thinking of others and willingly helping them.<sup>39</sup> The average score represented in the graph below is based on responses from 4579 students across Year 7 in your Partnership.

Please see the table below for average scores in your Partnership for helping others, as well as average scores for students in the HeadStart schools nationally. A higher score indicates higher levels of helping behaviour.

Population	Number of students	Average helping others score (range 0–10)
HeadStart Kernow schools	4579	7.62
All HeadStart schools (nationally)	15493	7.54

The funnel plot<sup>40</sup> below shows average scores for questions asked about helping others.





Is it the same for everybody?<sup>41</sup> Comparing different groups within your Partnership on helping others shows:

- significantly higher scores for students not eligible for free school meals compared to those that are eligible
- significantly higher scores for female students compared to male students
- significantly higher scores for students without a statement of special educational needs compared to those with a statement

<sup>&</sup>lt;sup>39</sup> Example item, 'I often volunteer to help others (parents, teachers, children)'. For all items in this subscale please see <u>Appendix 1</u>.

<sup>&</sup>lt;sup>40</sup> See <u>Appendix 2</u> for instructions on how to interpret a funnel plot.

<sup>&</sup>lt;sup>41</sup> See <u>Appendix 3</u> for further details about scores for different groups of students.

## Year 7 2016/17 3. Support networks

This section looks at student responses with respect to their support networks. This includes:

- 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

## Ofsted

This section is relevant to the **overall effectiveness**, **leadership and management** and **personal development**, **behaviour and welfare** aspects of the Ofsted framework.<sup>42</sup>

#### Outstanding (1) grade descriptor for overall effectiveness:

 'The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development [...] enables students to thrive'43

Outstanding (1) grade descriptor for **leadership and** management:

- 'Pupils' spiritual, moral, social and cultural development [...] are at the heart of the school's work'  $^{\rm 44}$ 

## Outstanding (1) grade descriptor for **personal development**, **behaviour and welfare**:

• 'The school's open culture actively promotes all aspects of pupils' welfare'45

 <sup>42</sup> Ofsted. (2016). School inspection handbook. Retrieved from https://www.gov.uk/government/uploads/ system/uploads/attachment\_data/file/553942/School\_inspection\_handbook-section\_5.pdf
 <sup>43</sup> Ofsted. (2016). School inspection handbook. p.40. Retrieved from https://www.gov.uk/government/uploads/ system/uploads/attachment\_data/file/553942/School\_inspection\_handbook-section\_5.pdf
 <sup>44</sup> Ofsted. (2016). School inspection handbook. p.46. Retrieved from https://www.gov.uk/government/uploads/ system/uploads/attachment\_data/file/553942/School\_inspection\_handbook-section\_5.pdf
 <sup>45</sup> Ofsted. (2016). School inspection handbook. p.55. Retrieved from https://www.gov.uk/government/uploads/ system/uploads/attachment\_data/file/553942/School\_inspection\_handbook-section\_5.pdf
 <sup>45</sup> Ofsted. (2016). School inspection handbook. p.55. Retrieved from https://www.gov.uk/government/uploads/ system/uploads/attachment\_data/file/553942/School\_inspection\_handbook-section\_5.pdf

## 3.1 Family support

These questions are about support received from the family.<sup>46</sup> The average score represented in the graph below is based on responses from 4497 students across Year 7 in your Partnership.

Please see the table below for average scores in your Partnership for family support, as well as average scores for students in the HeadStart schools nationally.

Population	Number of students	Average family support score (range 4–20)
HeadStart Kernow schools	4497	17.82
All HeadStart schools (nationally)	14967	17.83

The funnel plot<sup>47</sup> below shows average scores for questions asked about family support.





#### Is it the same for everybody?48

Comparing different groups within your Partnership on family support shows:

- significantly higher scores for students not eligible for free school meals compared to those that are eligible
- significantly higher scores for female students compared to male students
- significantly higher scores for students without a statement of special educational needs compared to those with a statement

<sup>&</sup>lt;sup>46</sup> Example item, 'At home, there is an adult who believes that I will be a success'. For all items in this subscale please see <u>Appendix 1</u>.

 $<sup>^{47}</sup>$  See <u>Appendix 2</u> for instructions on how to interpret a funnel plot.

<sup>&</sup>lt;sup>48</sup> See <u>Appendix 3</u> for further details about scores for different groups of students.

## 3.2 Community support

These questions are about support received from the community.<sup>49</sup> The average score represented in the graph below is based on responses from 4468 students across Year 7 in your Partnership.

Please see the table below for average scores in your Partnership for community support, as well as average scores for students in the HeadStart schools nationally.

Population	Number of students	Average community support score (range 4–20)
HeadStart Kernow schools	4468	17.44
All HeadStart schools (nationally)	14870	17.36

The funnel plot<sup>50</sup> below shows average scores for questions asked about community support.



All schools
 HeadStart Kernow schools



#### Is it the same for everybody?<sup>51</sup>

Comparing different groups within your Partnership on community support shows:

- significantly higher scores for students not eligible for free school meals compared to those that are eligible
- significantly higher scores for female students compared to male students
- significantly higher scores for students without a statement of special educational needs compared to those with a statement

<sup>&</sup>lt;sup>49</sup> Example item, 'Away from school, there is an adult who really cares about me'. For all items in this subscale please see <u>Appendix 1</u>.

<sup>&</sup>lt;sup>50</sup> See <u>Appendix 2</u> for instructions on how to interpret a funnel plot.

<sup>&</sup>lt;sup>51</sup> See <u>Appendix 3</u> for further details about scores for different groups of students.

## 3.3 School support

These questions are about support received from adults at school.<sup>52</sup> The average score represented in the graph below is based on responses from 4448 students across Year 7 in your Partnership.

Please see the table below for average scores in your Partnership for school support, as well as average scores for students in the HeadStart schools nationally.

Population	Number of students	Average school support score (range 4–20)
HeadStart Kernow schools	4448	15.12
All HeadStart schools (nationally)	14862	15.34

The funnel plot<sup>53</sup> below shows average scores for questions asked about school support.





#### Is it the same for everybody?54

Comparing different groups within your Partnership on school support shows:

- no significant difference between those eligible for free school meals and those not eligible
- significantly higher scores for female students compared to male students
- significantly higher scores for students without a statement of special educational needs compared to those with a statement

<sup>&</sup>lt;sup>52</sup> Example item, 'At school there is an adult who listens to me when I have something to say'. For all items in this subscale please see <u>Appendix 1</u>.

<sup>&</sup>lt;sup>53</sup> See <u>Appendix 2</u> for instructions on how to interpret a funnel plot.

<sup>&</sup>lt;sup>54</sup> See <u>Appendix 3</u> for further details about scores for different groups of students.

#### 3.4 Peer support

These questions are about support received from peers.<sup>55</sup> The average score represented in the graph below is based on responses from 4297 students across Year 7 in your Partnership.

Please see the table below for average scores in your Partnership for peer support, as well as average scores for students in the HeadStart schools nationally.

Population	Number of students	Average peer support score (range 13–65)
HeadStart Kernow schools	4297	52.62
All HeadStart schools (nationally)	14287	52.72

The funnel plot<sup>56</sup> below shows average scores for questions asked about peer support.





#### Is it the same for everybody?<sup>57</sup>

Comparing different groups within your Partnership on peer support shows:

- significantly higher scores for students not eligible for free school meals compared to those that are eligible
- significantly higher scores for female students compared to male students
- significantly higher scores for students without a statement of special educational needs compared to those with a statement

<sup>&</sup>lt;sup>55</sup> Example item, 'Are there students at your school who would make you feel better if something is bothering you'. For all items in this subscale please see <u>Appendix 1</u>.

<sup>&</sup>lt;sup>56</sup> See <u>Appendix 2</u> for instructions on how to interpret a funnel plot.

<sup>&</sup>lt;sup>57</sup> See <u>Appendix 3</u> for further details about scores for different groups of students.

## 3.5 Participation in community

These questions are about participating in activities outside home and school.<sup>58</sup> The average score represented in the graph below is based on responses from 4417 students across Year 7 in your Partnership.

Please see the table below for average scores in your Partnership for participation in community, as well as average scores for students in the HeadStart schools nationally.

Population	Number of students	Average participation in community score (range 2–10)
HeadStart Kernow schools	4417	7.64
All HeadStart schools (nationally)	14747	7.23

The funnel plot<sup>59</sup> below shows average scores for questions asked about participation in the community.



All schools
 O HeadStart Kernow schools



Is it the same for everybody?<sup>60</sup> Comparing different groups within your Partnership on participation in community shows:

- significantly higher scores for students not eligible for free school meals compared to those that are eligible
- significantly higher scores for female students compared to male students
- significantly higher scores for students without a statement of special educational needs compared to those with a statement

<sup>59</sup> See <u>Appendix 2</u> for instructions on how to interpret a funnel plot.

<sup>&</sup>lt;sup>58</sup> Example item, 'Away from school I am a member of a club, sports team, church group, or other group'. For all items in this subscale please see <u>Appendix 1</u>.

<sup>&</sup>lt;sup>60</sup> See <u>Appendix 3</u> for further details about scores for different groups of students.

## 3.6 Participation in home and school

These questions are about making a positive contribution at home and in school.<sup>61</sup> The average score represented in the graph below is based on responses from 4373 students across Year 7 in your Partnership.

Please see the table below for average scores in your Partnership for participation in home and school, as well as average scores for students in the HeadStart schools nationally.

Population	Number of students	Average participation in home and school score (range 4–20)
HeadStart Kernow schools	4373	13.49
All HeadStart schools (nationally)	14585	13.59

The funnel plot<sup>62</sup> below shows average scores for questions asked about participation in home and school.



All schools
 O HeadStart Kernow schools



#### Is it the same for everybody?63

Comparing different groups within your Partnership on participation in home and school shows:

- significantly higher scores for students not eligible for free school meals compared to those that are eligible
- significantly higher scores for female students compared to male students
- significantly higher scores for students without a statement of special educational needs compared to those with a statement

<sup>&</sup>lt;sup>61</sup> Example item, 'I help my family make decisions'. For all items in this subscale please see <u>Appendix 1</u>.

<sup>&</sup>lt;sup>62</sup> See <u>Appendix 2</u> for instructions on how to interpret a funnel plot.

<sup>&</sup>lt;sup>63</sup> See <u>Appendix 3</u> for further details about scores for different groups of students.

## Year 9 Report 2016/17

## Year 9 2016/17 1. Mental health and wellbeing

This section of the feedback report looks at student 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

### Ofsted

This section is relevant to the **personal development**, **behaviour and welfare** aspect of the Ofsted framework.<sup>64</sup>

Outstanding (1) grade descriptors for **personal development**, **behaviour and welfare**:

- 'Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour.'<sup>65</sup>
- 'The school's open culture actively promotes all aspects of pupils' welfare.'<sup>65</sup>

 <sup>64</sup> Ofsted. (2016). School inspection handbook. Retrieved from https://www.gov.uk/government/uploads/ system/uploads/attachment\_data/file/553942/School\_inspection\_handbook-section\_5.pdf
 <sup>65</sup> Ofsted. (2016). School inspection handbook. p.55. Retrieved from https://www.gov.uk/government/ uploads/system/uploads/attachment\_data/file/553942/School\_inspection\_handbook-section\_5.pdf

## **1.1 Emotional difficulties**

These questions are about the extent to which students are feeling worried/anxious, or the intensity of low moods.<sup>66</sup> The average score represented in the graph below is based on responses from 4301 students across Year 9 in your Partnership.

Please see the table below for average scores in your Partnership for emotional difficulties, as well as average scores for students in the HeadStart schools nationally. A lower score indicates fewer emotional difficulties are being experienced.

Population	Number of students	Average emotional difficulties score (range 0–10)
HeadStart Kernow schools	4301	4.07
All HeadStart schools (nationally)	14660	4.12

The emotional difficulties scale also allows us to divide scores into:

- a low range those who are scoring as expected for students their age.
- a slightly elevated range scores indicate a somewhat greater level of emotional difficulties. Young people scoring in this range may need additional support.
- a high range scores indicate a high level of emotional difficulties. Young people scoring in this range are likely to need significant additional support.

The graph below tells you the proportion of students in your Partnership whose responses to the survey place them into these categories.



Level of emotional difficulties experienced by students in your HeadStart schools and among HeadStart schools nationally.

Please note these thresholds do not represent a clinical diagnosis but are simply there as a broad indicator of the level of need in your school population, within your Partnership.

<sup>66</sup> Example item, 'I am often unhappy, down-hearted or tearful'. For all items in this subscale please see <u>Appendix 1</u>.

The funnel plot<sup>67</sup> below shows average scores for questions asked about emotional difficulties.



• All schools • HeadStart Kernow schools



#### Is it the same for everybody? 68

Comparing different groups within your Partnership on emotional difficulties shows:

- significantly higher scores for students eligible for free school meals compared to those not eligible
- significantly higher scores for female students compared to male students
- significantly higher scores for students with a statement of special educational needs compared to those without a statement

<sup>67</sup> See <u>Appendix 2</u> for instructions on how to interpret a funnel plot.

<sup>&</sup>lt;sup>68</sup> See <u>Appendix 4</u> for further details about scores for different groups of students.

## **1.2 Behavioural difficulties**

These questions are about the extent to which students are aggressive or 'act out'.<sup>69</sup> The average score represented in the graph below is based on responses from 4302 students across Year 9 in your Partnership.

Please see the table below for average scores in your Partnership for behavioural difficulties, as well as average scores for students in the HeadStart schools nationally. A lower score indicates fewer behavioural difficulties are being experienced.

Population	Number of students	Average behavioural difficulties score (range 0–10)
HeadStart Kernow schools	4302	2.63
All HeadStart schools (nationally)	14666	2.72

The behavioural difficulties scale also allows us to divide scores into:

- a low range those who are scoring as expected for students their age.
- a slightly elevated range scores indicate a somewhat greater level of behavioural difficulties. Young people scoring in this range may need additional support.
- a high range scores indicate a high level of behavioural difficulties. Young people scoring in this range are likely to need significant additional support.

The graph below tells you the proportion of students in your Partnership whose responses to the survey place them into these categories.



Level of behavioural difficulties experienced by students in your HeadStart schools and among HeadStart schools nationally.

Please note these thresholds do not represent a clinical diagnosis but are simply there as a broad indicator of the level of need in your school population, within your Partnership.

<sup>69</sup> Example item, 'I get very angry and often lose my temper'. For all items in this subscale please see <u>Appendix 1</u>.

The funnel plot<sup>70</sup> below shows average scores for questions asked about behavioural difficulties.



• All schools • HeadStart Kernow schools



#### Is it the same for everybody?<sup>71</sup>

Comparing different groups within your Partnership on behavioural difficulties shows:

- significantly higher scores for students eligible for free school meals compared to those not eligible
- significantly higher scores for male students compared to female students
- significantly higher scores for students with a statement of special educational needs compared to those without a statement

<sup>70</sup> See <u>Appendix 2</u> for instructions on how to interpret a funnel plot.

<sup>&</sup>lt;sup>71</sup> See <u>Appendix 4</u> for further details about scores for different groups of students.

## 1.3 Difficulties with peers

These questions are about the extent to which students have good relationships with their peers.<sup>72</sup> The average score represented in the graph below is based on responses from 4302 students across Year 9 in your Partnership.

Please see the table below for average scores in your Partnership for difficulties with peers, as well as average scores for students in the HeadStart schools nationally. A lower score indicates fewer difficulties with peers.

Population	Number of students	Average difficulties with peers score (range 0–10)
HeadStart Kernow schools	4302	2.42
All HeadStart schools (nationally)	14666	2.44

The difficulties with peers scale also allows us to divide scores into:

- a low range those who are scoring as expected for students their age.
- a slightly elevated range scores indicate a somewhat greater level of difficulties with peers. Young people scoring in this range may need additional support.
- a high range scores indicate a high level of difficulties with peers. Young people scoring in this range are likely to need significant additional support.

The graph below tells you the proportion of students in your Partnership whose responses to the survey place them into these categories.



Level of difficulties with peers experienced by students in your HeadStart schools and among HeadStart schools nationally.

Please note these thresholds do not represent a clinical diagnosis but are simply there as a broad indicator of the level of need in your school population, within your Partnership.

<sup>&</sup>lt;sup>72</sup> Example item, 'I have one good friend or more'. For all items in this subscale please see <u>Appendix 1</u>.

The funnel plot<sup>73</sup> below shows average scores for questions asked about difficulties with peers.



• All schools • HeadStart Kernow schools



#### Is it the same for everybody?74

Comparing different groups within your Partnership on difficulties with peers shows:

- significantly higher scores for students eligible for free school meals compared to those not eligible
- no significant difference between male and female students
- significantly higher scores for students with a statement of special educational needs compared to those without a statement

<sup>73</sup> See <u>Appendix 2</u> for instructions on how to interpret a funnel plot.

<sup>&</sup>lt;sup>74</sup> See <u>Appendix 4</u> for further details about scores for different groups of students.

## **1.4 Attention difficulties**

These questions are about the extent to which students struggle with maintaining their attention and tendencies toward hyperactivity.<sup>75</sup> The average score represented in the graph below is based on responses from 4300 students across Year 9 in your Partnership.

Please see the table below for average attention difficulties scores in your Partnership, as well as average scores for students in the HeadStart schools nationally. A lower score indicates fewer attention difficulties.

Population	Number of students	Average attention difficulties score (range 0–10)
HeadStart Kernow schools	4300	4.95
All HeadStart schools (nationally)	14656	4.90

The attention difficulties scale also allows us to divide scores into:

- a low range those who are scoring as expected for students their age.
- a slightly elevated range scores indicate a somewhat greater level of attention difficulties. Young people scoring in this range may need additional support.
- a high range scores indicate a high level of attention difficulties. Young people scoring in this range are likely to need significant additional support.

The graph below tells you the proportion of students in your Partnership whose responses to the survey place them into these categories



Level of attention difficulties experienced by students in your HeadStart schools and among HeadStart schools nationally.

Please note these thresholds do not represent a clinical diagnosis but are simply there as a broad indicator of the level of need in your school population, within your Partnership.

<sup>75</sup> Example item, 'I am easily distracted, I find it difficult to concentrate'. For all items in this subscale please see <u>Appendix 1</u>.

The funnel plot<sup>76</sup> below shows average scores for questions asked about attention difficulties.



• All schools • HeadStart Kernow schools



#### Is it the same for everybody?77

Comparing different groups within your Partnership on attention difficulties shows:

- significantly higher scores for students eligible for free school meals compared to those not eligible
- · significantly higher scores for male students compared to female students
- significantly higher scores for students with a statement of special educational needs compared to those without a statement

<sup>76</sup> See <u>Appendix 2</u> for instructions on how to interpret a funnel plot.

<sup>&</sup>lt;sup>77</sup> See <u>Appendix 4</u> for further details about scores for different groups of students.

### 1.5 Positive wellbeing

These questions are about the extent to which students feel positive and generally happy with life.<sup>78</sup> The average score represented in the graph below is based on responses from 3976 students across Year 9 in your Partnership.

Please see the table below for average positive wellbeing scores in your Partnership, as well as average scores for students in the HeadStart schools nationally. A higher score indicates greater wellbeing.

Population	Number of students	Average positive wellbeing score (range 7–35)
HeadStart Kernow schools	3976	23.16
All HeadStart schools (nationally)	13529	23.35

The funnel plot<sup>79</sup> below shows average scores for questions asked about positive wellbeing.





Is it the same for everybody?<sup>80</sup>

Comparing different groups within your Partnership on positive wellbeing shows:

- significantly higher scores for students not eligible for free school meals compared to those that are eligible
- significantly higher scores for male students compared to female students
- significantly higher scores for students without a statement of special educational needs compared to those with a statement

<sup>78</sup> Example item, 'I've been feeling useful'. For all items in this subscale please see <u>Appendix 1</u>.

<sup>79</sup> See <u>Appendix 2</u> for instructions on how to interpret a funnel plot.

<sup>&</sup>lt;sup>80</sup> See <u>Appendix 4</u> for further details about scores for different groups of students.

## Year 9 2016/17 2. Emotional strengths and skills

This section looks at student 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 section is relevant to the **personal development**, **behaviour and welfare** aspect of the Ofsted framework.<sup>81</sup>

Outstanding (1) grade descriptor for **personal development**, **behaviour and welfare**:

• 'Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.'<sup>82</sup>

<sup>81</sup> Ofsted. (2016). School inspection handbook. Retrieved from https://www.gov.uk/ government/uploads/system/uploads/attachment\_data/file/553942/School\_inspection\_ handbook-section\_5.pdf

<sup>82</sup> Ofsted. (2016). School inspection handbook. p.56. Retrieved from https://www.gov.uk/ government/uploads/system/uploads/attachment\_data/file/553942/School\_inspection\_ handbook-section\_5.pdf



## 2.1 Managing emotions

These questions are about managing emotions.<sup>83</sup> The average score represented in the graph below is based on responses from 4063 students across Year 9 in your Partnership.

Please see the table below for average scores in your Partnership for managing emotions, as well as average scores for students in the HeadStart schools nationally. A higher score indicates that young people are better able to manage their emotions.

Population	Number of students	Average managing emotions score (range 6–42)
HeadStart Kernow schools	4063	25.62
All HeadStart schools (nationally)	13770	25.55

The funnel plot<sup>84</sup> below shows average scores for questions asked about managing emotions.





#### Is it the same for everybody?<sup>85</sup>

Comparing different groups within your Partnership on managing emotions shows:

- significantly higher scores for students not eligible for free school meals compared to those that are eligible
- significantly higher scores for male students compared to female students
- significantly higher scores for students without a statement of special educational needs compared to those with a statement

<sup>&</sup>lt;sup>83</sup> Example item, 'I can control my anger when I want to'. For all items in this subscale please see <u>Appendix 1</u>.

<sup>&</sup>lt;sup>84</sup> See <u>Appendix 2</u> for instructions on how to interpret a funnel plot.

<sup>&</sup>lt;sup>85</sup> See <u>Appendix 4</u> for further details about scores for different groups of students.

## 2.2 Problem solving

These questions are about working through problems and knowing how to get help.<sup>86</sup> The average score represented in the graph below is based on responses from 4168 students across Year 9 in your Partnership.

Please see the table below for average scores in your Partnership for problem solving, as well as average scores for students in the HeadStart schools nationally. A higher score indicates better problem-solving skills.

Population	Number of students	Average problem-solving score (range 3–15)
HeadStart Kernow schools	4168	9.74
All HeadStart schools (nationally)	14016	9.98

The funnel plot<sup>87</sup> below shows average scores for questions asked about problem solving.





Is it the same for everybody?<sup>88</sup> Comparing different groups within your Partnership on problem solving shows:

- significantly higher scores for students not eligible for free school meals compared to those that are eligible
- no significant difference between male and female students
- no significant difference between students with or without a statement of special educational needs

<sup>&</sup>lt;sup>86</sup> Example item, 'When I need help, I find someone to talk to'. For all items in this subscale please see <u>Appendix 1</u>.

<sup>&</sup>lt;sup>87</sup> See <u>Appendix 2</u> for instructions on how to interpret a funnel plot.

<sup>&</sup>lt;sup>88</sup> See <u>Appendix 4</u> for further details about scores for different groups of students.

## 2.3 Coping with stress

These questions are about managing stress levels and coping with difficulties.<sup>89</sup> The average score represented in the graph below is based on responses from 4053 students across Year 9 in your Partnership.

Please see the table below for average scores in your Partnership for coping with stress, as well as average scores for students in the HeadStart schools nationally. A lower score indicates better coping skills.

Population	Number of students	Average coping score (range 0–16)
HeadStart Kernow schools	4053	6.87
All HeadStart schools (nationally)	13807	6.93

The funnel plot<sup>90</sup> below shows average scores for questions asked about coping with stress.





Is it the same for everybody?91

Comparing different groups within your Partnership on coping with stress shows:

- significantly higher scores for students eligible for free school meals compared to those not eligible
- significantly higher scores for female students compared to male students
- significantly higher scores for students with a statement of special educational needs compared to those without a statement

<sup>89</sup> Example item, 'In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?'. For all items in this subscale please see <u>Appendix 1</u>.

<sup>90</sup> See <u>Appendix 2</u> for instructions on how to interpret a funnel plot.

<sup>&</sup>lt;sup>91</sup> See <u>Appendix 4</u> for further details about scores for different groups of students.

### 2.4 Goal setting

These questions are about goals, plans and aspirations.<sup>92</sup> The average score represented in the graph below is based on responses from 4208 students across Year 9 in your Partnership.

Please see the table below for average scores in your Partnership for goal setting, as well as average scores for students in the HeadStart schools nationally. A higher score indicates better goal setting.

Population	Number of students	Average goal setting score (range 2–10)
HeadStart Kernow schools	4208	7.59
All HeadStart schools (nationally)	14114	7.79

The funnel plot<sup>93</sup> below shows average scores for questions asked about goal setting.





#### Is it the same for everybody?94

Comparing different groups within your Partnership on goal setting shows:

- significantly higher scores for students not eligible for free school meals compared to those that are eligible
- significantly higher scores for male students compared to female students
- no significant difference between students with or without a statement of special educational needs

<sup>&</sup>lt;sup>92</sup> Example item, 'I have goals and plans for the future'. For all items in this subscale please see Appendix 1.

<sup>&</sup>lt;sup>93</sup> See <u>Appendix 2</u> for instructions on how to interpret a funnel plot.

<sup>&</sup>lt;sup>94</sup> See <u>Appendix 4</u> for further details about scores for different groups of students.

## 2.5 Empathy

These questions are about identifying with others and showing concern for their feelings.<sup>95</sup> The average score represented in the graph below is based on responses from 4212 students across Year 9 in your Partnership.

Please see the table below for average scores in your Partnership for empathy, as well as average scores for students in the HeadStart schools nationally. A higher score indicates greater empathy.

Population	Number of students	Average empathy score (range 2–10)
HeadStart Kernow schools	4212	7.81
All HeadStart schools (nationally)	14159	7.80

The funnel plot<sup>96</sup> below shows average scores for questions asked about empathy.



All schools
 O HeadStart Kernow schools



Is it the same for everybody?<sup>97</sup> Comparing different groups within your Partnership on empathy shows:

- significantly higher scores for students not eligible for free school meals compared to those that are eligible
- significantly higher scores for female students compared to male students
- significantly higher scores for students without a statement of special educational needs compared to those with a statement

<sup>&</sup>lt;sup>95</sup> Example item, 'I try to understand what other people feel'. For all items in this subscale please see <u>Appendix 1</u>.

<sup>&</sup>lt;sup>96</sup> See <u>Appendix 2</u> for instructions on how to interpret a funnel plot.

<sup>&</sup>lt;sup>97</sup> See <u>Appendix 4</u> for further details about scores for different groups of students.

## 2.6 Helping others

These questions are about thinking of others and willingly helping them.<sup>98</sup> The average score represented in the graph below is based on responses from 4303 students across Year 9 in your Partnership.

Please see the table below for average scores in your Partnership for helping others, as well as average scores for students in the HeadStart schools nationally. A higher score indicates higher levels of helping behaviour.

Population	Number of students	Average helping others score (range 0–10)
HeadStart Kernow schools	4303	6.81
All HeadStart schools (nationally)	14665	6.80

The funnel plot<sup>99</sup> below shows average scores for questions asked about helping others.







Is it the same for everybody?<sup>100</sup> Comparing different groups within your Partnership on helping others shows:

- no significant difference between those eligible for free school meals and those not eligible
- significantly higher scores for female students compared to male students
- significantly higher scores for students without a statement of special educational needs compared to those with a statement

<sup>98</sup> Example item, 'I often volunteer to help others (parents, teachers, children)'. For all items in this subscale please see <u>Appendix 1</u>. <sup>99</sup> See <u>Appendix 2</u> for instructions on how to interpret a funnel plot.

<sup>100</sup> See <u>Appendix 4</u> for further details about scores for different groups of students.

## Year 9 2016/17 3. Support networks

This section looks at student responses with respect to their support networks. This includes:

- 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

## Ofsted

This section is relevant to the **overall effectiveness**, **leadership and management** and **personal development**, **behaviour and welfare** aspects of the Ofsted framework.<sup>101</sup>

#### Outstanding (1) grade descriptor for overall effectiveness:

 'The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development [...] enables students to thrive'<sup>102</sup>

Outstanding (1) grade descriptor for **leadership and** management:

- 'Pupils' spiritual, moral, social and cultural development [...] are at the heart of the school's work'  $^{\rm 103}$ 

## Outstanding (1) grade descriptor for **personal development**, **behaviour and welfare**:

• 'The school's open culture actively promotes all aspects of pupils' welfare'<sup>104</sup>

 <sup>101</sup> Ofsted. (2016). School inspection handbook. Retrieved from https://www.gov.uk/government/ uploads/system/uploads/attachment\_data/file/553942/School\_inspection\_handbook-section\_5.pdf
 <sup>102</sup> Ofsted. (2016). School inspection handbook. p.40. Retrieved from https://www.gov.uk/government/ uploads/system/uploads/attachment\_data/file/553942/School\_inspection\_handbook-section\_5.pdf
 <sup>103</sup> Ofsted. (2016). School inspection handbook. p.46. Retrieved from https://www.gov.uk/government/ uploads/system/uploads/attachment\_data/file/553942/School\_inspection\_handbook-section\_5.pdf
 <sup>104</sup> Ofsted. (2016). School inspection handbook. p.55. Retrieved from https://www.gov.uk/government/ uploads/system/uploads/attachment\_data/file/553942/School\_inspection\_handbook-section\_5.pdf
 <sup>104</sup> Ofsted. (2016). School inspection handbook. p.55. Retrieved from https://www.gov.uk/government/ uploads/system/uploads/attachment\_data/file/553942/School\_inspection\_handbook-section\_5.pdf

## 3.1 Family support

These questions are about support received from the family.<sup>105</sup> The average score represented in the graph below is based on responses from 4244 students across Year 9 in your Partnership.

Please see the table below for average scores in your Partnership for family support, as well as average scores for students in the HeadStart schools nationally.

Population	Number of students	Average family support score (range 4–20)
HeadStart Kernow schools	4244	17.41
All HeadStart schools (nationally)	14251	17.42

The funnel plot<sup>106</sup> below shows average scores for questions asked about family support.





#### Is it the same for everybody?<sup>107</sup>

Comparing different groups within your Partnership on family support shows:

- significantly higher scores for students not eligible for free school meals compared to those that are eligible
- no significant difference between male and female students
- significantly higher scores for students without a statement of special educational needs compared to those with a statement

<sup>&</sup>lt;sup>105</sup> Example item, 'At home, there is an adult who believes that I will be a success'. For all items in this subscale please see Appendix 1.

<sup>&</sup>lt;sup>106</sup> See <u>Appendix 2</u> for instructions on how to interpret a funnel plot.

<sup>&</sup>lt;sup>107</sup> See <u>Appendix 4</u> for further details about scores for different groups of students.

## 3.2 Community support

These questions are about support received from the community.<sup>108</sup> The average score represented in the graph below is based on responses from 4224 students across Year 9 in your Partnership.

Please see the table below for average scores in your Partnership for community support, as well as average scores for students in the HeadStart schools nationally.

Population	Number of students	Average community support score (range 4–20)		
HeadStart Kernow schools	4224	16.30		
All HeadStart schools (nationally)	14135	16.28		

The funnel plot<sup>109</sup> below shows average scores for questions asked about community support.



All schools
 O HeadStart Kernow schools



#### Is it the same for everybody?<sup>110</sup>

Comparing different groups within your Partnership on community support shows:

- significantly higher scores for students not eligible for free school meals compared to those that are eligible
- no significant difference between male and female students
- no significant difference between students with or without a statement of special educational needs

<sup>108</sup> Example item, 'Away from school, there is an adult who really cares about me'. For all items in this subscale please see <u>Appendix 1</u>. <sup>109</sup> See <u>Appendix 2</u> for instructions on how to interpret a funnel plot.

<sup>110</sup> See <u>Appendix 4</u> for further details about scores for different groups of students.

## 3.3 School support

These questions are about support received from adults at school.<sup>111</sup> The average score represented in the graph below is based on responses from 4235 students across Year 9 in your Partnership.

Please see the table below for average scores in your Partnership for school support, as well as average scores for students in the HeadStart schools nationally.

Population	Number of students	Average school support score (range 4–20)
HeadStart Kernow schools	4235	13.50
All HeadStart schools (nationally)	14252	13.90

The funnel plot<sup>112</sup> below shows average scores for questions asked about school support.



All schools
 O HeadStart Kernow schools



#### Is it the same for everybody?<sup>113</sup>

- Comparing different groups within your Partnership on school support shows:
- significantly higher scores for students not eligible for free school meals compared to those that are eligible
- no significant difference between male and female students
- significantly higher scores for students with a statement of special educational needs compared to those without a statement

<sup>&</sup>lt;sup>111</sup> Example item, 'At school there is an adult who listens to me when I have something to say'. For all items in this subscale please see <u>Appendix 1</u>.

<sup>&</sup>lt;sup>112</sup> See <u>Appendix 2</u> for instructions on how to interpret a funnel plot.

<sup>&</sup>lt;sup>113</sup> See <u>Appendix 4</u> for further details about scores for different groups of students.

#### 3.4 Peer support

These questions are about support received from peers.<sup>114</sup> The average score represented in the graph below is based on responses from 4079 students across Year 9 in your Partnership.

Please see the table below for average scores in your Partnership for peer support, as well as average scores for students in the HeadStart schools nationally.

Population	Number of students	Average peer support score (range 13–65)
HeadStart Kernow schools	4079	50.51
All HeadStart schools (nationally)	13643	51.27

The funnel plot<sup>115</sup> below shows average scores for questions asked about peer support.



All schools
 O HeadStart Kernow schools



#### Is it the same for everybody?<sup>116</sup>

Comparing different groups within your Partnership on peer support shows:

- significantly higher scores for students not eligible for free school meals compared to those that are eligible
- significantly higher scores for female students compared to male students
- significantly higher scores for students without a statement of special educational needs compared to those with a statement

<sup>&</sup>lt;sup>114</sup> Example item, 'Are there students at your school who would make you feel better if something is bothering you'. For all items in this subscale please see <u>Appendix 1</u>.

<sup>&</sup>lt;sup>115</sup> See <u>Appendix 2</u> for instructions on how to interpret a funnel plot.

<sup>&</sup>lt;sup>116</sup> See <u>Appendix 4</u> for further details about scores for different groups of students.

## 3.5 Participation in community

These questions are about participating in activities outside home and school.<sup>117</sup> The average score represented in the graph below is based on responses from 4205 students across Year 9 in your Partnership.

Please see the table below for average scores in your Partnership for participation in community, as well as average scores for students in the HeadStart schools nationally.

Population	Number of students	Average participation in community score (range 2–10)		
HeadStart Kernow schools	4205	7.20		
All HeadStart schools (nationally)	14131	6.58		

The funnel plot<sup>118</sup> below shows average scores for questions asked about participation in the community.



All schools
 O HeadStart Kernow schools



Is it the same for everybody?<sup>119</sup>

Comparing different groups within your Partnership on participation in community shows:

- significantly higher scores for students not eligible for free school meals compared to those that are eligible
- significantly higher scores for male students compared to female students
- significantly higher scores for students without a statement of special educational needs compared to those with a statement

<sup>118</sup> See <u>Appendix 2</u> for instructions on how to interpret a funnel plot.

<sup>&</sup>lt;sup>117</sup> Example item, 'Away from school I am a member of a club, sports team, church group, or other group'. For all items in this subscale please see <u>Appendix 1</u>.

<sup>&</sup>lt;sup>119</sup> See <u>Appendix 4</u> for further details about scores for different groups of students.

## 3.6 Participation in home and school

These questions are about making a positive contribution at home and in school.<sup>120</sup> The average score represented in the graph below is based on responses from 4167 students across Year 9 in your Partnership.

Please see the table below for average scores in your Partnership for participation in home and school, as well as average scores for students in the HeadStart schools nationally.

Population	Number of students	Average participation in home and school score (range 4–20)		
HeadStart Kernow schools	4167	12.48		
All HeadStart schools (nationally)	13941	12.68		

The funnel plot<sup>121</sup> below shows average scores for questions asked about participation in home and school.



• All schools • HeadStart Kernow schools



#### Is it the same for everybody?<sup>122</sup>

Comparing different groups within your Partnership on participation in home and school shows:

- significantly higher scores for students not eligible for free school meals compared to those that are eligible
- no significant difference between male and female students
- significantly higher scores for students without a statement of special educational needs compared to those with a statement

<sup>120</sup> Example item, 'I help my family make decisions'. For all items in this subscale please see <u>Appendix 1</u>.

<sup>&</sup>lt;sup>121</sup> See Appendix 2 for instructions on how to interpret a funnel plot.

<sup>&</sup>lt;sup>122</sup> See <u>Appendix 4</u> for further details about scores for different groups of students.

# Appendices

- 1. Individual subscale items
- 2. A quick guide to funnel plots
- 3. Analysis of student subgroups (Year 7)
- 4. Analysis of student subgroups (Year 9)

## Appendix 1: Individual subscale items

The full Wellbeing Measurement Framework can be accessed at <u>http://www.corc.uk.net/headstart-resources/</u> including suggested further reading for each subscale. A summary is provided below.

Mental health and wellbeing				
Emotional difficulties	I get a lot of headaches, stomach-aches or sickness			
(Emotional problems	l worry a lot			
subscale of the	l am often unhappy, down-hearted or tearful			
Strengths and Difficulties	l am nervous in new situations, l easily lose confidence			
Questionnaire)	l have many fears, l am easily scared			
Behavioural difficulties	I get very angry and often lose my temper			
(Behavioural problems	l usually do as l'm told			
subscale of the	I am often accused of lying or cheating			
Strengths and Difficulties	I take things that are not mine from home, school or elsewhere			
Questionnaire	I fight a lot, I can make other people do what I want			
Difficulties with peers	l am usually on my own. I generally play alone or keep to myself.			
(Peer problems subscale	I have one good friend or more			
of the Strengths and	Other people my age generally like me			
Difficulties Questionnaire)	Other children or young people pick on me or bully me			
	I get on better with adults than with people my own age			
Attention difficulties	l am restless, l cannot stay still for long			
(Hyperactivity /	I am constantly fidgeting or squirming			
inattention subscale of the	I am easily distracted, I find it difficult to concentrate			
Strengths and Difficulties	I think before I do things			
Questionnanej	I finish the work I'm doing. My attention is good.			
Positive wellbeing	I've been feeling optimistic about the future			
(Short Warwick Edinburgh	l've been feeling useful			
Mental Wellbeing Scale)	l've been feeling relaxed			
	I've been dealing with problems well			
	l've been thinking clearly			
	l've been feeling close to other people			
	I've been able to make up my own mind about things			
Emotional strengths and skil	ls			
Managing emotions	I find it hard to control my feelings			
(Self-regulation; Trait	I change my mind often			
Emotional Intelligence	I'm able to deal with stress			
Questionnaire – Adolescent short form)	I can control my anger when I want to			
	Sometimes, I get involved in things later I wish I could get out of			
	I try to control my thoughts and not worry too much about things			
Problem solving	When I need help, I find someone to talk to			
(Student Resilience Survey)	I know where to go for help when I have a problem			
	I try to work out problems by talking about them			

Coping with stress (Perceived Stress Scale)	In the last month, how often have you felt that you were unable to control the important things in your life?		
	In the last month, how often have you felt confident about your ability to handle your personal problems?		
	In the last month, how often have you felt that things were going your way?		
	In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?		
Goal setting	I have goals and plans for the future		
(Student Resilience Survey)	I think I will be successful when I grow up		
Empathy	I feel bad when someone gets their feelings hurt		
(Student Resilience Survey)	I try to understand what other people feel		
Helping others	I try to be nice to other people, I care about their feelings		
(Prosocial behaviour	l usually share with others (food, games, pens etc.)		
subscale of the	l am helpful if someone is hurt, upset or feeling ill		
Questionnaire)	l am kind to younger children		
Questionnuner	l often volunteer to help others (parents, teachers, children)		
Support networks			
Family support	At home, there is an adult who is interested in my school work		
(Student Resilience Survey)	At home, there is an adult who believes that I will be a success		
	At home, there is an adult who wants me to do my best		
	At home, there is an adult who listens to me when I have something to say		
Community support	Away from school, there is an adult who really cares about me		
(Student Resilience Survey)	Away from school, there is an adult who tells me when I do a good job		
	Away from school, there is an adult who believes that I will be a success		
	Away from school, there is an adult who I trust		
School support	At school, there is an adult who really cares about me		
(Student Resilience Survey)	At school, there is an adult who tells me when I do a good job		
	At school, there is an adult who listens to me when I have something to say		
	At school, there is an adult who believes that I will be a success		
Peer support	Are there students at your school who would		
(Student Resilience Survey)	Choose you on their team at school		
	Tell you you're good at doing things		
	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		

Participation in community	Away from school I am a member of a club, sports team, church group, or other
(Student Resilience Survey)	group
	Away from school I take lessons in music, art, sports, or have a hobby
Participation in home and school (Student Resilience Survey)	I do things at home that make a difference (i.e., make things better)
	I help my family make decisions
	At school, I help decide things like class activities or rules
	I do things at my school that make a difference (i.e. make things better)

### Appendix 2: A quick guide to funnel plots

We have used funnel plots to present the data. A funnel plot is a way of visually representing a collection of aggregated scores. In the case of this report, it is used to summarise the average scores on a given section of the survey for each school. This visual representation basically plots the school's average against the sample size in each school (i.e., the number of young people who completed the survey in that year group).

To illustrate this, the chart below shows average scores for helping others for a number of schools. In this example, scores for helping others range from 0–10. Higher scores indicate higher levels of helping behaviour.

- A dot's position on the Y-axis (a) represents the score on the helping others measure.
- The horizontal line (b) represents the overall average for helping others scores across all schools.
- The X-axis (c) represents the number of students who completed the survey.
- Each dot represents a school that took part.
- The green dots represent schools in your partnership and blue dots represent HeadStart schools nationally.



The dotted curved lines (d) forming the 'funnel' are the control limits around the average which represent the expected variation in aggregated scores if variation is entirely random.

This means:

- If the green dot for a school is within the funnel it means students who completed the survey at a school are not discernibly different from the average.
- If the green dot for a school is above the funnel it means students who completed the survey at a school have significantly higher than average scores for helping others.
- If the green dot for a school is below the funnel it means students who completed the survey at a school have significantly lower than average scores for helping others.

However, it is important to bear in mind that some schools might fall outside the control limits by chance.

## Appendix 3: Analysis of student subgroups (Year 7)

The table below shows subgroup comparisons referred to in the section called 'Is it the same for everybody?' in the main report. Analyses compare scores for 3 different groupings:

- 1. Those eligible for free schools meals (FSM) versus those not eligible
- 2. Males versus females
- 3. Those with a statement of special educational needs (SEN) versus those without.

Please note: subgroup comparisons are sometimes based on slightly different sample sizes due to some missing data from NPD (National Pupil Database) records and if there is only one student in a subgroup, no comparison is made.

#### Differences based on eligibility for FSM

Subscale	Number		Average		Statistically
	FSM	non-FSM	FSM	non-FSM	significant?123
Mental health and wellbeing					
Emotional difficulties	462	3919	4.37	3.75	Yes
<b>Behavioural difficulties</b>	464	3923	3.01	2.33	Yes
Difficulties with peers	462	3920	2.96	2.29	Yes
Attention difficulties	462	3921	5.26	4.68	Yes
Positive wellbeing	407	3575	22.86	24.56	Yes
Emotional strengths and skills					
Managing emotions	420	3661	24.39	26.47	Yes
Problem solving	440	3776	10.56	10.98	Yes
Coping with stress	423	3657	7.31	6.29	Yes
Goal setting	441	3797	7.83	8.24	Yes
Empathy	447	3807	8.19	8.34	No
Helping others	464	3924	7.41	7.66	Yes
Support networks					
Family support	451	3860	17.11	17.91	Yes
Community support	446	3837	16.68	17.54	Yes
School support	450	3814	14.84	15.18	No
Peer support	426	3697	50.70	52.93	Yes
Participation in community	444	3787	6.36	7.81	Yes
Participation in home and school	437	3765	12.98	13.56	Yes

#### Continued on next page

<sup>123</sup> Statistical significance. By this we mean the degree to which we can be certain that differences in scores between subgroups (e.g. between scores of male and female students) represent real differences, and are not just due to chance.

#### Differences based on gender

Subscale	Number		Average		Statistically
	Male	Female	Male	Female	significant?
Mental health and wellbeing					
Emotional difficulties	2281	2269	3.28	4.37	Yes
Behavioural difficulties	2283	2273	2.77	2.03	Yes
Difficulties with peers	2279	2271	2.44	2.29	Yes
Attention difficulties	2281	2271	5.15	4.33	Yes
Positive wellbeing	2063	2076	24.58	24.16	Yes
Emotional strengths and skills					
Managing emotions	2107	2136	26.08	26.34	No
Problem solving	2188	2184	10.77	11.08	Yes
Coping with stress	2106	2138	6.17	6.64	Yes
Goal setting	2202	2192	8.30	8.10	Yes
Empathy	2203	2207	7.89	8.75	Yes
Helping others	2281	2276	7.15	8.09	Yes
Support networks					
Family support	2237	2240	17.65	17.98	Yes
Community support	2226	2222	17.09	17.77	Yes
School support	2218	2210	14.87	15.37	Yes
Peer support	2115	2162	50.32	54.91	Yes
Participation in community	2204	2193	7.54	7.75	Yes
Participation in home and school	2177	2177	13.23	13.76	Yes

#### Differences based on SEN

Subscale	Number		Average		Statistically		
	SEN	No SEN	SEN	No SEN	significant?		
Mental health and wellbeing							
Emotional difficulties	522	3803	4.21	3.75	Yes		
Behavioural difficulties	525	3805	3.32	2.26	Yes		
Difficulties with peers	523	3802	3.13	2.24	Yes		
Attention difficulties	523	3803	5.63	4.61	Yes		
Positive wellbeing	447	3481	22.87	24.57	Yes		
Emotional strengths and skills							
Managing emotions	457	3568	23.92	26.59	Yes		
Problem solving	479	3681	10.41	10.99	Yes		
Coping with stress	470	3553	7.44	6.24	Yes		
Goal setting	485	3695	7.89	8.24	Yes		
Empathy	494	3703	7.86	8.38	Yes		
Helping others	525	3806	7.24	7.69	Yes		
Support networks							
Family support	501	3752	16.84	17.97	Yes		
Community support	497	3730	16.48	17.59	Yes		
School support	491	3716	14.53	15.20	Yes		
Peer support	472	3601	47.68	53.43	Yes		
Participation in community	492	3680	6.59	7.82	Yes		
Participation in home and school	484	3663	12.98	13.58	Yes		

## Appendix 4: Analysis of student subgroups (Year 9)

The table below shows subgroup comparisons referred to in the section called 'Is it the same for everybody?' in the main report. Analyses compare scores for 3 different groupings:

- 1. Those eligible for free schools meals (FSM) versus those not eligible
- 2. Males versus females
- 3. Those with a statement of special educational needs (SEN) versus those without.

Please note: subgroup comparisons are sometimes based on slightly different sample sizes due to some missing data from NPD (National Pupil Database) records and if there is only one student in a subgroup, no comparison is made.

#### Differences based on eligibility for FSM

Subscale	Number		Average		Statistically
	FSM	non-FSM	FSM	non-FSM	significant?124
Mental health and wellbeing					
Emotional difficulties	367	3697	4.60	4.00	Yes
Behavioural difficulties	366	3700	3.27	2.56	Yes
Difficulties with peers	367	3698	2.96	2.36	Yes
Attention difficulties	366	3698	5.64	4.86	Yes
Positive wellbeing	340	3414	21.47	23.41	Yes
Emotional strengths and skills					
Managing emotions	343	3491	23.84	25.89	Yes
Problem solving	361	3585	9.12	9.83	Yes
Coping with stress	347	3478	7.90	6.73	Yes
Goal setting	361	3624	6.95	7.68	Yes
Empathy	358	3630	7.56	7.85	Yes
Helping others	366	3700	6.80	6.82	No
Support networks					
Family support	362	3652	16.43	17.55	Yes
Community support	357	3635	15.51	16.43	Yes
School support	357	3646	12.92	13.60	Yes
Peer support	345	3518	47.73	50.84	Yes
Participation in community	351	3624	5.76	7.37	Yes
Participation in home and school	359	3583	11.63	12.63	Yes

#### Continued on next page

<sup>124</sup> Statistical significance. By this we mean the degree to which we can be certain that differences in scores between subgroups (e.g. between scores of male and female students) represent real differences, and are not just due to chance.

#### Differences based on gender

Subscale	Number		Average		Statistically
	Male	Female	Male	Female	significant?
Mental health and wellbeing					
Emotional difficulties	2173	2103	3.14	5.02	Yes
Behavioural difficulties	2176	2101	2.85	2.41	Yes
Difficulties with peers	2175	2102	2.40	2.44	No
Attention difficulties	2174	2101	5.04	4.86	Yes
Positive wellbeing	1995	1959	24.10	22.23	Yes
Emotional strengths and skills					
Managing emotions	2038	2001	26.77	24.49	Yes
Problem solving	2093	2053	9.75	9.75	No
Coping with stress	2026	2004	6.13	7.62	Yes
Goal setting	2114	2072	7.82	7.36	Yes
Empathy	2117	2072	7.30	8.33	Yes
Helping others	2176	2102	6.38	7.25	Yes
Support networks					
Family support	2128	2092	17.36	17.47	No
Community support	2125	2076	16.19	16.42	No
School support	2138	2073	13.50	13.48	No
Peer support	2048	2012	48.08	52.99	Yes
Participation in community	2109	2073	7.52	6.89	Yes
Participation in home and school	2091	2054	12.49	12.49	No

#### Differences based on SEN

Subscale	Number		Average		Statistically	
	SEN	No SEN	SEN	No SEN	significant?	
Mental health and wellbeing						
Emotional difficulties	404	3642	4.33	4.02	Yes	
Behavioural difficulties	404	3644	3.19	2.56	Yes	
Difficulties with peers	404	3643	3.17	2.32	Yes	
Attention difficulties	403	3643	5.67	4.85	Yes	
Positive wellbeing	364	3372	22.30	23.33	Yes	
Emotional strengths and skills						
Managing emotions	372	3444	23.80	25.92	Yes	
Problem solving	378	3551	10.03	9.73	No	
Coping with stress	368	3440	7.39	6.77	Yes	
Goal setting	390	3579	7.44	7.63	No	
Empathy	385	3586	7.36	7.87	Yes	
Helping others	404	3644	6.56	6.84	Yes	
Support networks						
Family support	394	3604	16.80	17.53	Yes	
Community support	390	3584	16.03	16.39	No	
School support	390	3595	14.07	13.47	Yes	
Peer support	375	3473	46.60	51.02	Yes	
Participation in community	381	3577	6.44	7.32	Yes	
Participation in home and school	377	3550	12.05	12.60	Yes	