

Cornwall Partnership Report

Wellbeing Measurement Framework 2018

A collection of reports from the online tool



**NATIONAL
LOTTERY FUNDED**



EBPU
Evidence Based
Practice Unit

A partnership of



Organisation

Role



**NATIONAL
LOTTERY FUNDED**

The Big Lottery Fund is the largest distributor 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.

EBPU
Evidence Based
Practice Unit

A partnership 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 work 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.



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 that work with projects to help ensure that the views of young people inform research and practice.



Cornwall was awarded £8.9m from the Big Lottery Fund for HeadStart Kernow. Cornwall Council is leading on behalf of a multi-agency group with representation from schools, NHS Kernow, Cornwall Partnership Foundation Trust, Public Health and the Voluntary Community Sector on behalf of the Children's Trust Board. The voice of young people influences the shape and delivery the programme, locally and nationally.

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To access the online reporting tool – where you can build your own custom report – visit <https://uomseed.com/headstart-secondary/>

The username and password is available from HeadStart Kernow.

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- FSM
- Non-FSM
- SEN
- Non-SEN

Longitudinal Charts

Mental Health and Wellbeing:

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- Difficulties with peers
- Attention difficulties
- Positive wellbeing

Emotional Strengths and Skills:

- Managing emotions
- Problem solving
- Coping with stress
- Goal-setting
- Empathy
- Helping others

Support Networks:

- Family support
- Community support
- School support
- Peer support
- Participation in community
- Participation in home and school

Funnel Plots

Stacked Bars

Year 9 Reports

Summary:

- Male
- Female
- FSM
- Non-FSM
- SEN
- Non-SEN

Longitudinal Charts

Mental Health and Wellbeing:

- Emotional difficulties
- Difficulties with peers
- Attention difficulties
- Positive wellbeing

Emotional Strengths and Skills:

- Managing emotions
- Problem solving
- Coping with stress
- Goal-setting
- Empathy
- Helping others

Support Networks:

- Family support
- Community support
- School support
- Peer support
- Participation in community
- Participation in home and school

Funnel Plots

Stacked Bars

Appendix 1: Individual subscale items

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HeadStart Partnership report (2018 survey)

Mental health and schools: some key facts

- The last prevalence survey of mental health difficulties in children across England undertaken in 2004 found around 1 in 10 children and young people experienced significant difficulties.^[1] In more recent years a range of research has indicated increased rates of difficulties, particularly in relation to depression and anxiety in adolescent girls.^[2]
- Consistent with some other recent studies (Fink et al., 2015^[2]; Patalay and Fitzsimons, 2017^[3]), findings from the first year of the WMF suggested that rates of psychological distress in children and young people may have increased in recent years, with as many as 1 in 5 young people experiencing mental health difficulties (Deighton et al., 2018).^[4]
- 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 five-year, £56 million National Lottery funded programme set up by the Big Lottery Fund, the largest funder of community activity in the UK. It aims to explore and test new ways to improve the mental health and wellbeing of young people aged 10 to 16 and prevent serious mental health issues from developing.

HeadStart enables young people to thrive by building their resilience and providing additional support when and where it is needed. It looks at how young people's mental wellbeing is affected by their experiences at school, their ability to access the community services they need, their home life and relationship with family members, and their interaction with digital technology.

Six local authority-led HeadStart partnerships in Blackpool, Cornwall, Hull, Kent, Newham and Wolverhampton are working with local young people, schools, families, charities, community and public services to make young people's mental health and wellbeing everybody's business.

The Evidence Based Practice Unit (EBPU) at the Anna Freud National Centre for Children and Families and University College London (UCL) is working with the Big Lottery Fund and the HeadStart partnerships to collect and evaluate evidence about what does and doesn't work locally to benefit young people now and in the future. Partners working with the EBPU on this evaluation include the Child Outcomes Research Consortium (CORC), Common Room, London School of Economics (LSE) and the University of Manchester. Together these organisations make up the HeadStart Learning Team.

The Wellbeing Measurement Framework

As described above, 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 [here](#).

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:

1. 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 six areas involved in HeadStart:

1. A 'longitudinal' group being followed up year-on-year as they progress through secondary school, starting with Year 7s in 2017.
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 2018 across 100 mainstream secondary schools in all six areas taking part in HeadStart are included in this report.

In 2018, 30,848 students completed the survey 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.

To avoid re-identification, similar to NHS reports, data were only included in the reports if more than five pupils answered the WMF in a school.

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

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 is for schools that participated in the HeadStart programme and specifically the HeadStart survey (known as the **Wellbeing Measurement Framework**). The survey responses of students in your school are summarised in this feedback report. This report provides data from your Partnership, and provides a basis for high-level comparison with aggregated data from the other HeadStart Partnerships.

Student responses on the [Wellbeing Measurement Framework](#) (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.^[5] 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'.^[6]

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.

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.

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

[2] 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.

[3] Patalay, P. and Fitzsimons, E. (2017). Mental ill-health among children of the new century: Trends across childhood with a focus on age 14. London: Centre for Longitudinal Studies. https://www.ncb.org.uk/sites/default/files/uploads/documents/Research_reports/UCL%20-%20NCB%20-%20Mental_Ill-Health%20FINAL.pdf

[4] Deighton, J., Lereya, T., Patalay, P., Casey, P., Humphrey, N. and Wolpert, M (2018). Mental health problems in young people aged 11 to 14: Results from the first HeadStart annual survey of 30,000 children. London: CAMHS Press.

[5] 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

[6] 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

Year 8 Reports

HeadStart measure summaries (2018 survey)

Overview

This is a summary of the data for students that completed the survey at your Partnership in 2017–18. The statements are traffic light (Red, Amber, Green (RAG)) rated to indicate whether the students are doing better than the average, or worse than average relative to students in other Partnerships participating in HeadStart.

- A red rating shows that on average scores for students in your Partnership are **WORSE** than average scores for those of the same age across HeadStart Partnerships nationally.
- An amber rating shows that on average scores for students in your Partnership are **NOT DISCERNIBLY DIFFERENT** to average scores for those of the same age across HeadStart Partnerships nationally.
- A green rating shows that on average scores for students in your Partnership are **BETTER** than average scores for those of the same age across HeadStart Partnerships nationally.

For details of the questions asked in each of these categories please see [Appendix 1](#).

Average scores (Y8 M)

Mental health and wellbeing	
Emotional difficulties	 Students show levels of emotional difficulties that are not discernibly different from the average, suggesting that on average they feel as anxious or low in mood as other students.
Behavioural difficulties	 Students show lower than average levels of behavioural difficulties, suggesting that on average they are less aggressive or 'act out' less than other students.
Difficulties with peers	 Students show levels of difficulties with peers that are not discernibly different from the average, suggesting that on average they are as able to interact successfully with peers as other students.
Attention difficulties	 Students show higher than average levels of attention difficulties, suggesting that on average they are less able to focus on tasks and concentrate than other students.
Positive wellbeing	 Students show levels of positive wellbeing that are not discernibly different from the average, suggesting that on average they appraise their wellbeing as positively as other students.
Emotional strengths and skills	
Managing emotions	 Students show higher than average levels of self-regulation, suggesting that on average they manage their emotions better than other students.
Problem solving	 Students show lower than average levels of problem-solving skills, suggesting that on average they are less able to problem solve than other students.
Coping with stress	 Students show lower than average levels of perceived stress, suggesting that on average they are more able to cope with stress than other students.
Goal setting	 Students show lower than average levels of goal setting, suggesting that on average they are less likely to have plans and aspirations for the future than other students.
Empathy	 Students show higher than average levels of empathy, suggesting that on average they are more able to understand another's feelings than other students.
Helping others	 Students show levels of helping others that are not discernibly different from the average, suggesting that on average they are as willing to help and support others as their peers.
Support network	
Family support	 Students show levels of family support that are not discernibly different from the average, suggesting that on average they feel as supported by the adult(s) at home as other students.
Community support	 Students show levels of community support that are not discernibly different from the average, suggesting that on average they feel as supported by adults outside home and school as other students.
School support	 Students show lower than average levels of school support, suggesting that on average they feel less supported by adults at school than other students.

Peer support	 Students show levels of peer support that are not discernibly different from the average, suggesting that on average they have as positive connections with peers as other students.
Participation in community	 Students show higher than average levels of participation in the community, suggesting that on average they participate in more activities outside school and home than other students.
Participation in home and school	 Students show levels of participation in home and school that are not discernibly different from the average, suggesting that on average they contribute as much at home and in school as other students.

HeadStart measure summaries (2018 survey)

Overview

This is a summary of the data for students that completed the survey at your Partnership in 2017–18. The statements are traffic light (Red, Amber, Green (RAG)) rated to indicate whether the students are doing better than the average, or worse than average relative to students in other Partnerships participating in HeadStart.

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- A green rating shows that on average scores for students in your Partnership are **BETTER** than average scores for those of the same age across HeadStart Partnerships nationally.

For details of the questions asked in each of these categories please see [Appendix 1](#).

Average scores (Y8 F)

Mental health and wellbeing	
Emotional difficulties	 Students show higher than average levels of emotional difficulties, suggesting that on average they feel more anxious or low in mood than other students.
Behavioural difficulties	 Students show lower than average levels of behavioural difficulties, suggesting that on average they are less aggressive or 'act out' less than other students.
Difficulties with peers	 Students show higher than average levels of difficulties with peers, suggesting that on average they are less able to interact successfully with peers than other students.
Attention difficulties	 Students show levels of attention difficulties that are not discernibly different from the average, suggesting that on average they are as able to focus on tasks and concentrate as other students.
Positive wellbeing	 Students show levels of positive wellbeing that are not discernibly different from the average, suggesting that on average they appraise their wellbeing as positively as other students.
Emotional strengths and skills	
Managing emotions	 Students show levels of self-regulation that are not discernibly different from the average, suggesting that on average they manage their emotions as well as other students.
Problem solving	 Students show lower than average levels of problem-solving skills, suggesting that on average they are less able to problem solve than other students.
Coping with stress	 Students show levels of perceived stress that are not discernibly different from the average, suggesting that on average they cope with stress as well as other students.
Goal setting	 Students show lower than average levels of goal setting, suggesting that on average they are less likely to have plans and aspirations for the future than other students.
Empathy	 Students show higher than average levels of empathy, suggesting that on average they are more able to understand another's feelings than other students.
Helping others	 Students show higher than average levels of helping others, suggesting that on average they are more willing to help and support others than their peers.
Support network	
Family support	 Students show levels of family support that are not discernibly different from the average, suggesting that on average they feel as supported by the adult(s) at home as other students.
Community support	 Students show levels of community support that are not discernibly different from the average, suggesting that on average they feel as supported by adults outside home and school as other students.
School support	 Students show lower than average levels of school support, suggesting that on average they feel less supported by adults at school than other students.

Peer support	 Students show lower than average levels of peer support, suggesting that on average they have fewer positive connections with peers than other students.
Participation in community	 Students show higher than average levels of participation in the community, suggesting that on average they participate in more activities outside school and home than other students.
Participation in home and school	 Students show levels of participation in home and school that are not discernibly different from the average, suggesting that on average they contribute as much at home and in school as other students.

HeadStart measure summaries (2018 survey)

Overview

This is a summary of the data for students that completed the survey at your Partnership in 2017–18. The statements are traffic light (Red, Amber, Green (RAG)) rated to indicate whether the students are doing better than the average, or worse than average relative to students in other Partnerships participating in HeadStart.

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- A green rating shows that on average scores for students in your Partnership are BETTER than average scores for those of the same age across HeadStart Partnerships nationally.

For details of the questions asked in each of these categories please see [Appendix 1](#).

Average scores (Y8 FSM)

Mental health and wellbeing	
Emotional difficulties	 Students show higher than average levels of emotional difficulties, suggesting that on average they feel more anxious or low in mood than other students.
Behavioural difficulties	 Students show levels of behavioural difficulties that are not discernibly different from the average, suggesting that on average they are as aggressive or 'act out' as much as other students.
Difficulties with peers	 Students show higher than average levels of difficulties with peers, suggesting that on average they are less able to interact successfully with peers than other students.
Attention difficulties	 Students show higher than average levels of attention difficulties, suggesting that on average they are less able to focus on tasks and concentrate than other students.
Positive wellbeing	 Students show lower than average levels of positive wellbeing, suggesting that on average they have a less positive appraisal of their own wellbeing than other students.
Emotional strengths and skills	
Managing emotions	 Students show lower than average levels of self-regulation, suggesting that on average they manage their emotions less well than other students.
Problem solving	 Students show lower than average levels of problem-solving skills, suggesting that on average they are less able to problem solve than other students.
Coping with stress	 Students show higher than average levels of perceived stress, suggesting that on average they are less able to cope with stress than other students.
Goal setting	 Students show lower than average levels of goal setting, suggesting that on average they are less likely to have plans and aspirations for the future than other students.
Empathy	 Students show levels of empathy that are not discernibly different from the average, suggesting that on average they understand another's feelings as well as other students.
Helping others	 Students show levels of helping others that are not discernibly different from the average, suggesting that on average they are as willing to help and support others as their peers.
Support network	
Family support	 Students show lower than average levels of family support, suggesting that on average they feel less supported by the adult(s) at home than other students.
Community support	 Students show lower than average levels of community support, suggesting that on average they feel less supported by adults outside home and school than other students.
School support	 Students show lower than average levels of school support, suggesting that on average they feel less supported by adults at school than other students.

Peer support	 Students show lower than average levels of peer support, suggesting that on average they have fewer positive connections with peers than other students.
Participation in community	 Students show levels of participation in the community that are not discernibly different from the average, suggesting that on average they participate in as many activities outside school and home as other students.
Participation in home and school	 Students show lower than average levels of participation in home and school, suggesting that on average they make fewer positive contributions at home and in school than other students.

HeadStart measure summaries (2018 survey)

Overview

This is a summary of the data for students that completed the survey at your Partnership in 2017–18. The statements are traffic light (Red, Amber, Green (RAG)) rated to indicate whether the students are doing better than the average, or worse than average relative to students in other Partnerships participating in HeadStart.

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Average scores (Y8 non-FSM)

Mental health and wellbeing	
Emotional difficulties	 Students show levels of emotional difficulties that are not discernibly different from the average, suggesting that on average they feel as anxious or low in mood as other students.
Behavioural difficulties	 Students show levels of behavioural difficulties that are not discernibly different from the average, suggesting that on average they are as aggressive or 'act out' as much as other students.
Difficulties with peers	 Students show levels of difficulties with peers that are not discernibly different from the average, suggesting that on average they are as able to interact successfully with peers as other students.
Attention difficulties	 Students show levels of attention difficulties that are not discernibly different from the average, suggesting that on average they are as able to focus on tasks and concentrate as other students.
Positive wellbeing	 Students show levels of positive wellbeing that are not discernibly different from the average, suggesting that on average they appraise their wellbeing as positively as other students.
Emotional strengths and skills	
Managing emotions	 Students show higher than average levels of self-regulation, suggesting that on average they manage their emotions better than other students.
Problem solving	 Students show lower than average levels of problem-solving skills, suggesting that on average they are less able to problem solve than other students.
Coping with stress	 Students show lower than average levels of perceived stress, suggesting that on average they are more able to cope with stress than other students.
Goal setting	 Students show lower than average levels of goal setting, suggesting that on average they are less likely to have plans and aspirations for the future than other students.
Empathy	 Students show levels of empathy that are not discernibly different from the average, suggesting that on average they understand another's feelings as well as other students.
Helping others	 Students show higher than average levels of helping others, suggesting that on average they are more willing to help and support others than their peers.
Support network	
Family support	 Students show levels of family support that are not discernibly different from the average, suggesting that on average they feel as supported by the adult(s) at home as other students.
Community support	 Students show levels of community support that are not discernibly different from the average, suggesting that on average they feel as supported by adults outside home and school as other students.
School support	Students show levels of school support that are not discernibly different from the average, suggesting

	 <p>that on average they feel as supported by adults at school as other students.</p>
Peer support	 <p>Students show levels of peer support that are not discernibly different from the average, suggesting that on average they have as positive connections with peers as other students.</p>
Participation in community	 <p>Students show higher than average levels of participation in the community, suggesting that on average they participate in more activities outside school and home than other students.</p>
Participation in home and school	 <p>Students show levels of participation in home and school that are not discernibly different from the average, suggesting that on average they contribute as much at home and in school as other students.</p>

HeadStart measure summaries (2018 survey)

Overview

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Average scores (Y8 SEN)

Mental health and wellbeing	
Emotional difficulties	 Students show levels of emotional difficulties that are not discernibly different from the average, suggesting that on average they feel as anxious or low in mood as other students.
Behavioural difficulties	 Students show levels of behavioural difficulties that are not discernibly different from the average, suggesting that on average they are as aggressive or 'act out' as much as other students.
Difficulties with peers	 Students show levels of difficulties with peers that are not discernibly different from the average, suggesting that on average they are as able to interact successfully with peers as other students.
Attention difficulties	 Students show higher than average levels of attention difficulties, suggesting that on average they are less able to focus on tasks and concentrate than other students.
Positive wellbeing	 Students show levels of positive wellbeing that are not discernibly different from the average, suggesting that on average they appraise their wellbeing as positively as other students.
Emotional strengths and skills	
Managing emotions	 Students show levels of self-regulation that are not discernibly different from the average, suggesting that on average they manage their emotions as well as other students.
Problem solving	 Students show lower than average levels of problem-solving skills, suggesting that on average they are less able to problem solve than other students.
Coping with stress	 Students show levels of perceived stress that are not discernibly different from the average, suggesting that on average they cope with stress as well as other students.
Goal setting	 Students show levels of goal setting that are not discernibly different from the average, suggesting that on average they are as likely to have plans and aspirations for the future as other students.
Empathy	 Students show levels of empathy that are not discernibly different from the average, suggesting that on average they understand another's feelings as well as other students.
Helping others	 Students show levels of helping others that are not discernibly different from the average, suggesting that on average they are as willing to help and support others as their peers.
Support network	
Family support	 Students show levels of family support that are not discernibly different from the average, suggesting that on average they feel as supported by the adult(s) at home as other students.
Community support	 Students show levels of community support that are not discernibly different from the average, suggesting that on average they feel as supported by adults outside home and school as other students.
School support	Students show lower than average levels of school support, suggesting that on average they feel less

	 supported by adults at school than other students.
Peer support	 Students show lower than average levels of peer support, suggesting that on average they have fewer positive connections with peers than other students.
Participation in community	 Students show higher than average levels of participation in the community, suggesting that on average they participate in more activities outside school and home than other students.
Participation in home and school	 Students show lower than average levels of participation in home and school, suggesting that on average they make fewer positive contributions at home and in school than other students.

HeadStart measure summaries (2018 survey)

Overview

This is a summary of the data for students that completed the survey at your Partnership in 2017–18. The statements are traffic light (Red, Amber, Green (RAG)) rated to indicate whether the students are doing better than the average, or worse than average relative to students in other Partnerships participating in HeadStart.

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For details of the questions asked in each of these categories please see [Appendix 1](#).

Average scores (Y8 non-SEN)

Mental health and wellbeing	
Emotional difficulties	 Students show levels of emotional difficulties that are not discernibly different from the average, suggesting that on average they feel as anxious or low in mood as other students.
Behavioural difficulties	 Students show lower than average levels of behavioural difficulties, suggesting that on average they are less aggressive or 'act out' less than other students.
Difficulties with peers	 Students show levels of difficulties with peers that are not discernibly different from the average, suggesting that on average they are as able to interact successfully with peers as other students.
Attention difficulties	 Students show levels of attention difficulties that are not discernibly different from the average, suggesting that on average they are as able to focus on tasks and concentrate as other students.
Positive wellbeing	 Students show levels of positive wellbeing that are not discernibly different from the average, suggesting that on average they appraise their wellbeing as positively as other students.
Emotional strengths and skills	
Managing emotions	 Students show higher than average levels of self-regulation, suggesting that on average they manage their emotions better than other students.
Problem solving	 Students show lower than average levels of problem-solving skills, suggesting that on average they are less able to problem solve than other students.
Coping with stress	 Students show lower than average levels of perceived stress, suggesting that on average they are more able to cope with stress than other students.
Goal setting	 Students show lower than average levels of goal setting, suggesting that on average they are less likely to have plans and aspirations for the future than other students.
Empathy	 Students show levels of empathy that are not discernibly different from the average, suggesting that on average they understand another's feelings as well as other students.
Helping others	 Students show higher than average levels of helping others, suggesting that on average they are more willing to help and support others than their peers.
Support network	
Family support	 Students show levels of family support that are not discernibly different from the average, suggesting that on average they feel as supported by the adult(s) at home as other students.
Community support	 Students show levels of community support that are not discernibly different from the average, suggesting that on average they feel as supported by adults outside home and school as other students.
School support	 Students show lower than average levels of school support, suggesting that on average they feel less supported by adults at school than other students.

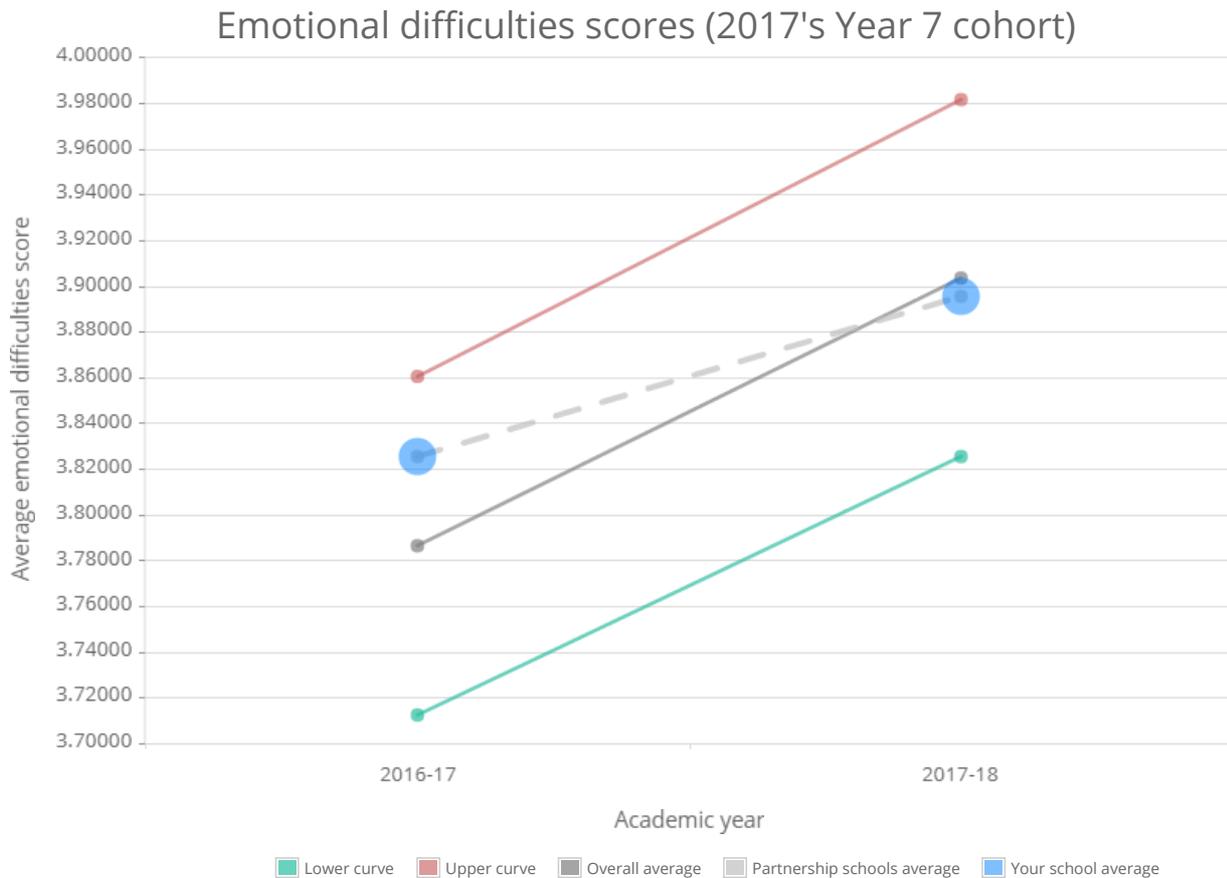
Peer support	 Students show lower than average levels of peer support, suggesting that on average they have fewer positive connections with peers than other students.
Participation in community	 Students show higher than average levels of participation in the community, suggesting that on average they participate in more activities outside school and home than other students.
Participation in home and school	 Students show levels of participation in home and school that are not discernibly different from the average, suggesting that on average they contribute as much at home and in school as other students.

HeadStart longitudinal chart

Longitudinal line chart

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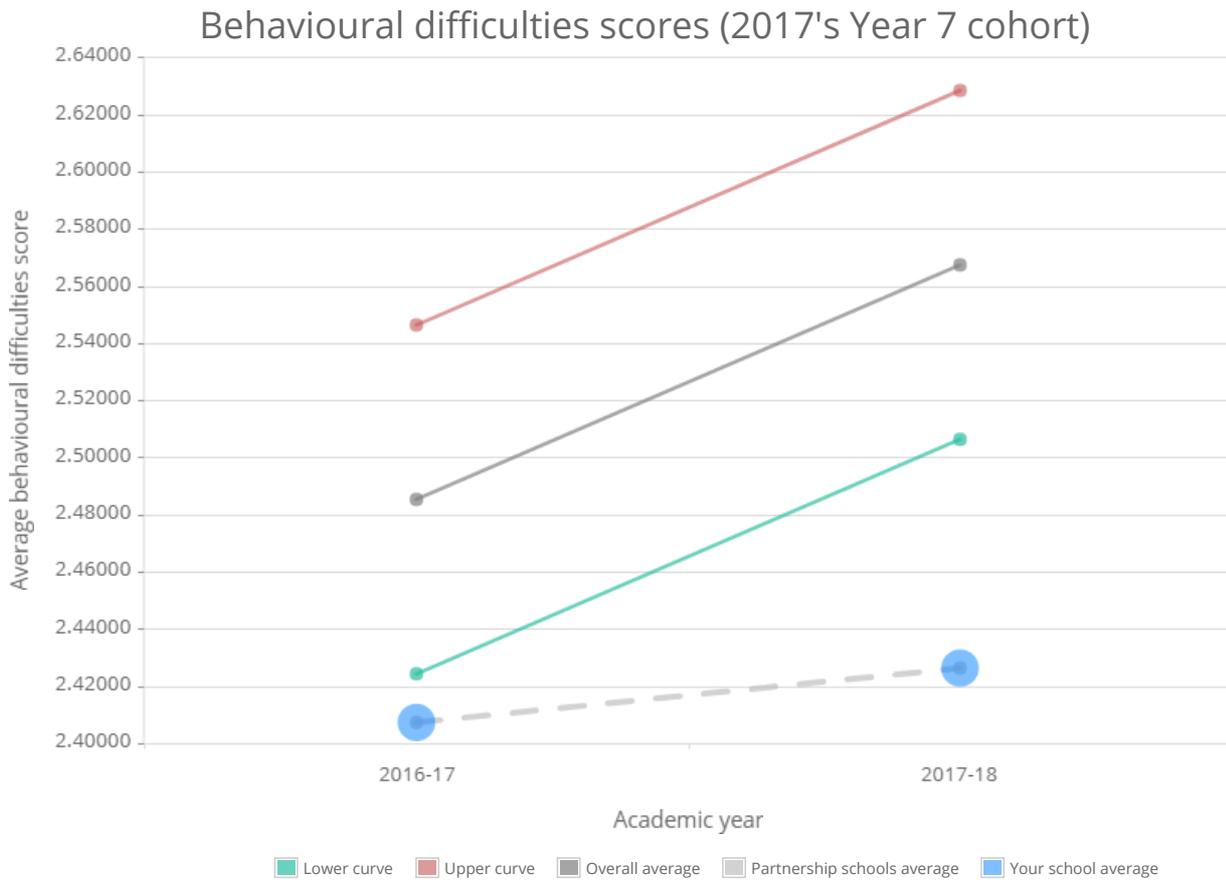


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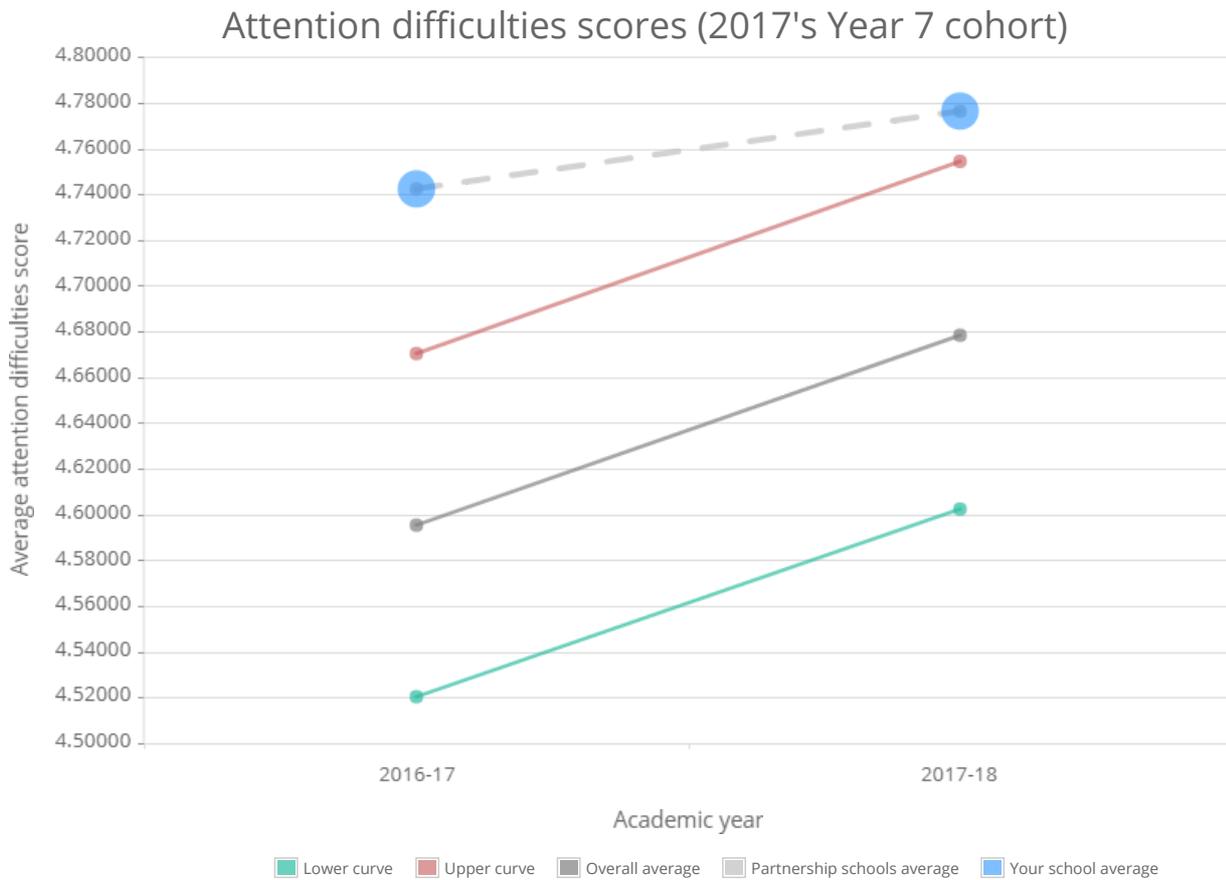


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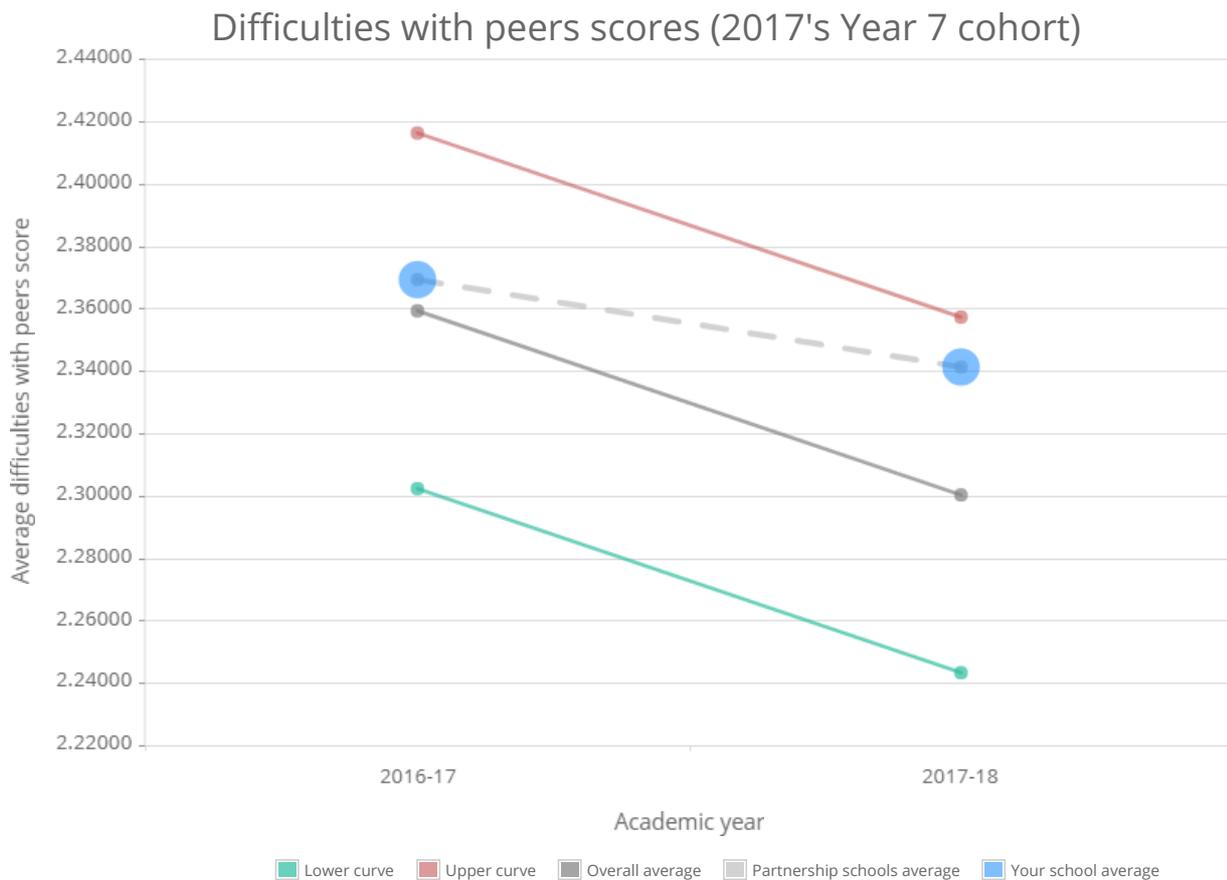


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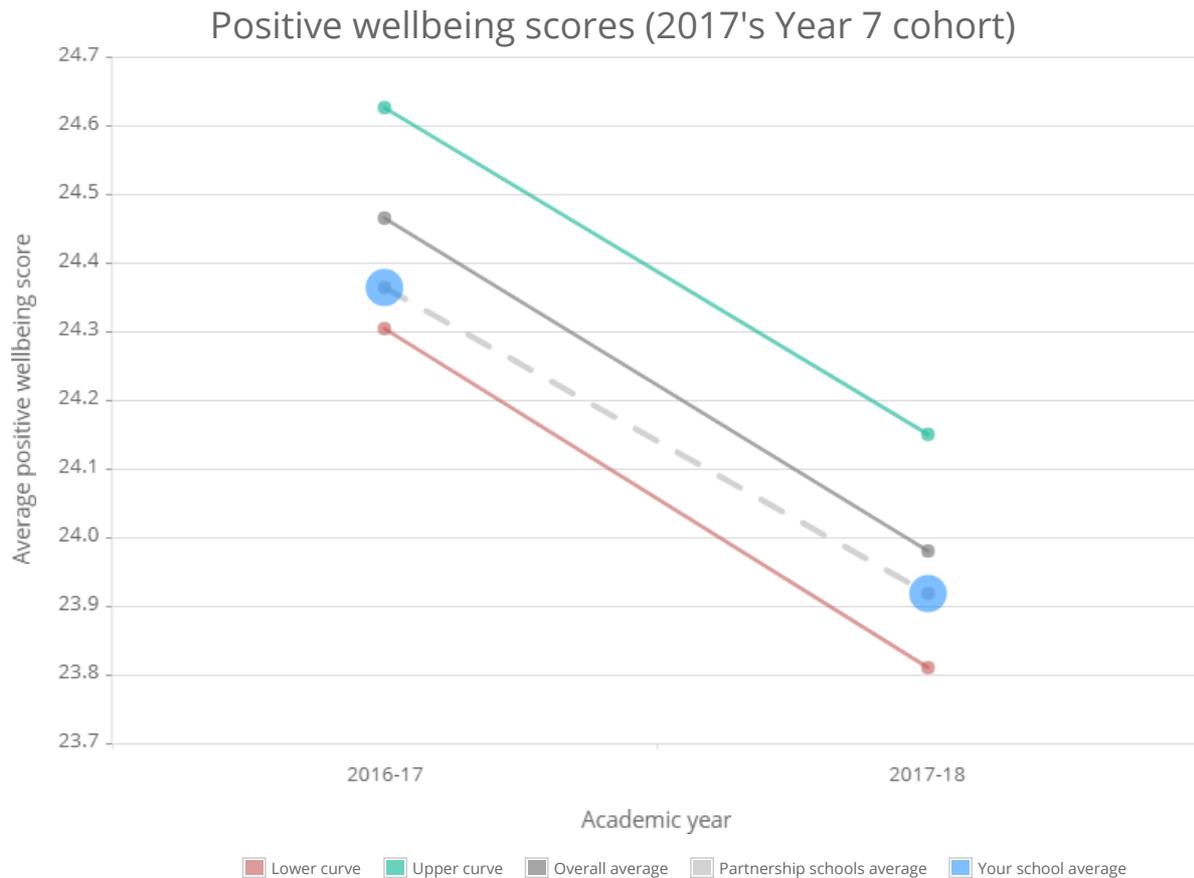


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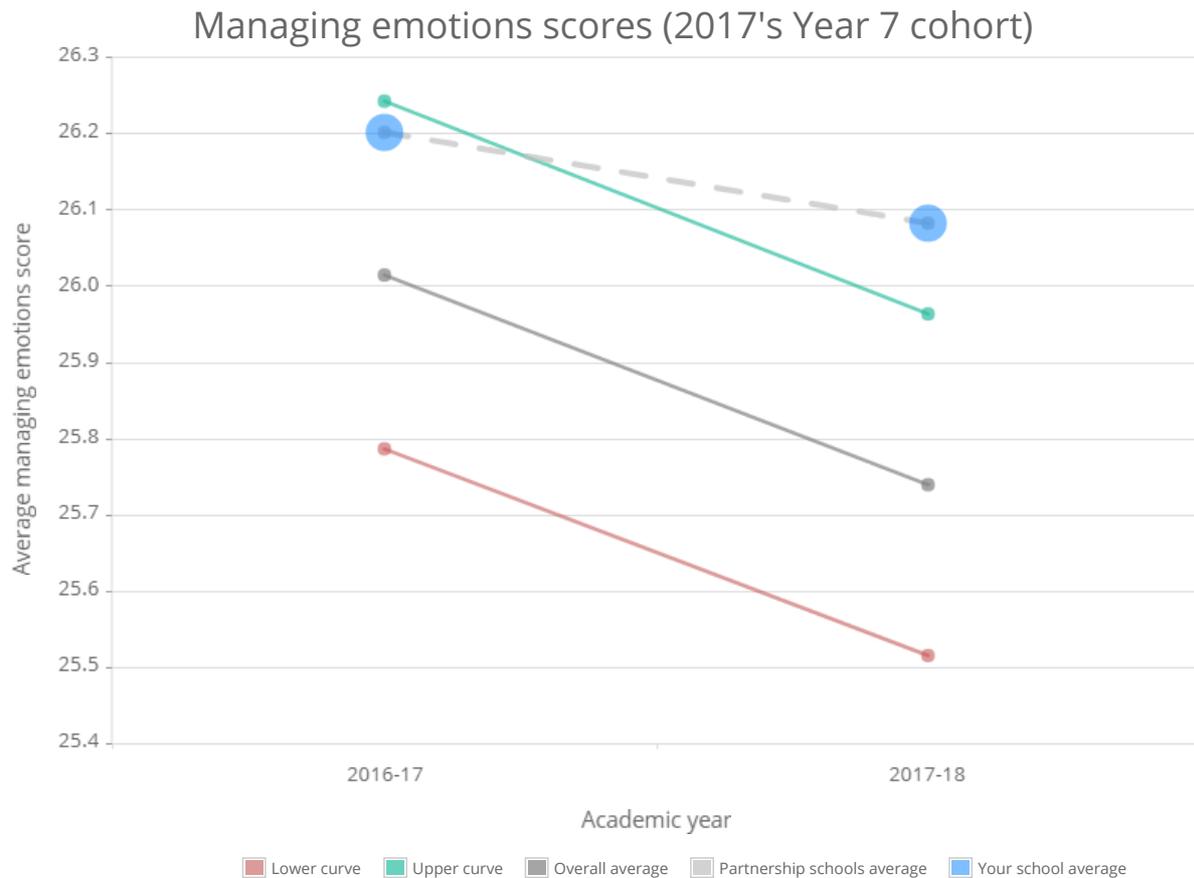


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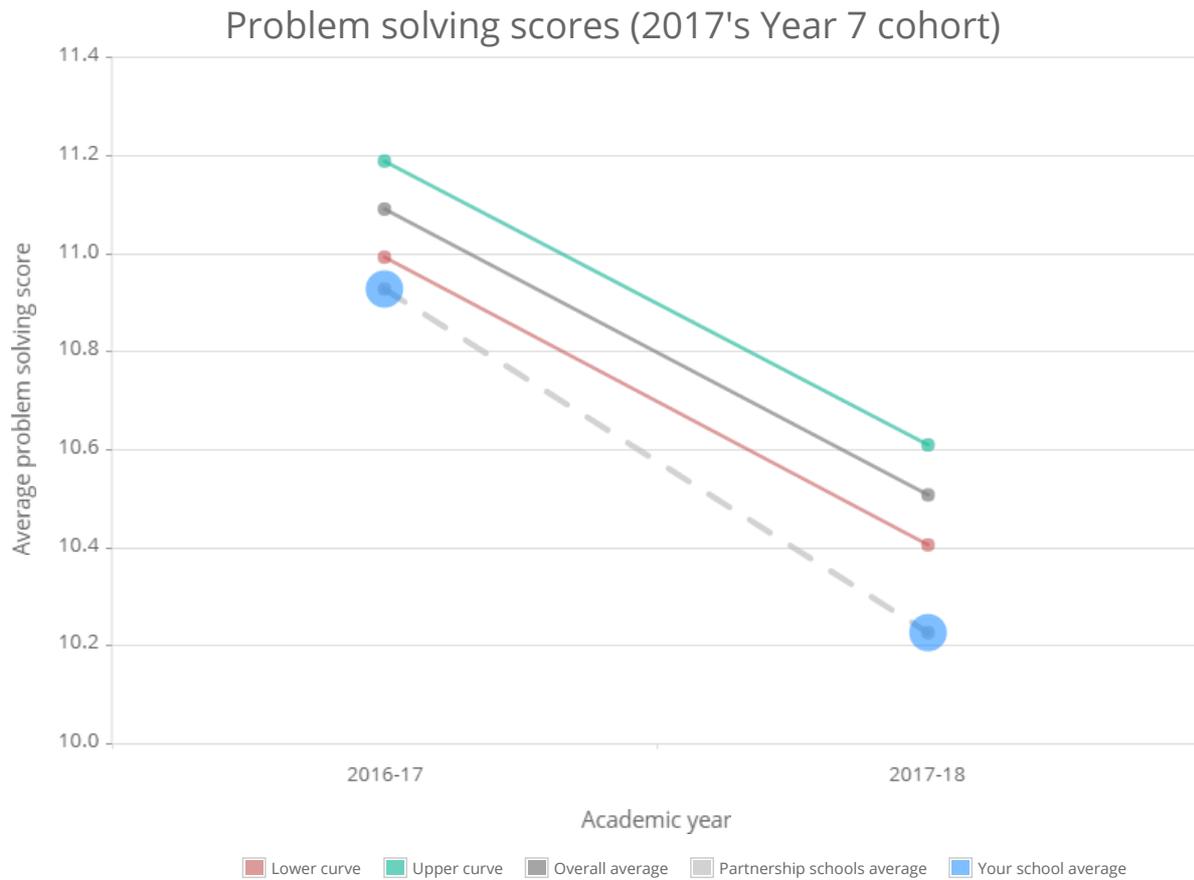


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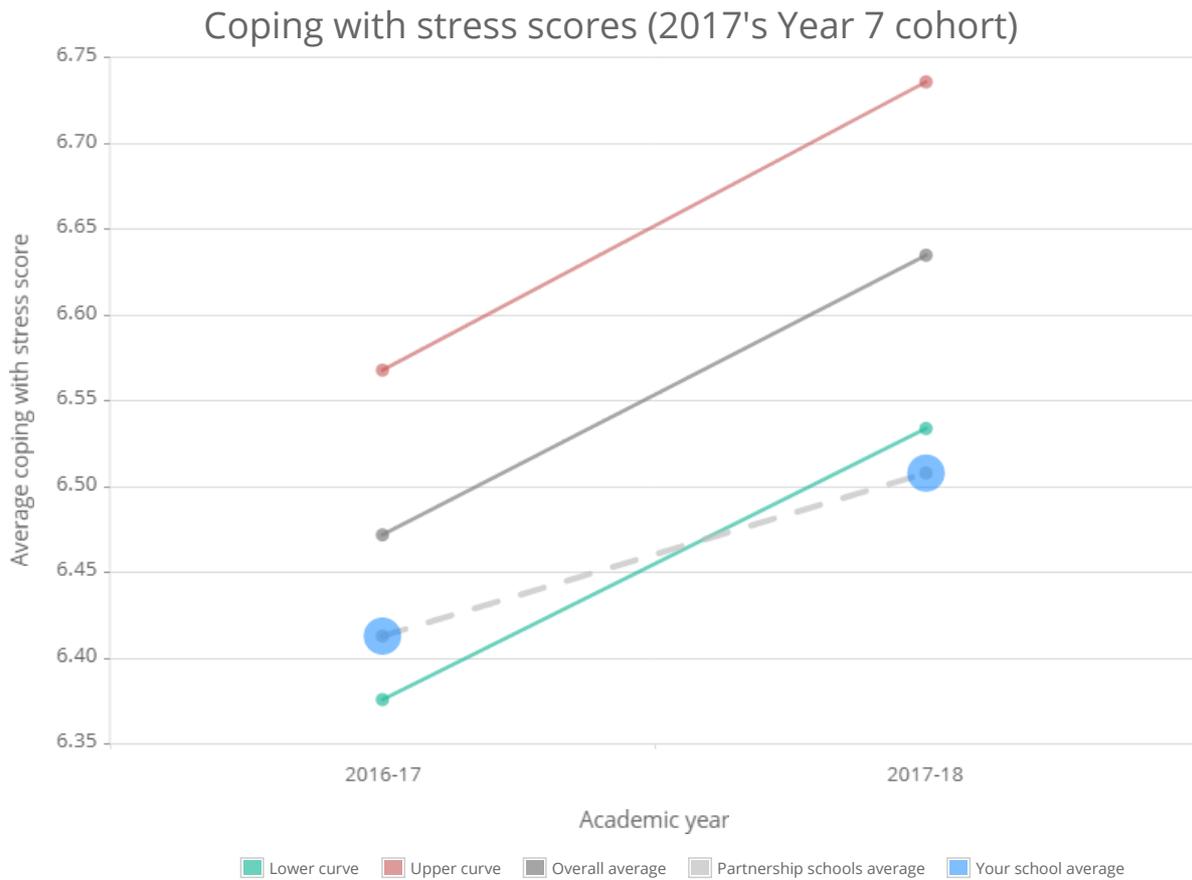


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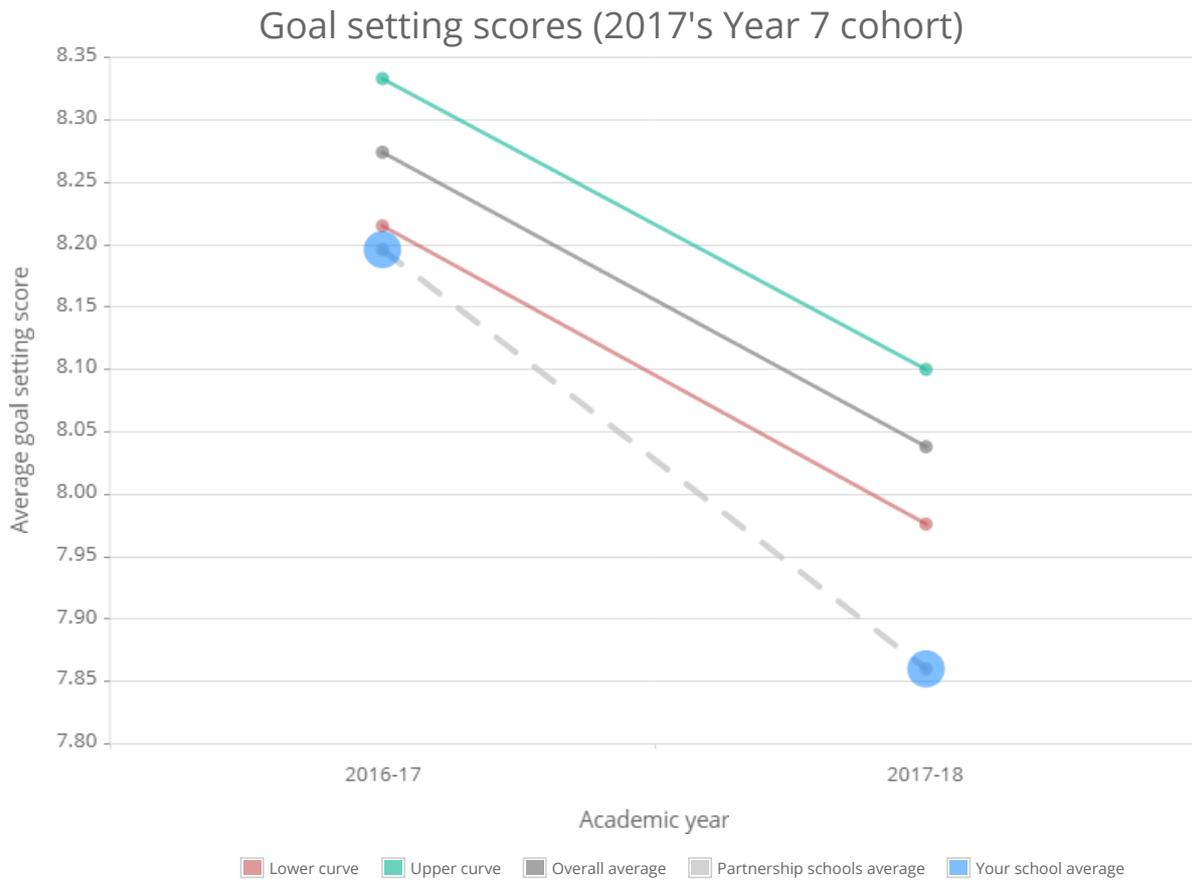


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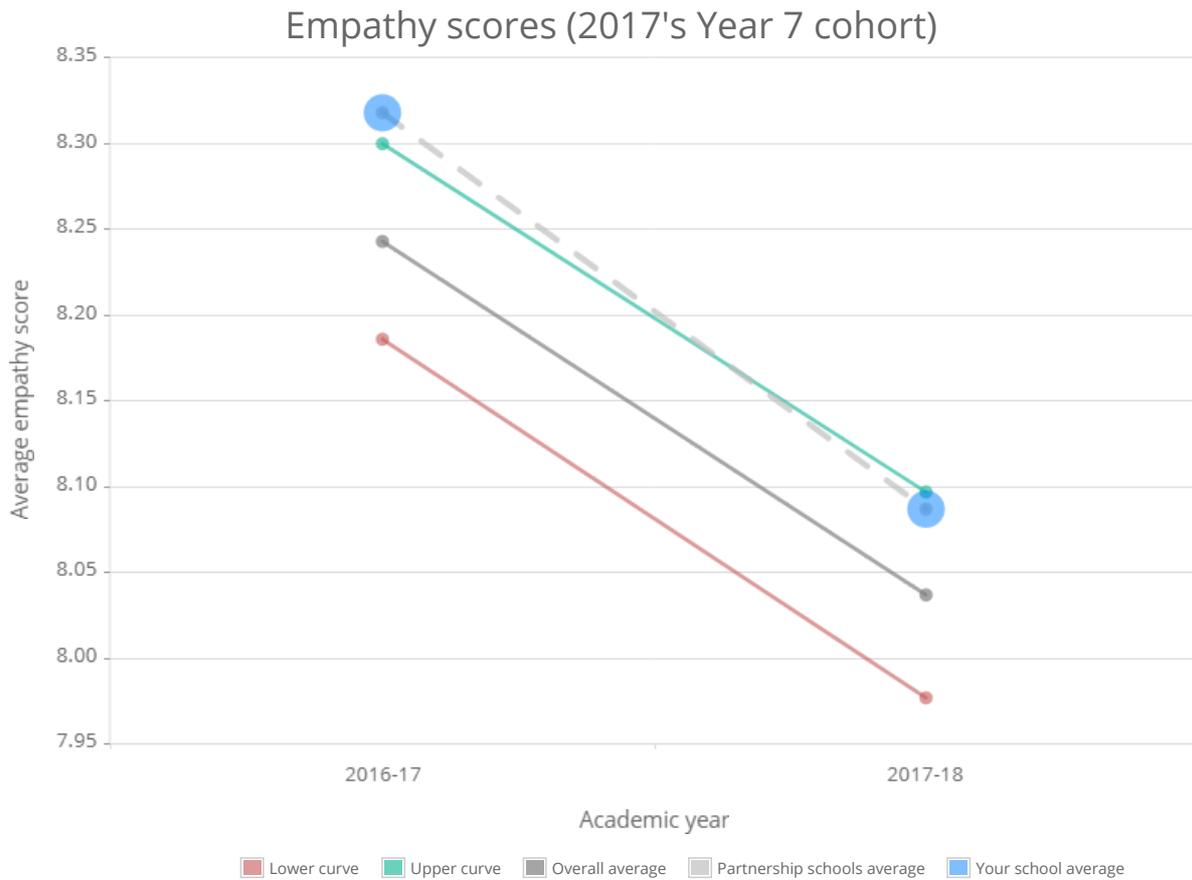


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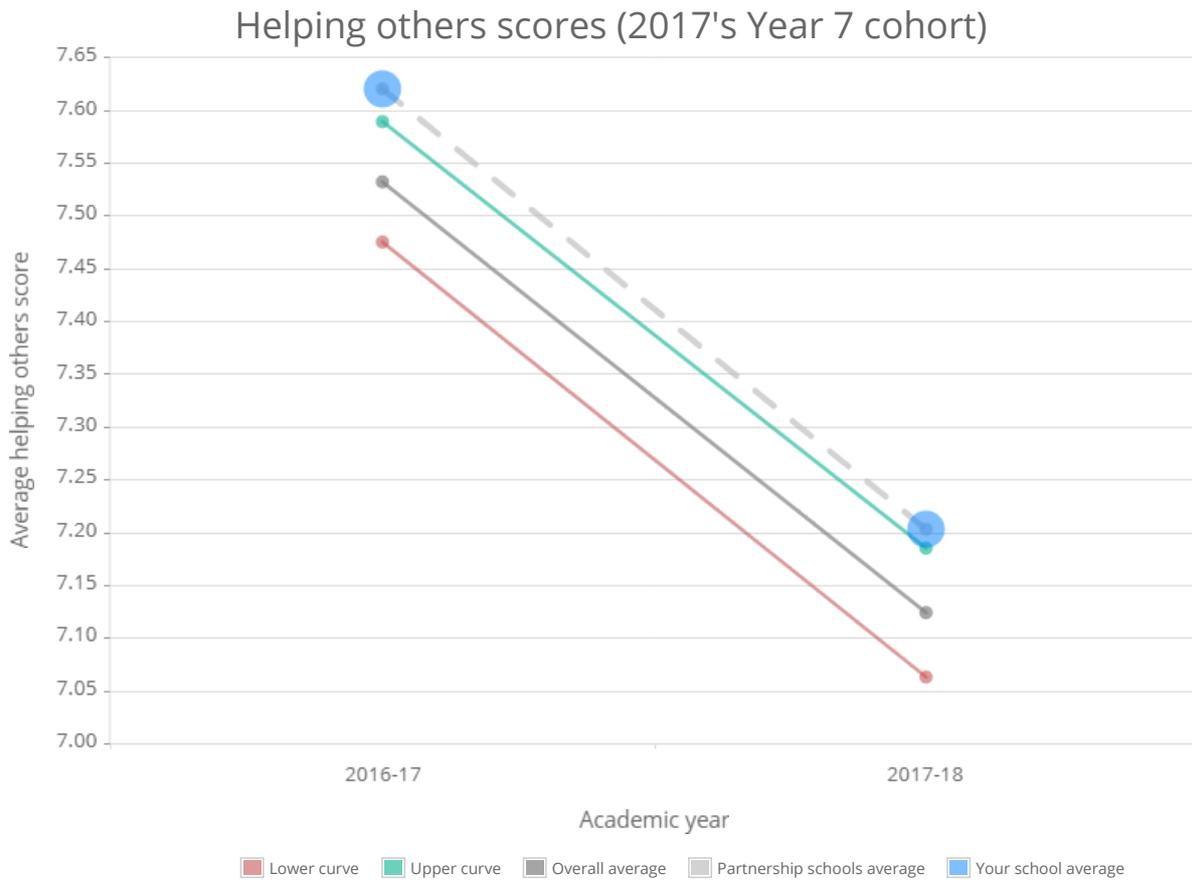


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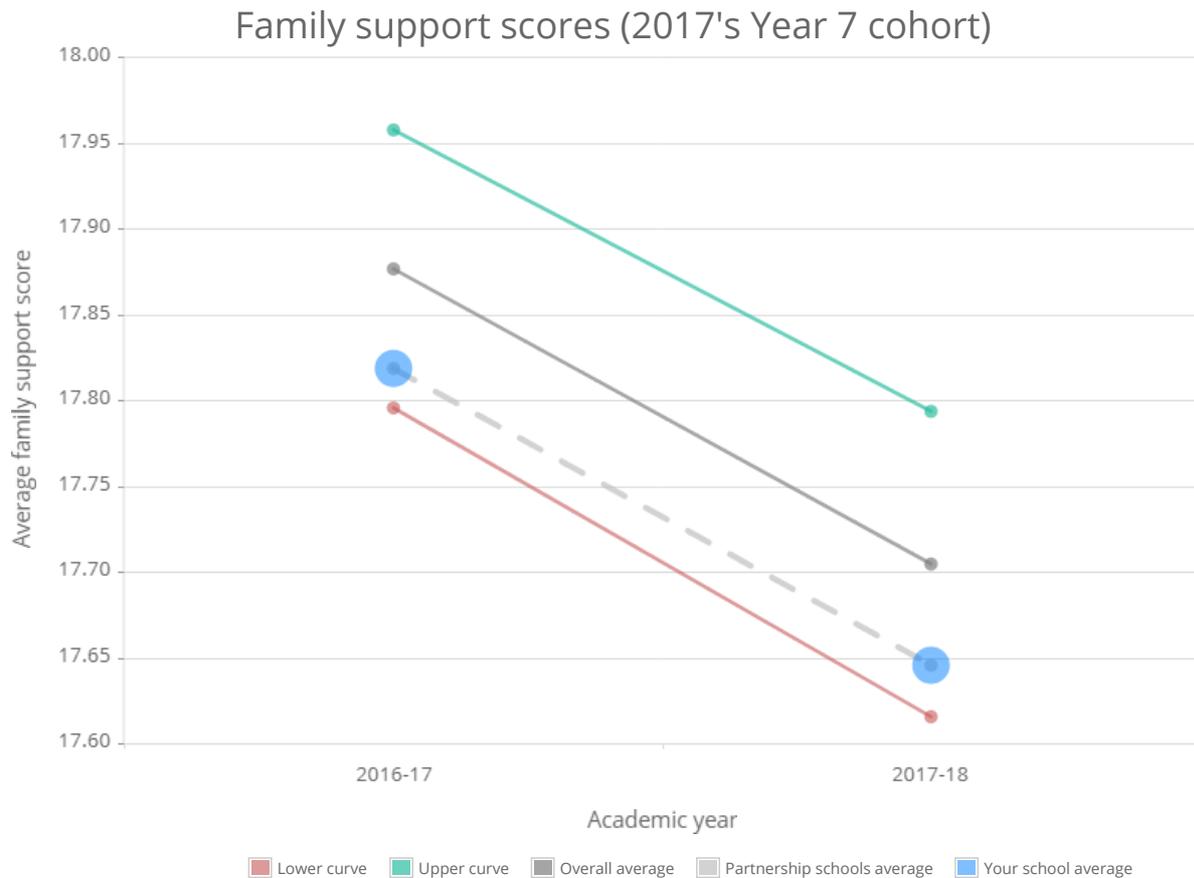


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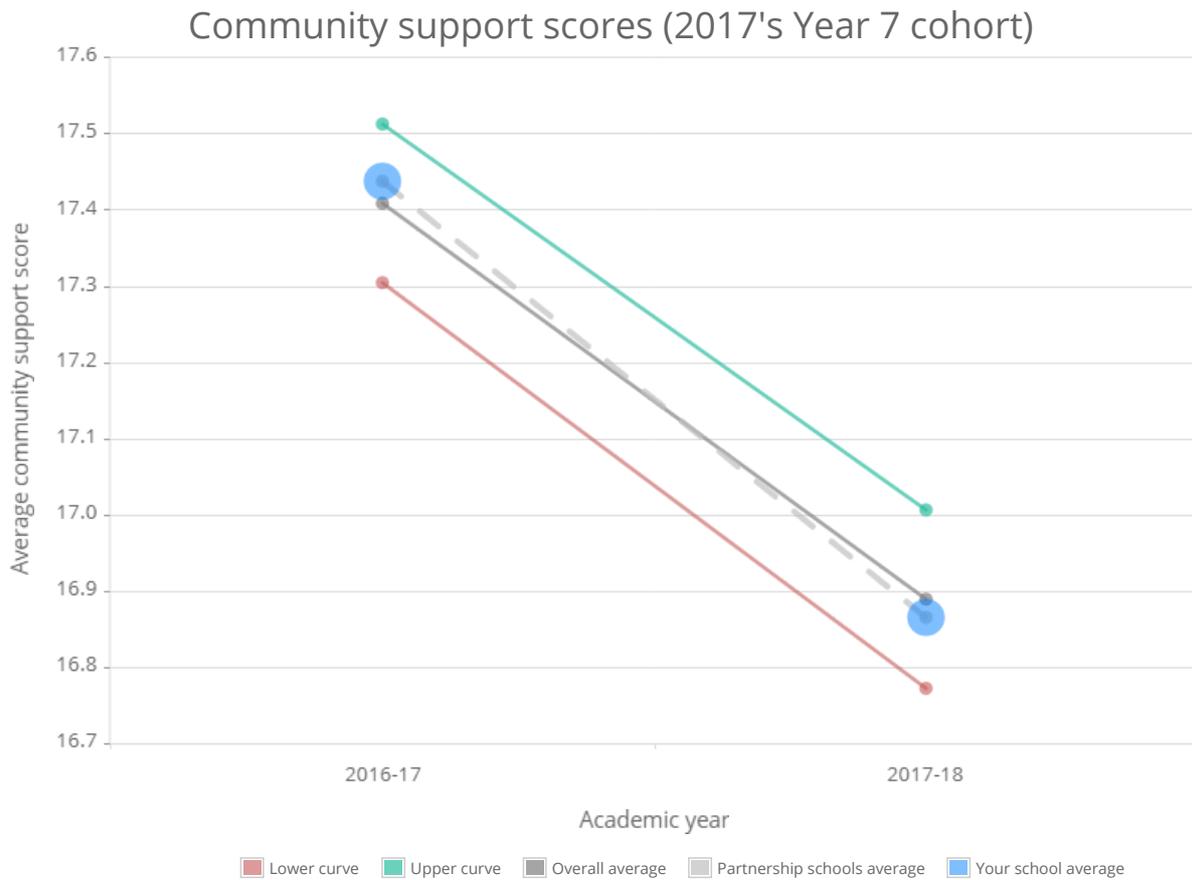


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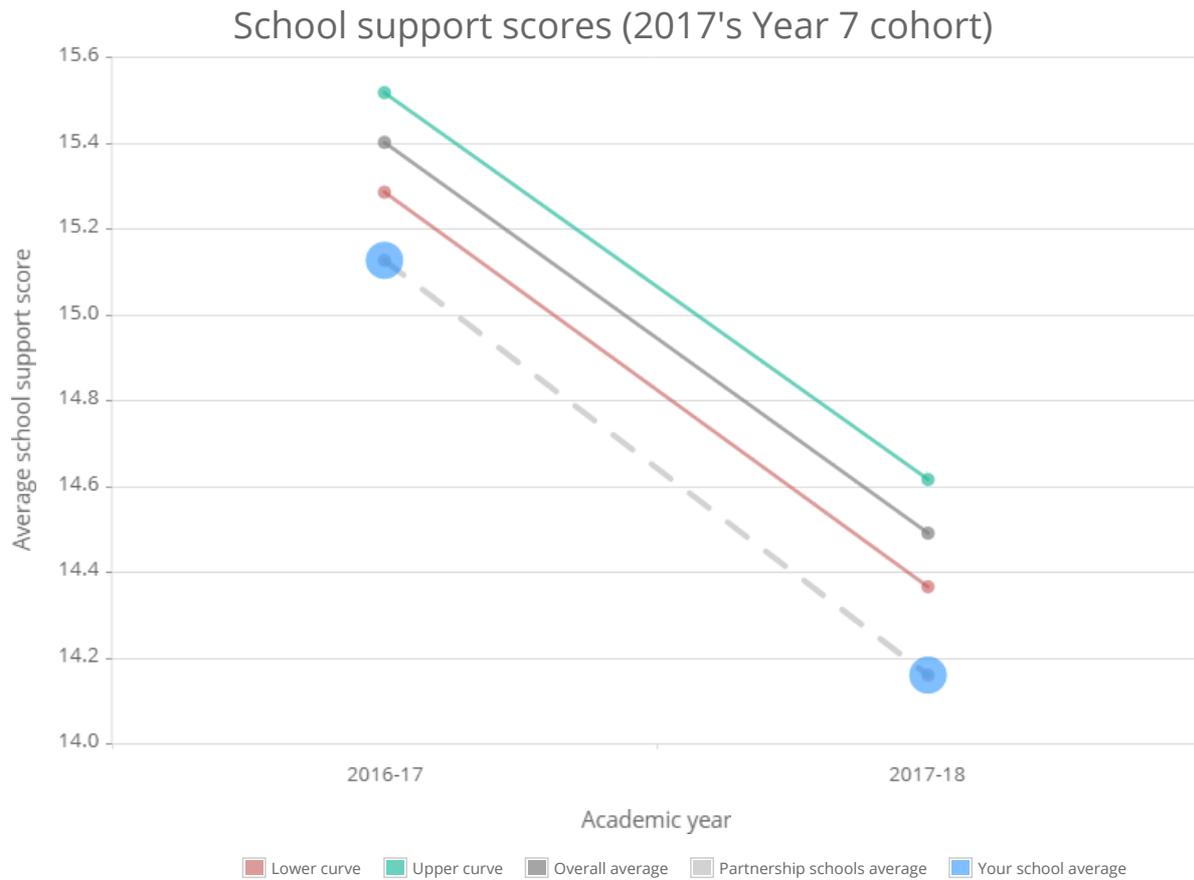


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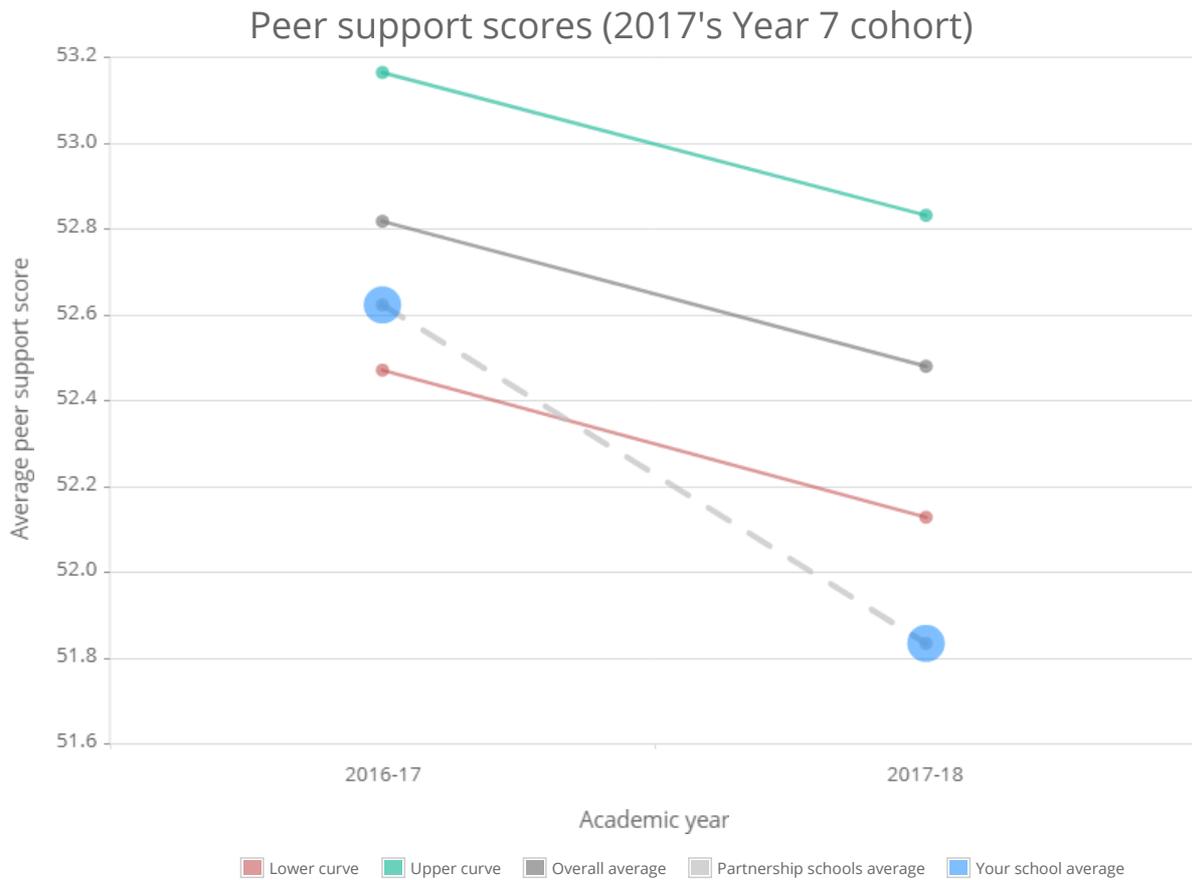


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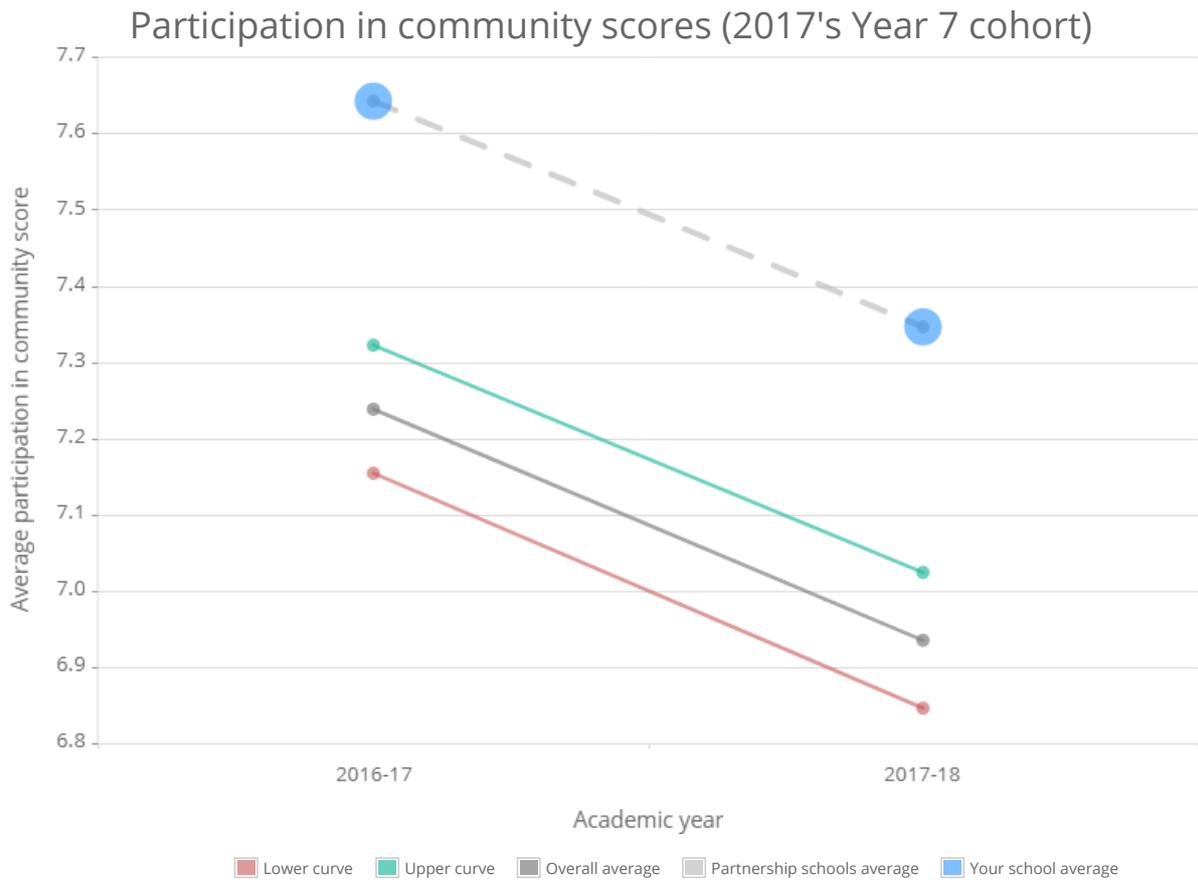


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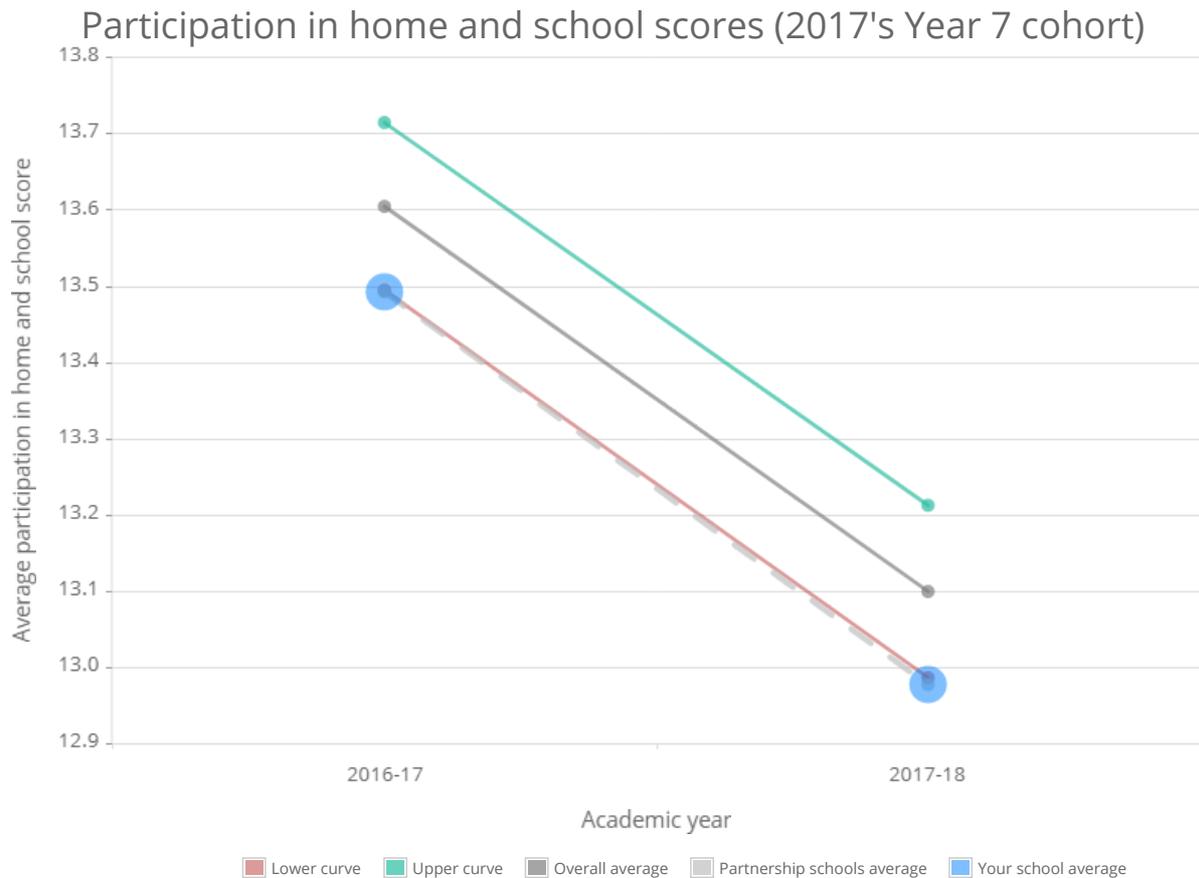


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HeadStart funnel plots (2018 survey)

Funnel plots

The funnel plot displays the average score of the schools in your Partnership on a selected measure against other HeadStart schools nationally.

- The large grey dots represents the average scores in your partnership and each small blue dot represents the average scores of other HeadStart schools nationally on a selected measure.
- A dot's horizontal position indicates the number of students who completed the selected measure. A dot's vertical position represents the score on the selected measure.
- The grey horizontal line represents the overall average for the selected measure across all schools.
- The curved lines 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:

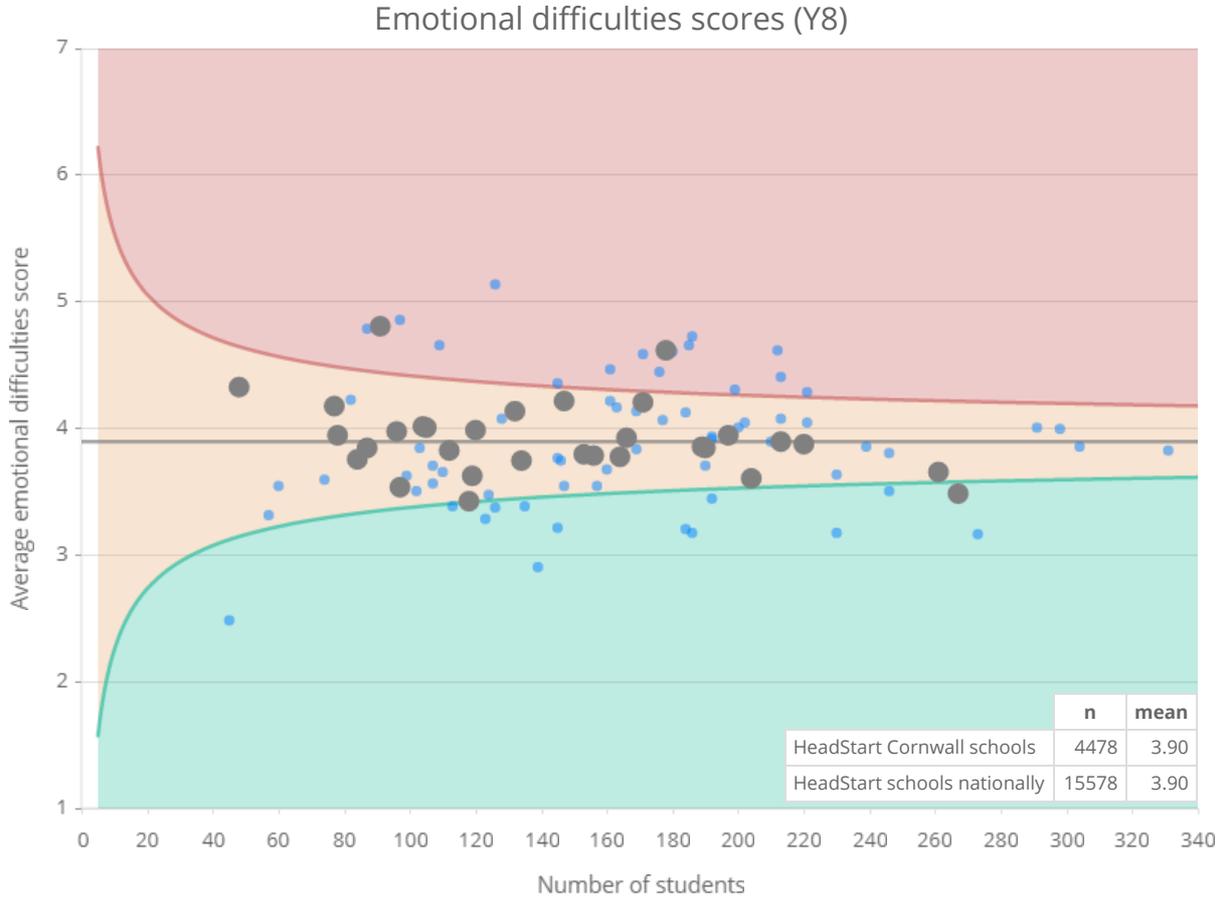
- If the grey dot for a school is within the funnel it means students who completed the survey at that school are not discernibly different from the average.
- For positive wellbeing, managing emotions, problem solving, helping others, goal setting, empathy, family support, community support, school support, peer support, participation in the community and participation at home and school:
 - If the grey dot for a school is above the green funnel line, it means students who completed the survey at that school on average have better scores on the selected measure than others of the same age.
 - If the grey dot for a school is below the red funnel line, it means students who completed the survey at that school on average have worse scores on the selected measure than others of the same age.
- For emotional difficulties, behavioural difficulties, difficulties with peers, attention difficulties, and coping with stress:
 - If the grey dot for a school is below the green funnel line, it means students who completed the survey at that school on average have better scores on the selected measure than others of the same age.
 - If the grey dot for a school is above the red funnel line, it means students who completed the survey at that school on average have worse scores on the selected measure than others of the same age.

Emotional difficulties scores (Y8)

These questions are about the extent to which students are feeling worried/anxious, or the intensity of low moods.
e.g. 'I am often unhappy, down-hearted or tearful'.

The table in the funnel plot shows the average scores in your Partnership for emotional difficulties, as well as average scores for students in the HeadStart schools nationally.

A lower score (range 0-10) indicates fewer emotional difficulties are being experienced.

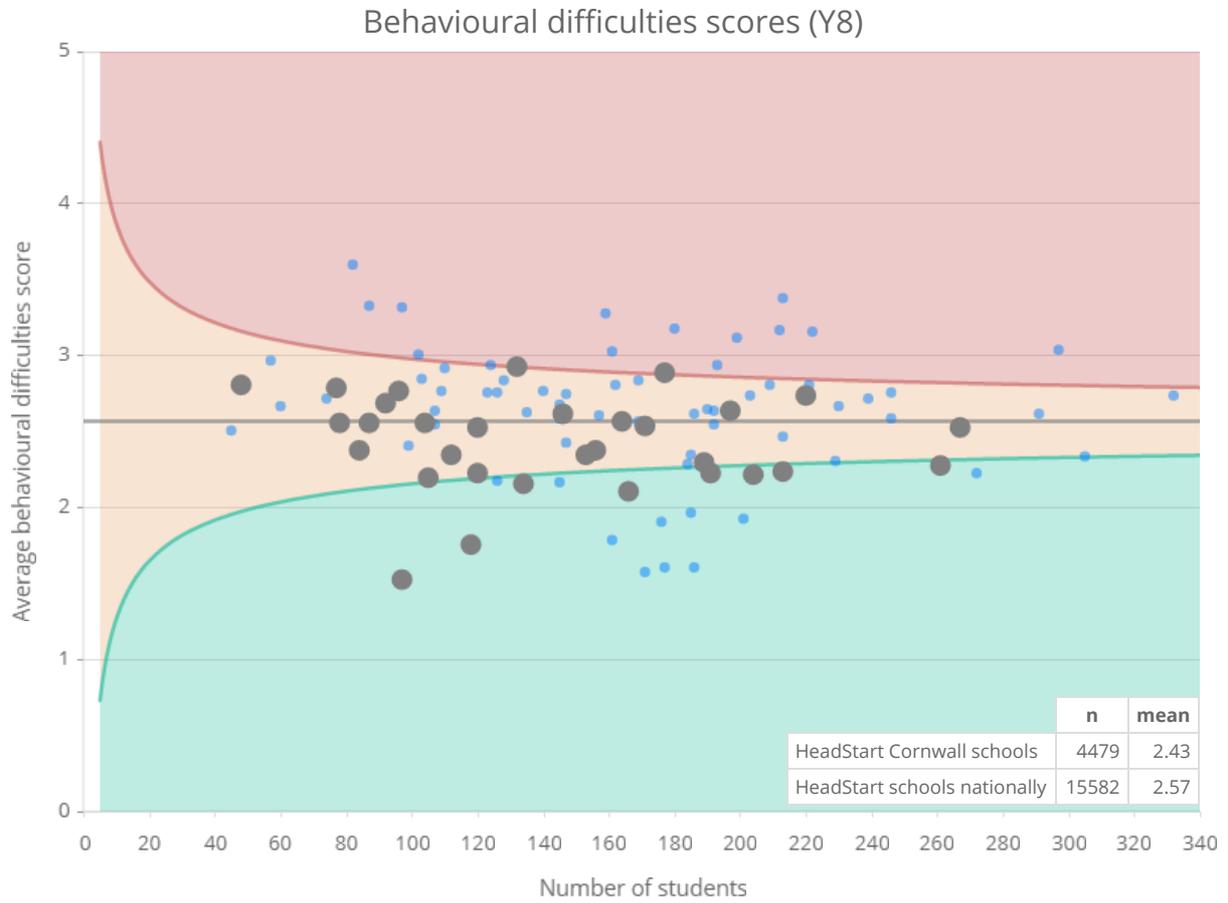


Behavioural difficulties scores (Y8)

These questions are about the extent to which students are aggressive or 'act out'.
e.g. 'I get very angry and often lose my temper'.

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A lower score (range 0-10) indicates fewer behavioural difficulties are being experienced.

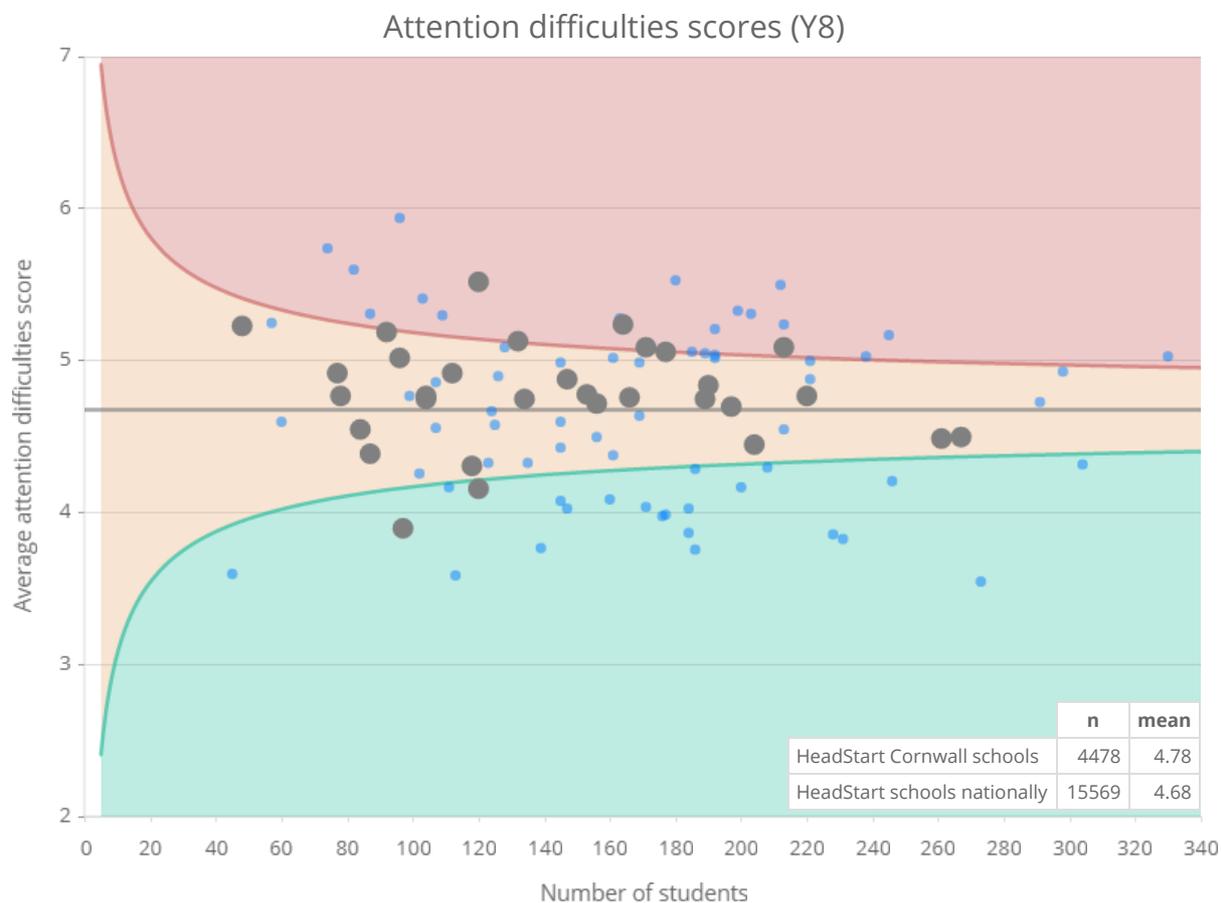


Attention difficulties scores (Y8)

These questions are about the extent to which students struggle with maintaining their attention and tendencies toward hyperactivity. e.g. 'I am easily distracted, I find it difficult to concentrate'.

The table in the funnel plot shows the average scores in your Partnership for attention difficulties, as well as average scores for students in the HeadStart schools nationally.

A lower score (range 0–10) indicates fewer attention difficulties.

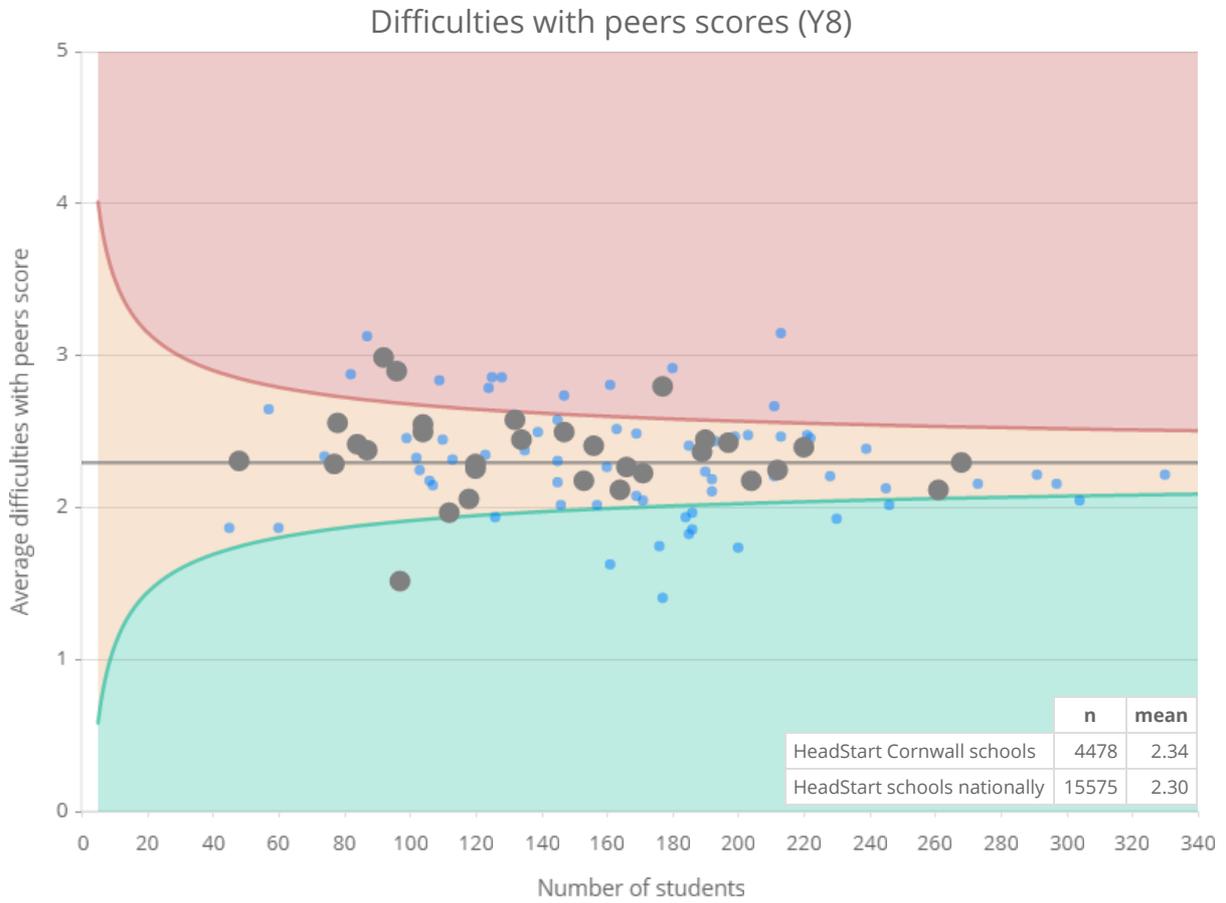


Difficulties with peers scores (Y8)

These questions are about the extent to which students have good relationships with their peers.
e.g. 'I have one good friend or more'.

The table in the funnel plot shows the average scores in your Partnership for difficulties with peers, as well as average scores for students in the HeadStart schools nationally.

A lower score (range 0–10) indicates fewer difficulties with peers.

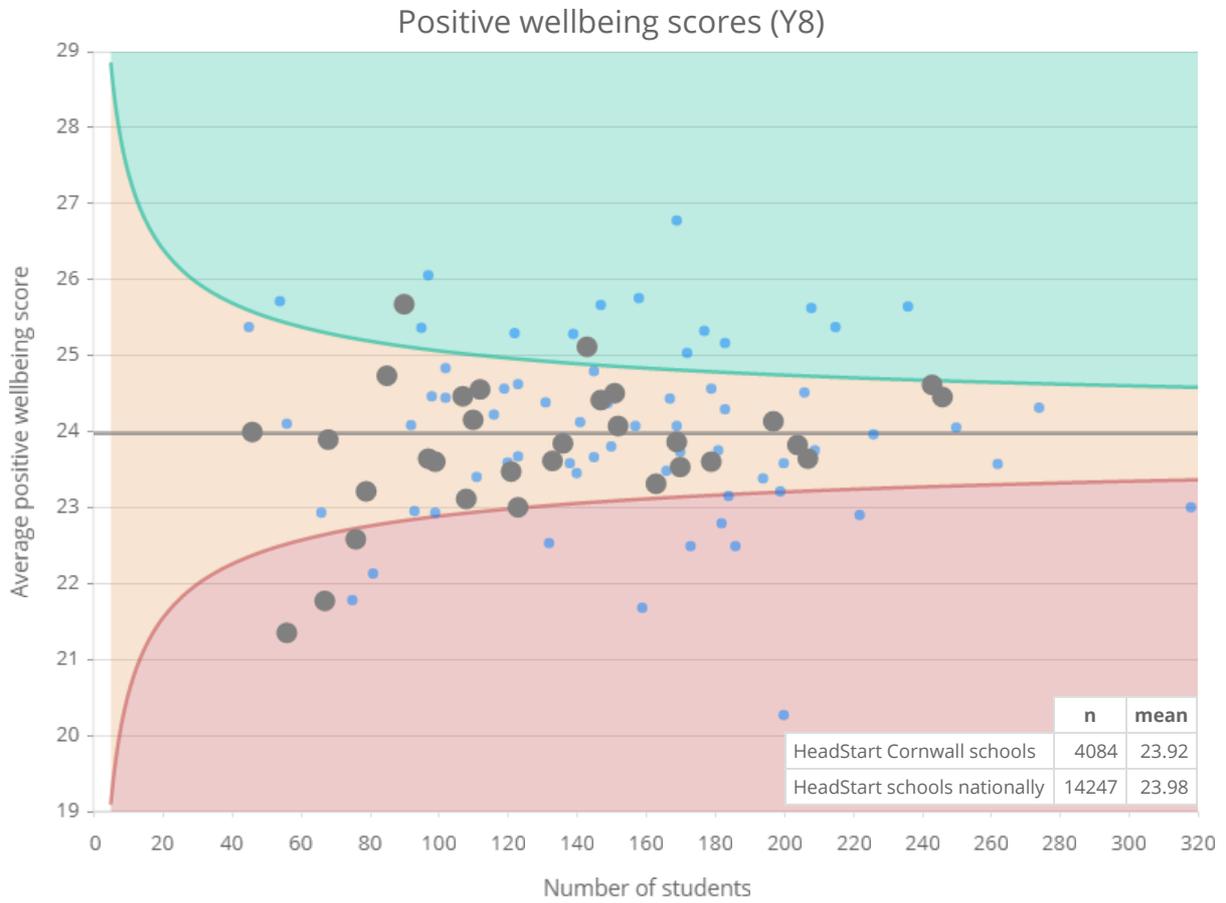


Positive wellbeing scores (Y8)

These questions are about the extent to which students feel positive and generally happy with life.
e.g. 'I've been feeling useful'.

The table in the funnel plot shows the average scores in your Partnership for positive wellbeing, as well as average scores for students in the HeadStart schools nationally.

A higher score (range 7–35) indicates greater wellbeing.

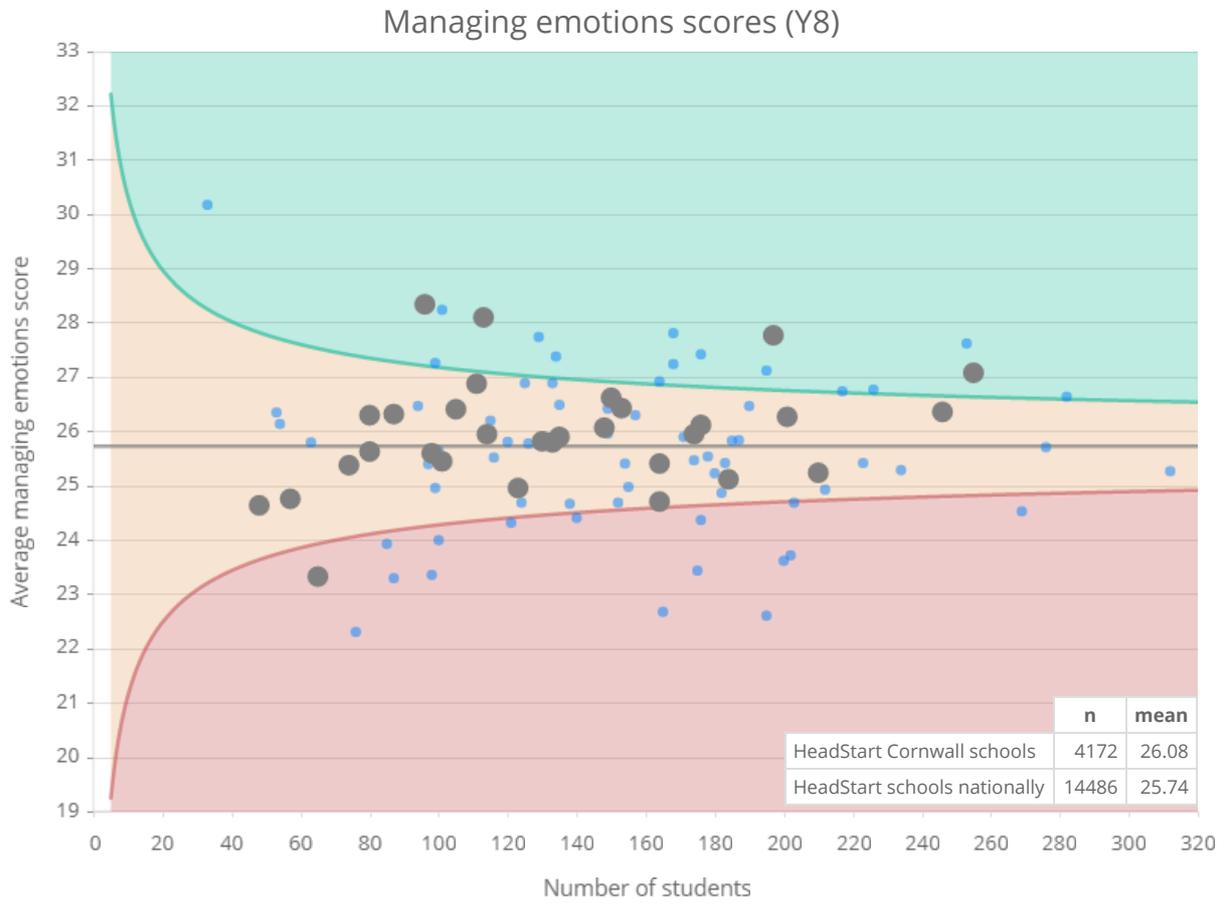


Managing emotions scores (Y8)

These questions are about managing emotions.
e.g. 'I can control my anger when I want to'.

The table in the funnel plot shows the average scores in your Partnership for managing emotions, as well as average scores for students in the HeadStart schools nationally.

A higher score (range 6–42) indicates that the young people are better able to manage their emotions.

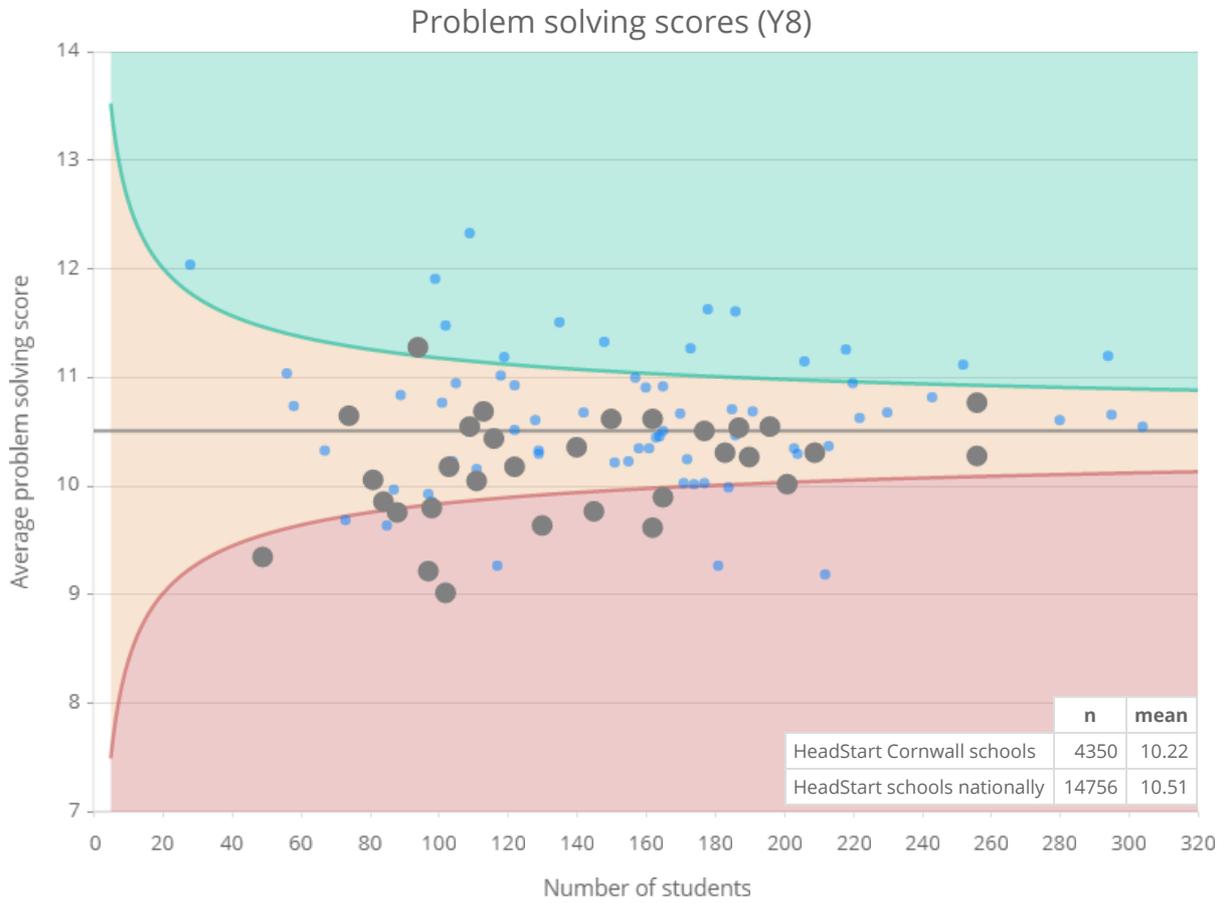


Problem solving scores (Y8)

These questions are about working through problems and knowing how to get help.
e.g. 'When I need help, I find someone to talk to'.

The table in the funnel plot shows the average scores in your Partnership for problem solving, as well as average scores for students in the HeadStart schools nationally.

A higher score (range 3–15) indicates better problem-solving skills.



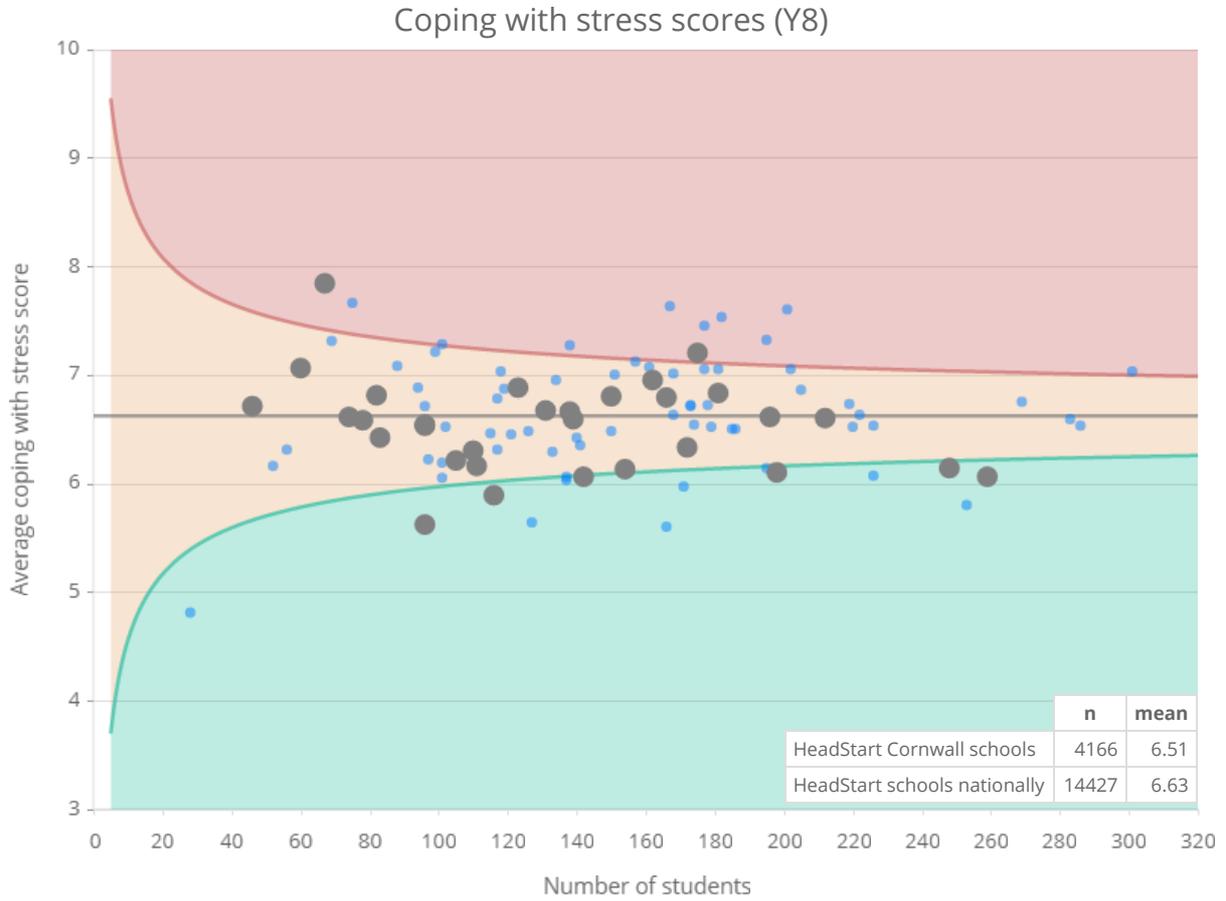
Coping with stress scores (Y8)

These questions are about managing stress levels and coping with difficulties.

e.g. 'In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?'

The table in the funnel plot shows the average scores in your Partnership for coping with stress, as well as average scores for students in the HeadStart schools nationally.

A lower score (range 0-16) indicates better coping skills.

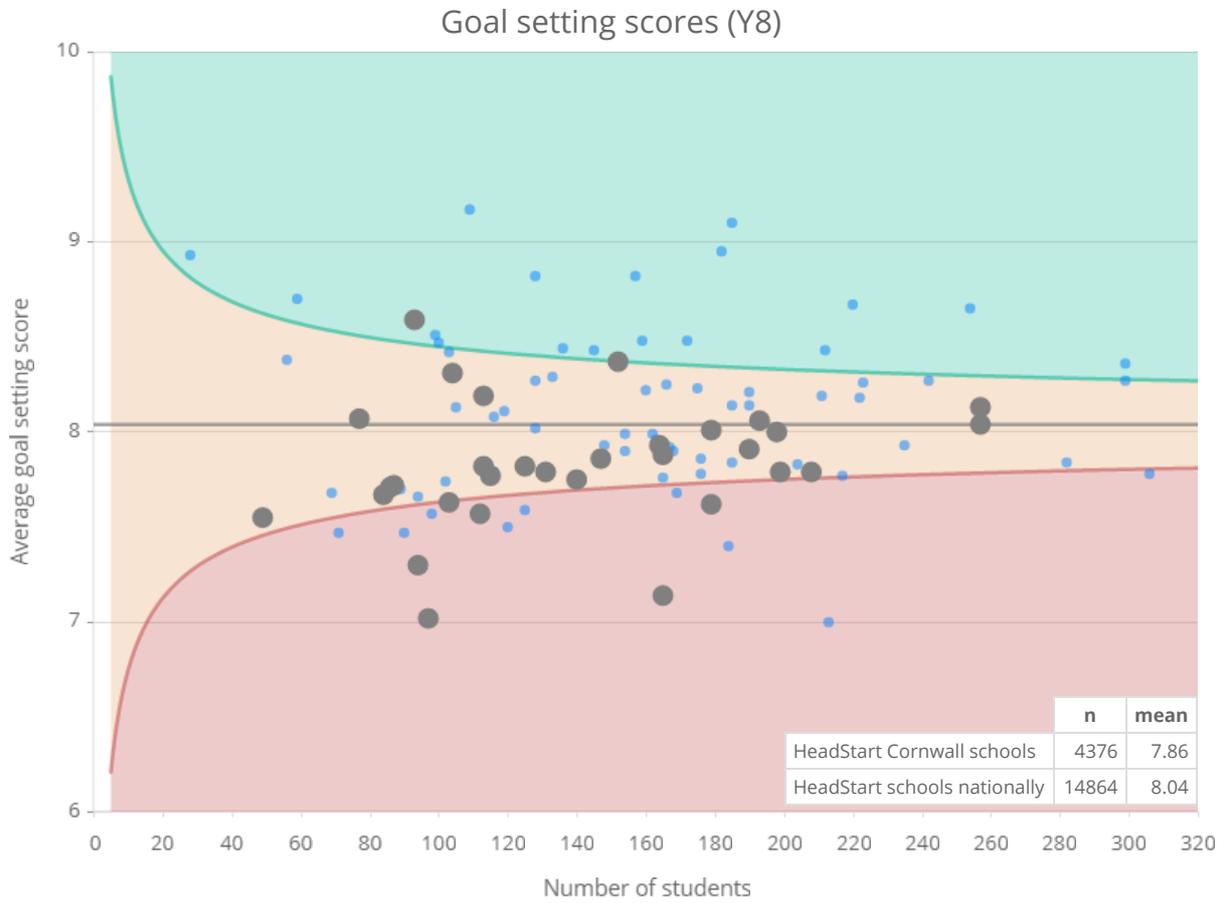


Goal setting scores (Y8)

These questions are about goals, plans and aspirations.
e.g. 'I have goals and plans for the future'.

The table in the funnel plot shows the average scores in your Partnership for goal setting, as well as average scores for students in the HeadStart schools nationally.

A higher score (range 2–10) indicates better goal setting.

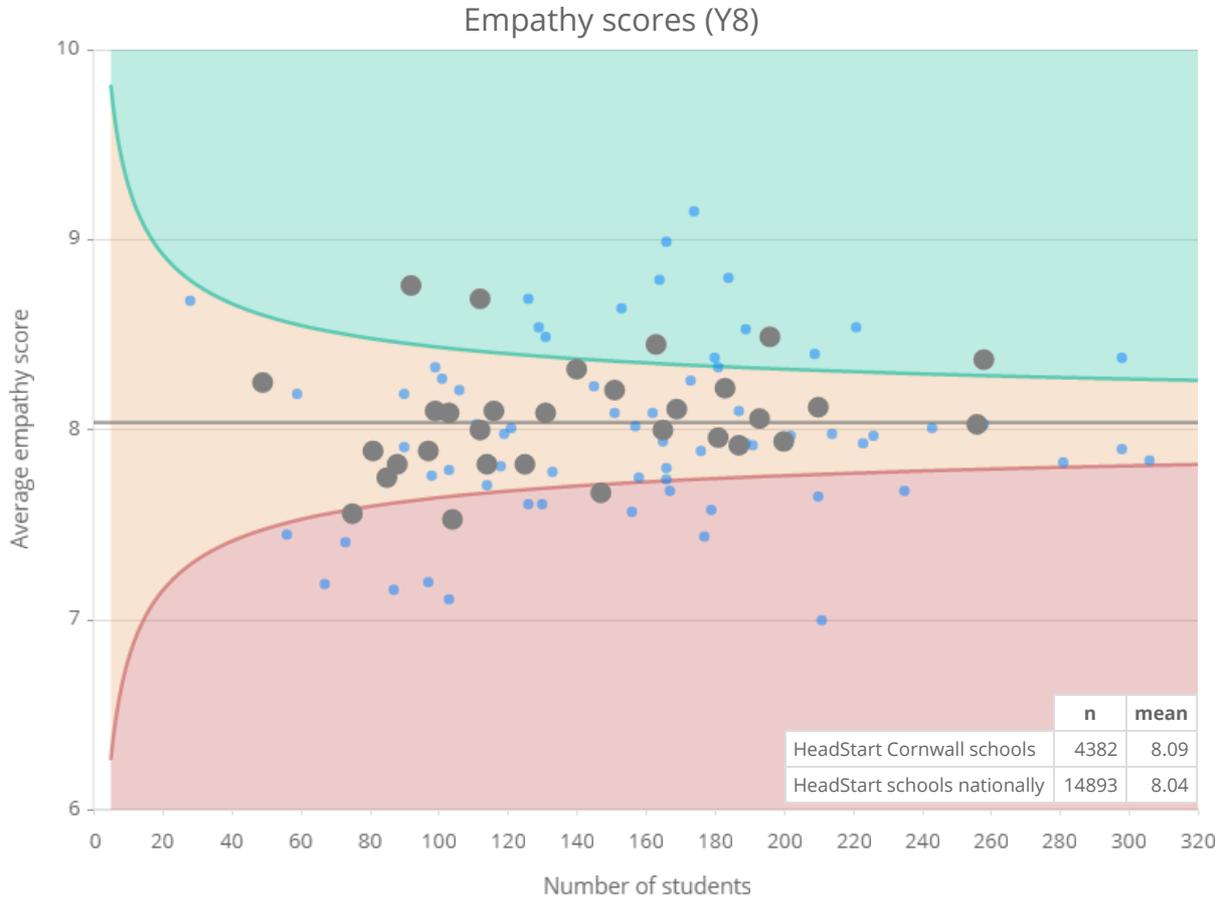


Empathy scores (Y8)

These questions are about identifying with others and showing concern for their feelings.
e.g. 'I try to understand what other people feel'.

The table in the funnel plot shows the average scores in your Partnership for empathy, as well as average scores for students in the HeadStart schools nationally.

A higher score (range 2–10) indicates greater empathy.

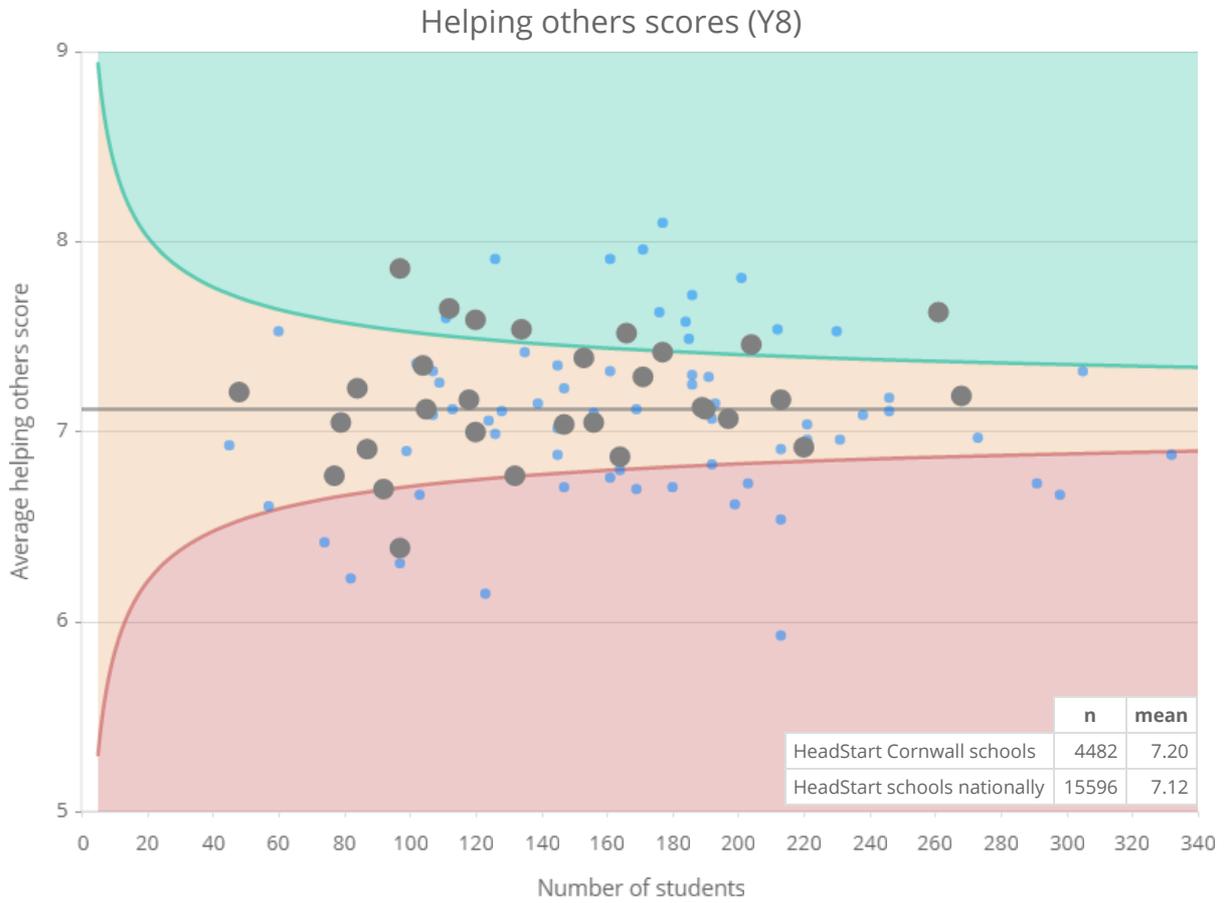


Helping others scores (Y8)

These questions are about thinking of others and willingly helping them.
e.g. 'I often volunteer to help others (parents, teachers, children)'.

The table in the funnel plot shows the average scores in your Partnership for helping others, as well as average scores for students in the HeadStart schools nationally.

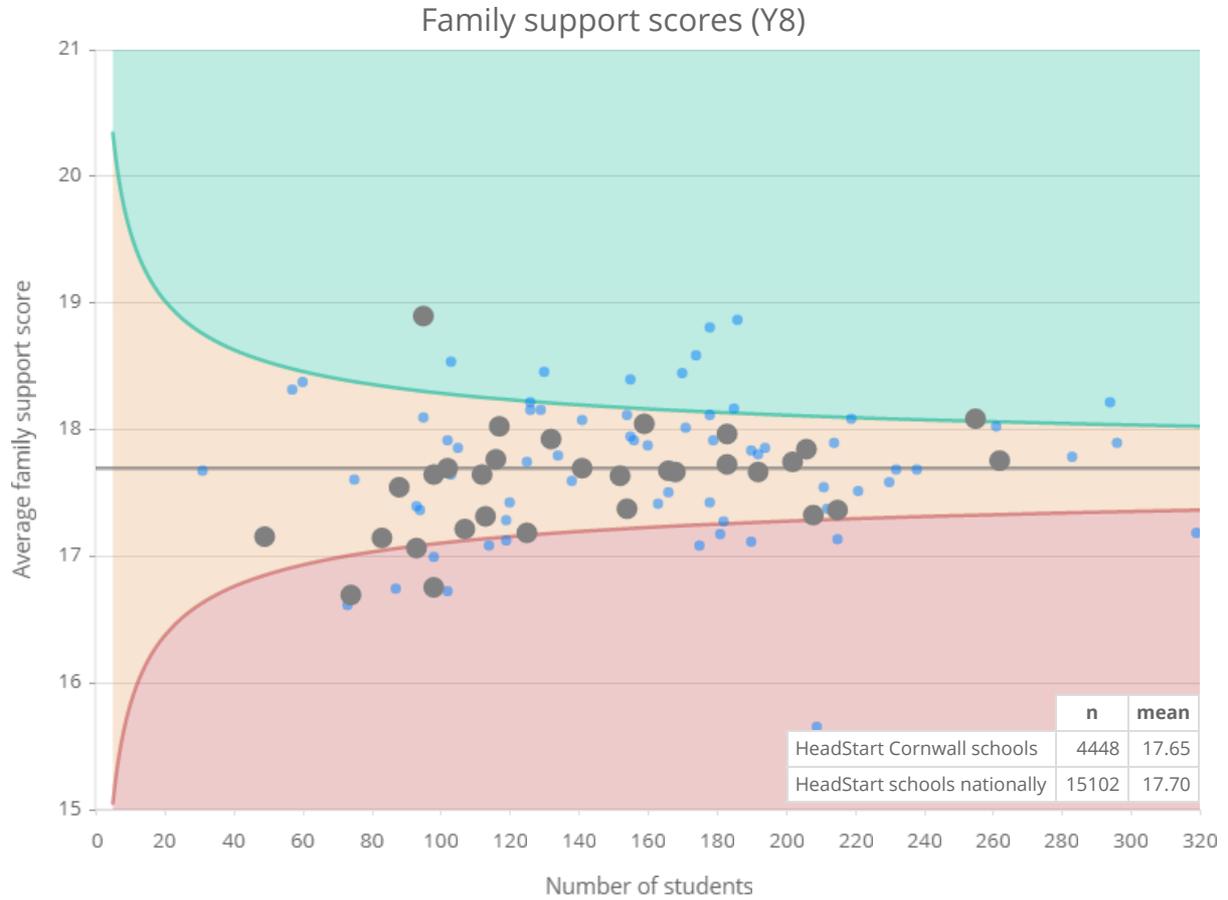
A higher score (range 0–10) indicates higher levels of helping behaviour.



Family support scores (Y8)

These questions are about support received from the family.
e.g. 'At home, there is an adult who believes that I will be a success'.

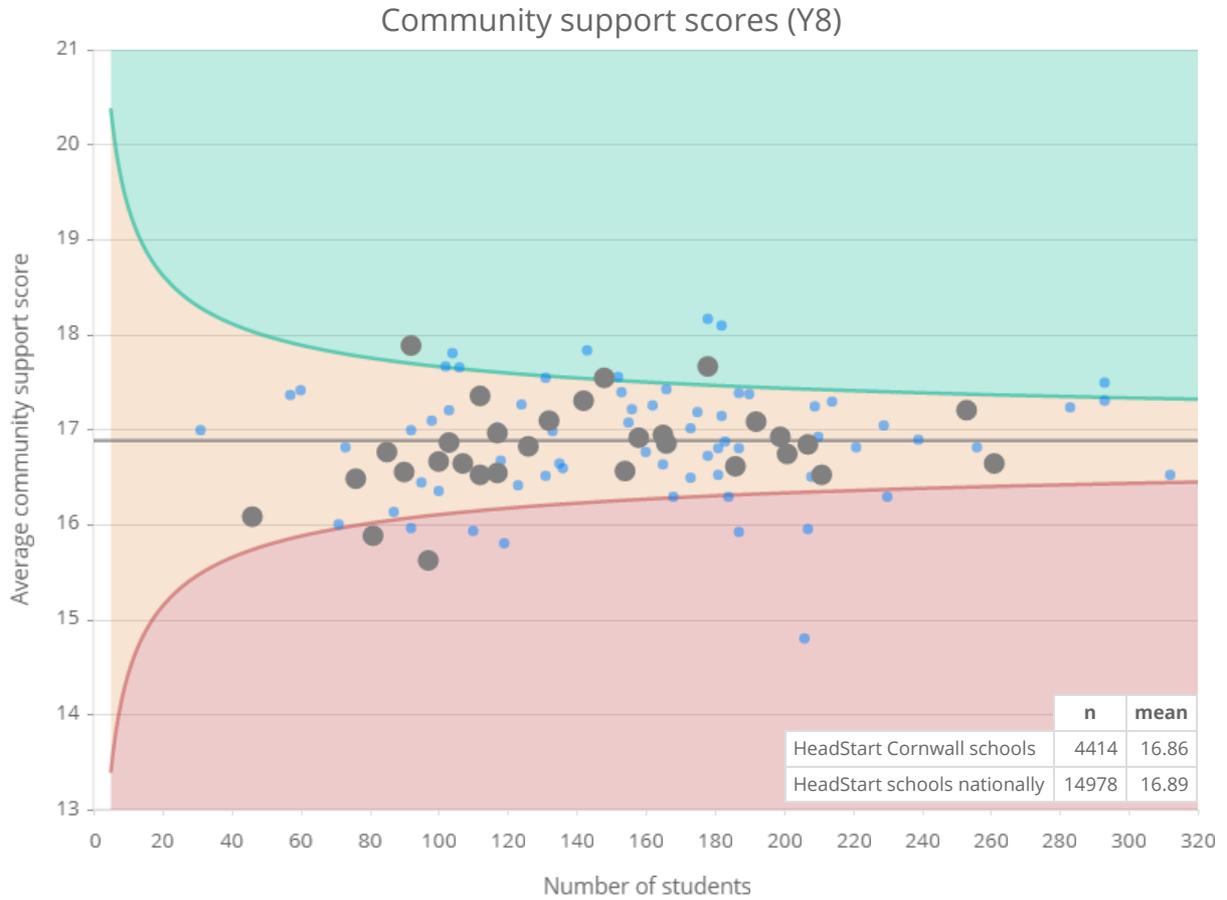
The table in the funnel plot shows the average scores in your Partnership for family support, as well as average scores for students in the HeadStart schools nationally.



Community support scores (Y8)

These questions are about support received from the community.
e.g. 'Away from school, there is an adult who really cares about me'.

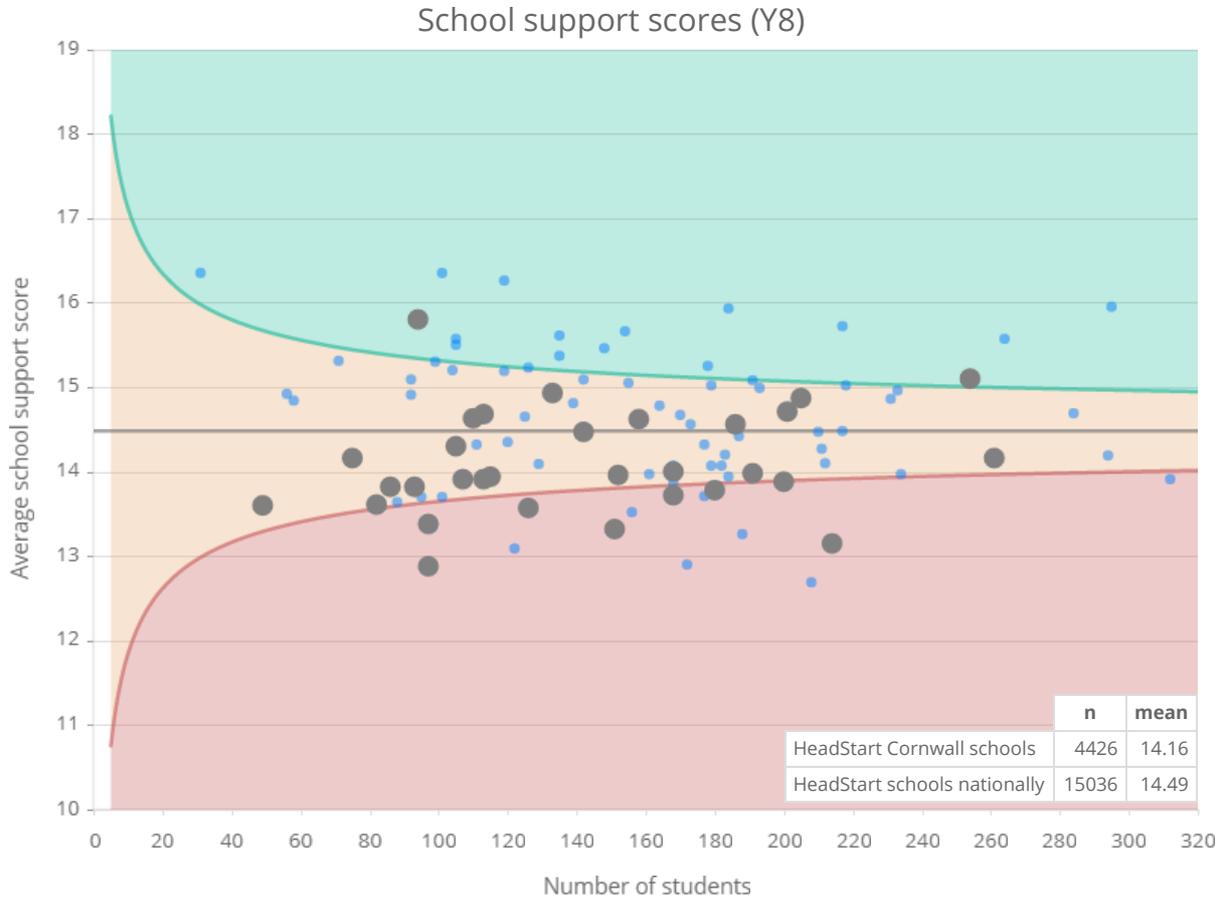
The table in the funnel plot shows the average scores in your Partnership for community support, as well as average scores for students in the HeadStart schools nationally.



School support scores (Y8)

These questions are about support received from adults at school.
e.g. 'At school there is an adult who listens to me when I have something to say'.

The table in the funnel plot shows the average scores in your Partnership for school support, as well as average scores for students in the HeadStart schools nationally.

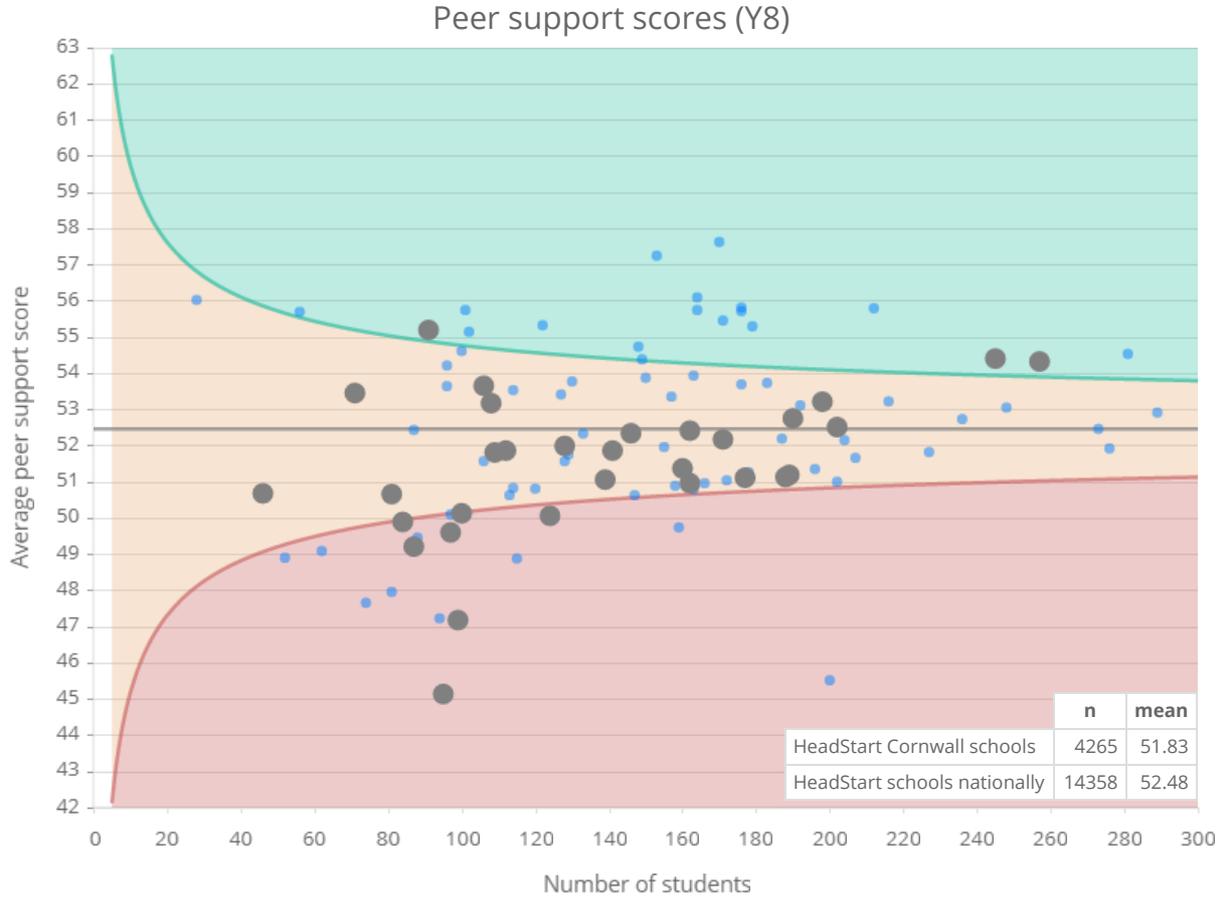


Peer support scores (Y8)

These questions are about support received from peers.

e.g. 'Are there students at your school who would make you feel better if something is bothering you?'

The table in the funnel plot shows the average scores in your Partnership for peer support, as well as average scores for students in the HeadStart schools nationally.

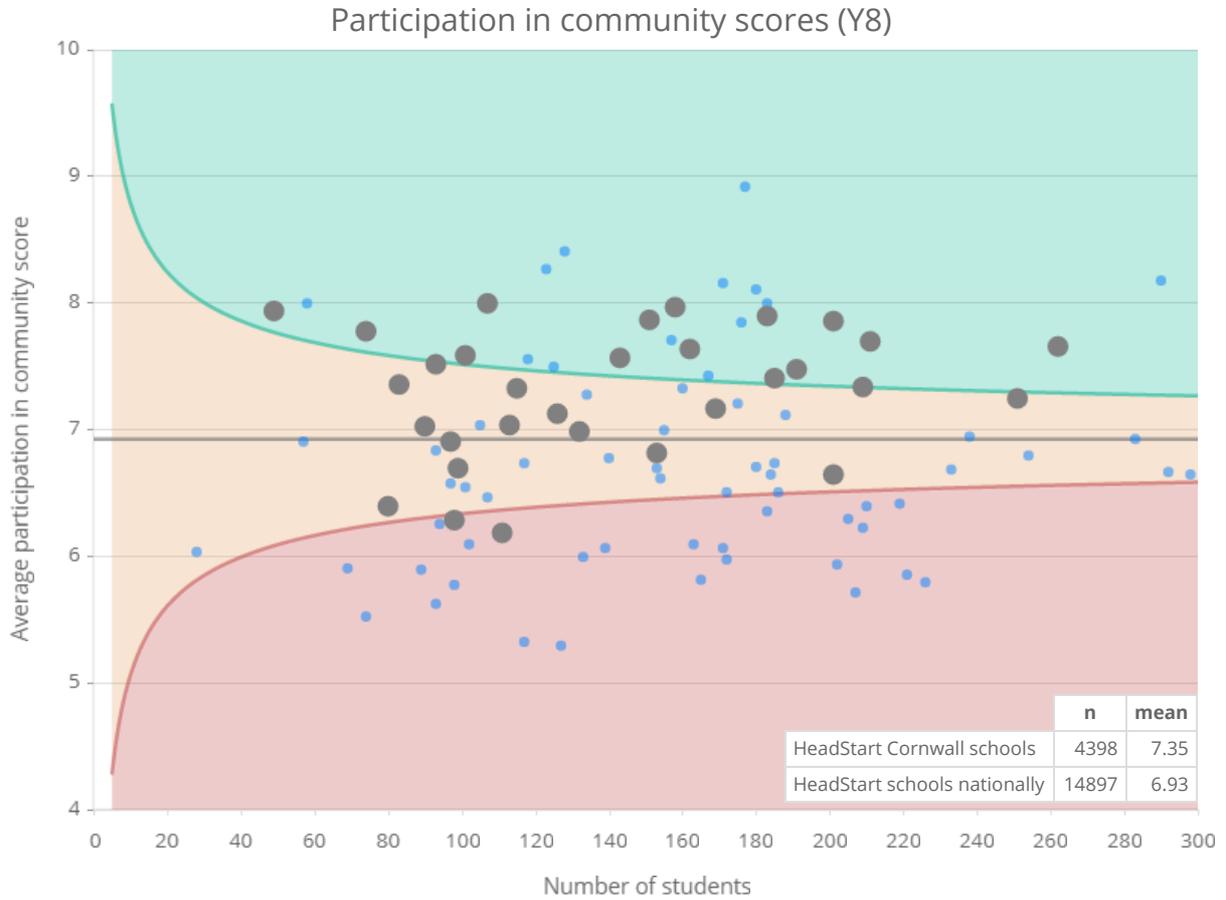


Participation in community scores (Y8)

These questions are about participating in activities outside home and school.

e.g. 'Away from school I am a member of a club, sports team, church group, or other group'.

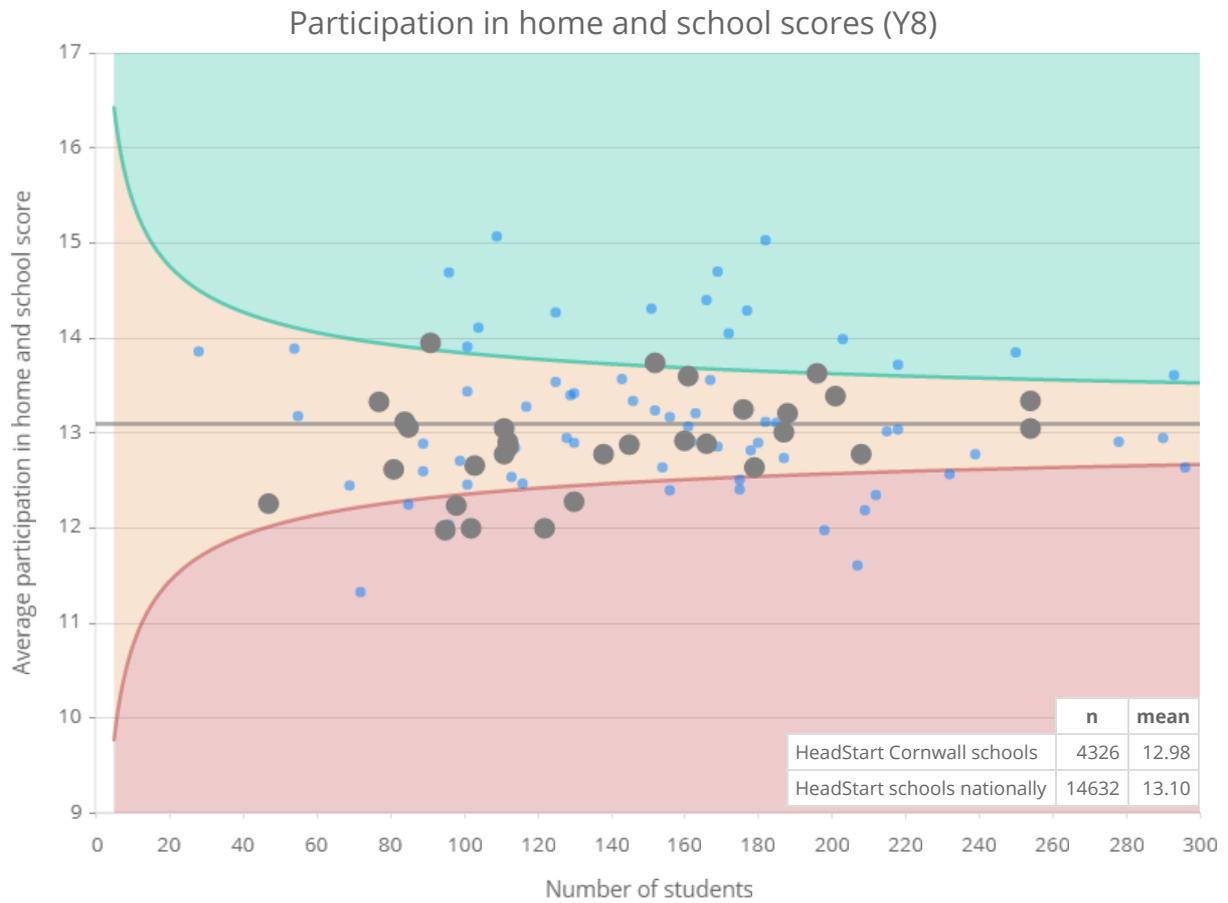
The table in the funnel plot shows the average scores in your Partnership for participation in community, as well as average scores for students in the HeadStart schools nationally.



Participation in home and school scores (Y8)

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

The table in the funnel plot shows the average scores in your Partnership for participation in home and school, as well as average scores for students in the HeadStart schools nationally.



HeadStart SDQ measures (2018 survey)

Stacked bars

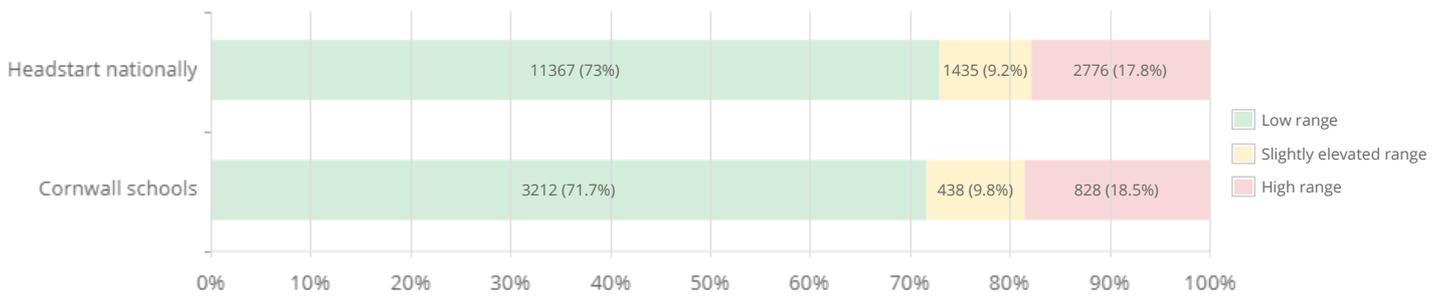
The Strengths and Difficulties Questionnaire (SDQ) also allows us to divide scores into:

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

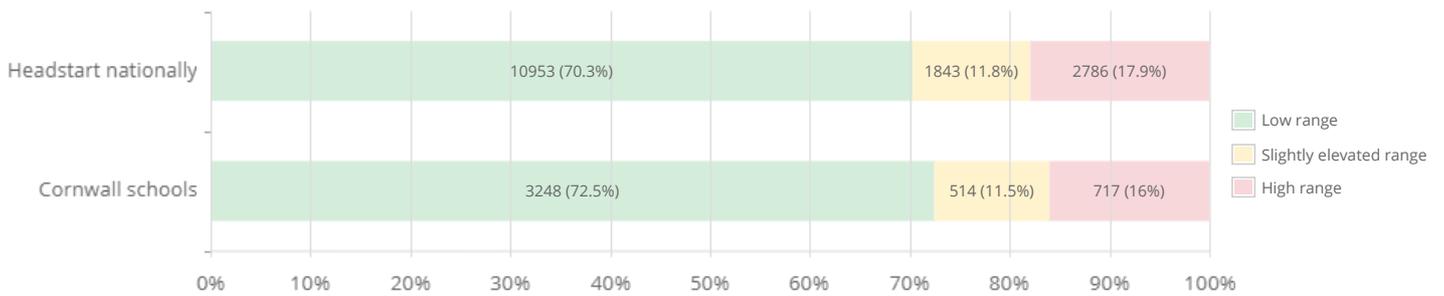
The graphs below tell you the proportion of students in your Partnership whose responses to the survey place them into these categories.

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.

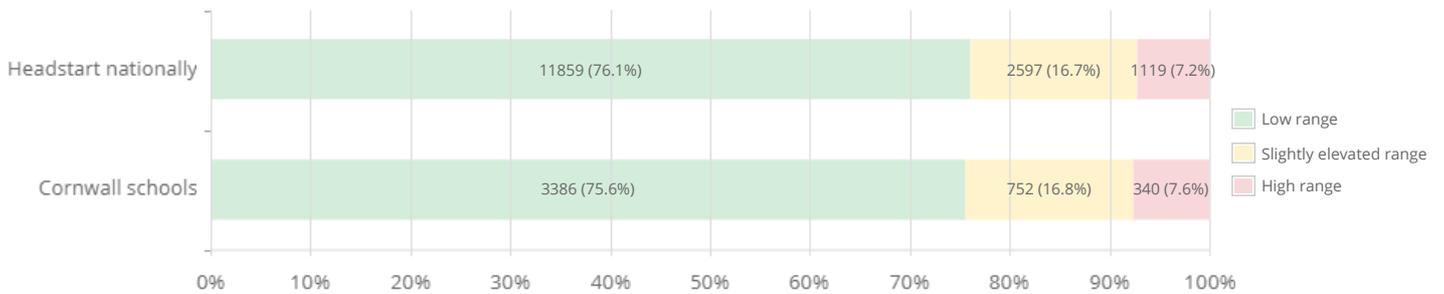
SDQ - emotional difficulties (Y8)



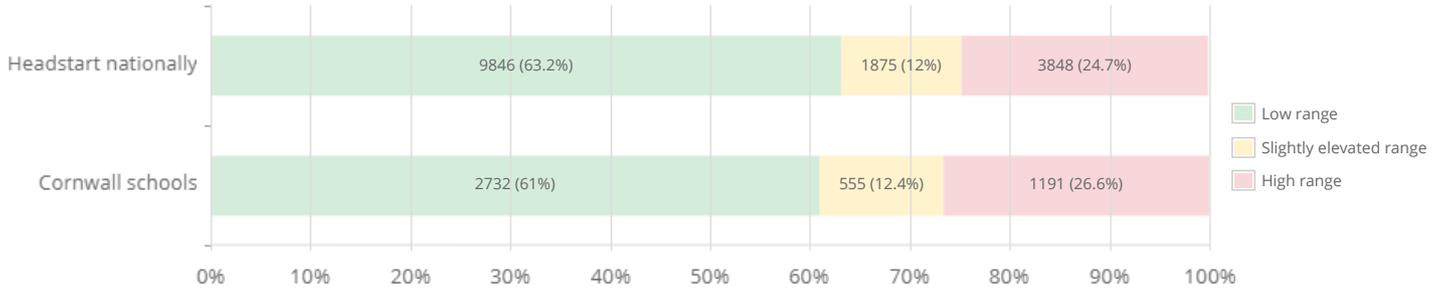
SDQ - behavioural difficulties (Y8)



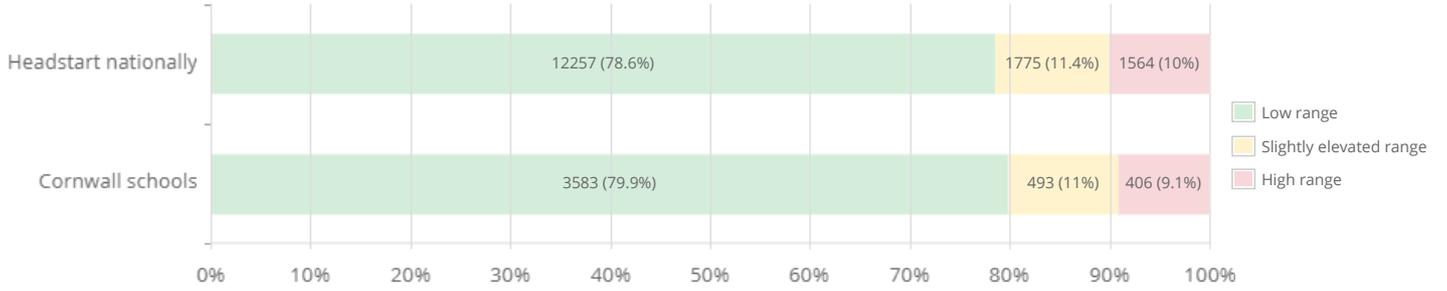
SDQ - difficulties with peers (Y8)



SDQ - attention difficulties (Y8)



SDQ - helping others (Y8)



Year 9 Reports

HeadStart measure summaries (2018 survey)

Overview

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- A green rating shows that on average scores for students in your Partnership are BETTER than average scores for those of the same age across HeadStart Partnerships nationally.

For details of the questions asked in each of these categories please see [Appendix 1](#).

Average scores (Y9 M)

Mental health and wellbeing	
Emotional difficulties	 Students show levels of emotional difficulties that are not discernibly different from the average, suggesting that on average they feel as anxious or low in mood as other students.
Behavioural difficulties	 Students show lower than average levels of behavioural difficulties, suggesting that on average they are less aggressive or 'act out' less than other students.
Difficulties with peers	 Students show levels of difficulties with peers that are not discernibly different from the average, suggesting that on average they are as able to interact successfully with peers as other students.
Attention difficulties	 Students show levels of attention difficulties that are not discernibly different from the average, suggesting that on average they are as able to focus on tasks and concentrate as other students.
Positive wellbeing	 Students show levels of positive wellbeing that are not discernibly different from the average, suggesting that on average they appraise their wellbeing as positively as other students.
Emotional strengths and skills	
Managing emotions	 Students show levels of self-regulation that are not discernibly different from the average, suggesting that on average they manage their emotions as well as other students.
Problem solving	 Students show lower than average levels of problem-solving skills, suggesting that on average they are less able to problem solve than other students.
Coping with stress	 Students show levels of perceived stress that are not discernibly different from the average, suggesting that on average they cope with stress as well as other students.
Goal setting	 Students show lower than average levels of goal setting, suggesting that on average they are less likely to have plans and aspirations for the future than other students.
Empathy	 Students show levels of empathy that are not discernibly different from the average, suggesting that on average they understand another's feelings as well as other students.
Helping others	 Students show higher than average levels of helping others, suggesting that on average they are more willing to help and support others than their peers.
Support network	
Family support	 Students show levels of family support that are not discernibly different from the average, suggesting that on average they feel as supported by the adult(s) at home as other students.
Community support	 Students show levels of community support that are not discernibly different from the average, suggesting that on average they feel as supported by adults outside home and school as other students.
School support	 Students show lower than average levels of school support, suggesting that on average they feel less supported by adults at school than other students.

Peer support	 Students show levels of peer support that are not discernibly different from the average, suggesting that on average they have as positive connections with peers as other students.
Participation in community	 Students show higher than average levels of participation in the community, suggesting that on average they participate in more activities outside school and home than other students.
Participation in home and school	 Students show lower than average levels of participation in home and school, suggesting that on average they make fewer positive contributions at home and in school than other students.

HeadStart measure summaries (2018 survey)

Overview

This is a summary of the data for students that completed the survey at your Partnership in 2017–18. The statements are traffic light (Red, Amber, Green (RAG)) rated to indicate whether the students are doing better than the average, or worse than average relative to students in other Partnerships participating in HeadStart.

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- A green rating shows that on average scores for students in your Partnership are BETTER than average scores for those of the same age across HeadStart Partnerships nationally.

For details of the questions asked in each of these categories please see [Appendix 1](#).

Average scores (Y9 F)

Mental health and wellbeing	
Emotional difficulties	 Students show higher than average levels of emotional difficulties, suggesting that on average they feel more anxious or low in mood than other students.
Behavioural difficulties	 Students show lower than average levels of behavioural difficulties, suggesting that on average they are less aggressive or 'act out' less than other students.
Difficulties with peers	 Students show levels of difficulties with peers that are not discernibly different from the average, suggesting that on average they are as able to interact successfully with peers as other students.
Attention difficulties	 Students show levels of attention difficulties that are not discernibly different from the average, suggesting that on average they are as able to focus on tasks and concentrate as other students.
Positive wellbeing	 Students show levels of positive wellbeing that are not discernibly different from the average, suggesting that on average they appraise their wellbeing as positively as other students.
Emotional strengths and skills	
Managing emotions	 Students show levels of self-regulation that are not discernibly different from the average, suggesting that on average they manage their emotions as well as other students.
Problem solving	 Students show lower than average levels of problem-solving skills, suggesting that on average they are less able to problem solve than other students.
Coping with stress	 Students show levels of perceived stress that are not discernibly different from the average, suggesting that on average they cope with stress as well as other students.
Goal setting	 Students show lower than average levels of goal setting, suggesting that on average they are less likely to have plans and aspirations for the future than other students.
Empathy	 Students show higher than average levels of empathy, suggesting that on average they are more able to understand another's feelings than other students.
Helping others	 Students show higher than average levels of helping others, suggesting that on average they are more willing to help and support others than their peers.
Support network	
Family support	 Students show levels of family support that are not discernibly different from the average, suggesting that on average they feel as supported by the adult(s) at home as other students.
Community support	 Students show levels of community support that are not discernibly different from the average, suggesting that on average they feel as supported by adults outside home and school as other students.
School support	 Students show lower than average levels of school support, suggesting that on average they feel less supported by adults at school than other students.

Peer support	 Students show lower than average levels of peer support, suggesting that on average they have fewer positive connections with peers than other students.
Participation in community	 Students show higher than average levels of participation in the community, suggesting that on average they participate in more activities outside school and home than other students.
Participation in home and school	 Students show levels of participation in home and school that are not discernibly different from the average, suggesting that on average they contribute as much at home and in school as other students.

HeadStart measure summaries (2018 survey)

Overview

This is a summary of the data for students that completed the survey at your Partnership in 2017–18. The statements are traffic light (Red, Amber, Green (RAG)) rated to indicate whether the students are doing better than the average, or worse than average relative to students in other Partnerships participating in HeadStart.

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For details of the questions asked in each of these categories please see [Appendix 1](#).

Average scores (Y9 FSM)

Mental health and wellbeing	
Emotional difficulties	 Students show higher than average levels of emotional difficulties, suggesting that on average they feel more anxious or low in mood than other students.
Behavioural difficulties	 Students show levels of behavioural difficulties that are not discernibly different from the average, suggesting that on average they are as aggressive or 'act out' as much as other students.
Difficulties with peers	 Students show higher than average levels of difficulties with peers, suggesting that on average they are less able to interact successfully with peers than other students.
Attention difficulties	 Students show higher than average levels of attention difficulties, suggesting that on average they are less able to focus on tasks and concentrate than other students.
Positive wellbeing	 Students show lower than average levels of positive wellbeing, suggesting that on average they have a less positive appraisal of their own wellbeing than other students.
Emotional strengths and skills	
Managing emotions	 Students show lower than average levels of self-regulation, suggesting that on average they manage their emotions less well than other students.
Problem solving	 Students show lower than average levels of problem-solving skills, suggesting that on average they are less able to problem solve than other students.
Coping with stress	 Students show levels of perceived stress that are not discernibly different from the average, suggesting that on average they cope with stress as well as other students.
Goal setting	 Students show lower than average levels of goal setting, suggesting that on average they are less likely to have plans and aspirations for the future than other students.
Empathy	 Students show levels of empathy that are not discernibly different from the average, suggesting that on average they understand another's feelings as well as other students.
Helping others	 Students show levels of helping others that are not discernibly different from the average, suggesting that on average they are as willing to help and support others as their peers.
Support network	
Family support	 Students show lower than average levels of family support, suggesting that on average they feel less supported by the adult(s) at home than other students.
Community support	 Students show levels of community support that are not discernibly different from the average, suggesting that on average they feel as supported by adults outside home and school as other students.
School support	Students show lower than average levels of school support, suggesting that on average they feel less

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Peer support	 Students show lower than average levels of peer support, suggesting that on average they have fewer positive connections with peers than other students.
Participation in community	 Students show levels of participation in the community that are not discernibly different from the average, suggesting that on average they participate in as many activities outside school and home as other students.
Participation in home and school	 Students show lower than average levels of participation in home and school, suggesting that on average they make fewer positive contributions at home and in school than other students.

HeadStart measure summaries (2018 survey)

Overview

This is a summary of the data for students that completed the survey at your Partnership in 2017–18. The statements are traffic light (Red, Amber, Green (RAG)) rated to indicate whether the students are doing better than the average, or worse than average relative to students in other Partnerships participating in HeadStart.

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Average scores (Y9 non-FSM)

Mental health and wellbeing	
Emotional difficulties	 Students show levels of emotional difficulties that are not discernibly different from the average, suggesting that on average they feel as anxious or low in mood as other students.
Behavioural difficulties	 Students show levels of behavioural difficulties that are not discernibly different from the average, suggesting that on average they are as aggressive or 'act out' as much as other students.
Difficulties with peers	 Students show levels of difficulties with peers that are not discernibly different from the average, suggesting that on average they are as able to interact successfully with peers as other students.
Attention difficulties	 Students show levels of attention difficulties that are not discernibly different from the average, suggesting that on average they are as able to focus on tasks and concentrate as other students.
Positive wellbeing	 Students show levels of positive wellbeing that are not discernibly different from the average, suggesting that on average they appraise their wellbeing as positively as other students.
Emotional strengths and skills	
Managing emotions	 Students show levels of self-regulation that are not discernibly different from the average, suggesting that on average they manage their emotions as well as other students.
Problem solving	 Students show lower than average levels of problem-solving skills, suggesting that on average they are less able to problem solve than other students.
Coping with stress	 Students show lower than average levels of perceived stress, suggesting that on average they are more able to cope with stress than other students.
Goal setting	 Students show lower than average levels of goal setting, suggesting that on average they are less likely to have plans and aspirations for the future than other students.
Empathy	 Students show levels of empathy that are not discernibly different from the average, suggesting that on average they understand another's feelings as well as other students.
Helping others	 Students show levels of helping others that are not discernibly different from the average, suggesting that on average they are as willing to help and support others as their peers.
Support network	
Family support	 Students show levels of family support that are not discernibly different from the average, suggesting that on average they feel as supported by the adult(s) at home as other students.
Community support	 Students show levels of community support that are not discernibly different from the average, suggesting that on average they feel as supported by adults outside home and school as other students.
School support	Students show lower than average levels of school support, suggesting that on average they feel less

	 <p>supported by adults at school than other students.</p>
Peer support	 <p>Students show levels of peer support that are not discernibly different from the average, suggesting that on average they have as positive connections with peers as other students.</p>
Participation in community	 <p>Students show higher than average levels of participation in the community, suggesting that on average they participate in more activities outside school and home than other students.</p>
Participation in home and school	 <p>Students show levels of participation in home and school that are not discernibly different from the average, suggesting that on average they contribute as much at home and in school as other students.</p>

HeadStart measure summaries (2018 survey)

Overview

This is a summary of the data for students that completed the survey at your Partnership in 2017–18. The statements are traffic light (Red, Amber, Green (RAG)) rated to indicate whether the students are doing better than the average, or worse than average relative to students in other Partnerships participating in HeadStart.

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For details of the questions asked in each of these categories please see [Appendix 1](#).

Average scores (Y9 SEN)

Mental health and wellbeing	
Emotional difficulties	 Students show levels of emotional difficulties that are not discernibly different from the average, suggesting that on average they feel as anxious or low in mood as other students.
Behavioural difficulties	 Students show levels of behavioural difficulties that are not discernibly different from the average, suggesting that on average they are as aggressive or 'act out' as much as other students.
Difficulties with peers	 Students show levels of difficulties with peers that are not discernibly different from the average, suggesting that on average they are as able to interact successfully with peers as other students.
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Positive wellbeing	 Students show levels of positive wellbeing that are not discernibly different from the average, suggesting that on average they appraise their wellbeing as positively as other students.
Emotional strengths and skills	
Managing emotions	 Students show levels of self-regulation that are not discernibly different from the average, suggesting that on average they manage their emotions as well as other students.
Problem solving	 Students show levels of problem-solving skills that are not discernibly different from the average, suggesting that on average they are as able to problem solve as other students.
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Peer support	 <p>Students show levels of peer support that are not discernibly different from the average, suggesting that on average they have as positive connections with peers as other students.</p>
Participation in community	 <p>Students show levels of participation in the community that are not discernibly different from the average, suggesting that on average they participate in as many activities outside school and home as other students.</p>
Participation in home and school	 <p>Students show lower than average levels of participation in home and school, suggesting that on average they make fewer positive contributions at home and in school than other students.</p>

HeadStart measure summaries (2018 survey)

Overview

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Average scores (Y9 non-SEN)

Mental health and wellbeing	
Emotional difficulties	 Students show levels of emotional difficulties that are not discernibly different from the average, suggesting that on average they feel as anxious or low in mood as other students.
Behavioural difficulties	 Students show lower than average levels of behavioural difficulties, suggesting that on average they are less aggressive or 'act out' less than other students.
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Emotional strengths and skills	
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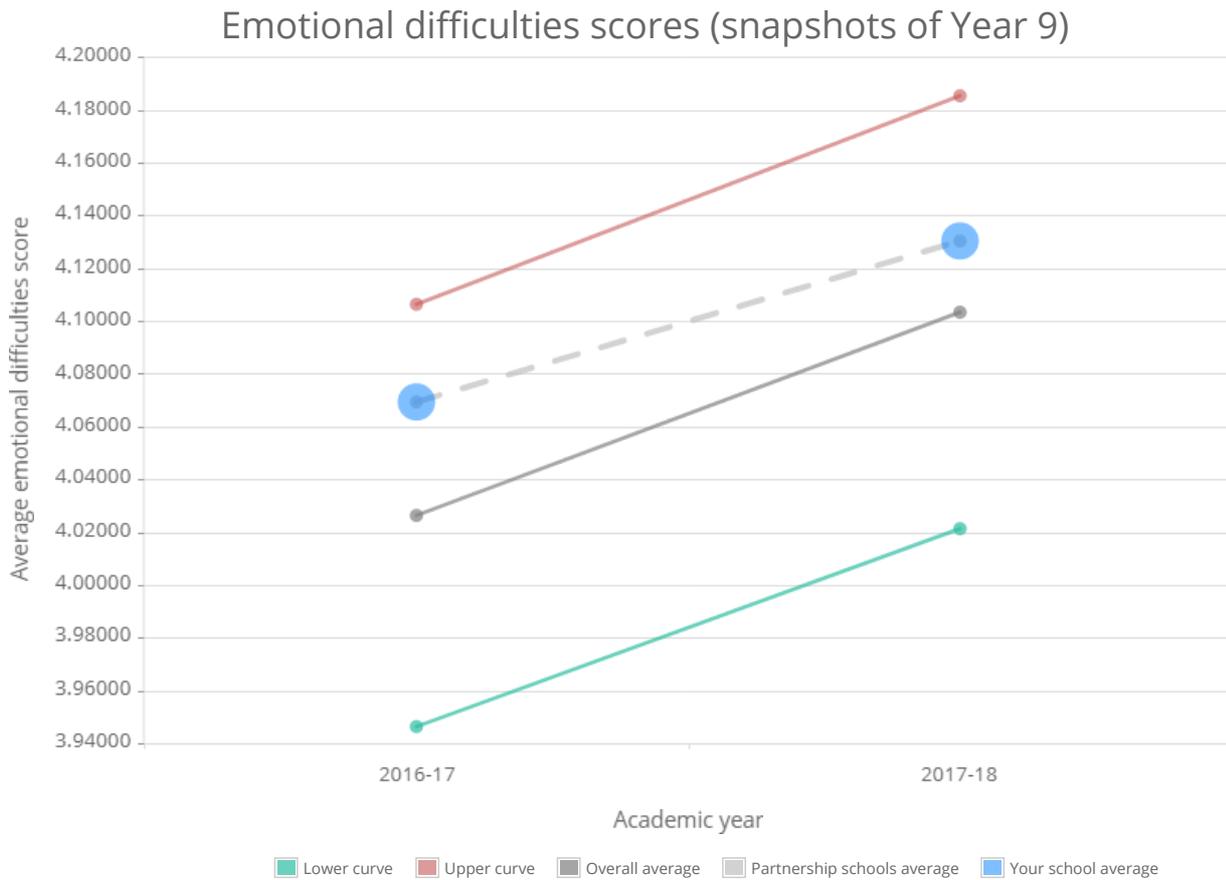
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HeadStart longitudinal chart

Longitudinal line chart

The chart below shows the average scores of a measure over time for the Year 7 cohort from 2016-17, or the Year 9 cohort from each year of the survey.

- The **blue dots** represent the average score on the selected measure for your Partnership.
- The **dark grey line** represents the average score on the selected measure for all HeadStart schools nationally.
- The **light grey, dashed line** represents the average score for the all schools in your partnership.
- The **green and red lines** form the 'funnel', which represent the expected variation in average scores if variation is entirely random.
- The horizontal axis (x-axis) display the period of time and the vertical axis (y-axis) displays the average scores on the selected measure.
- The different series can be toggled by clicking the series in the legend below the chart.

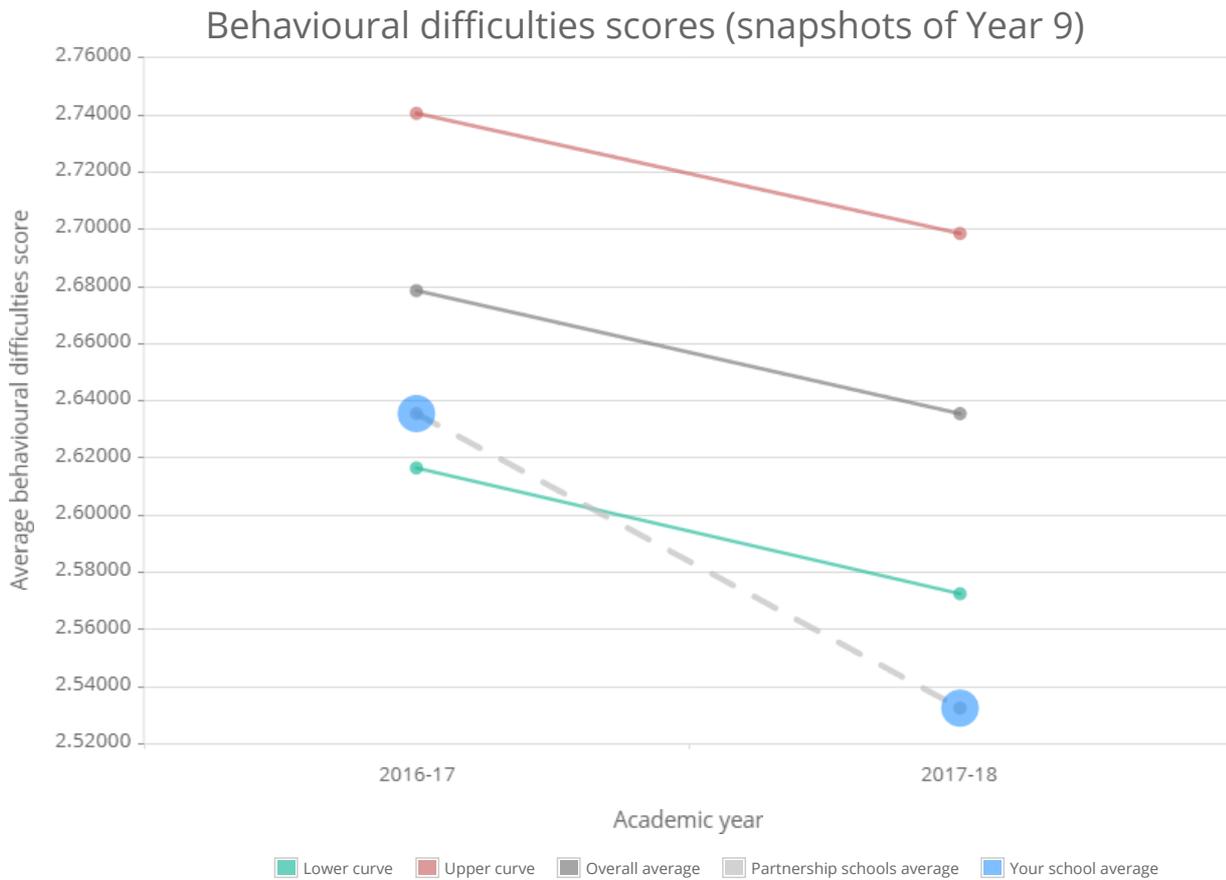


HeadStart longitudinal chart

Longitudinal line chart

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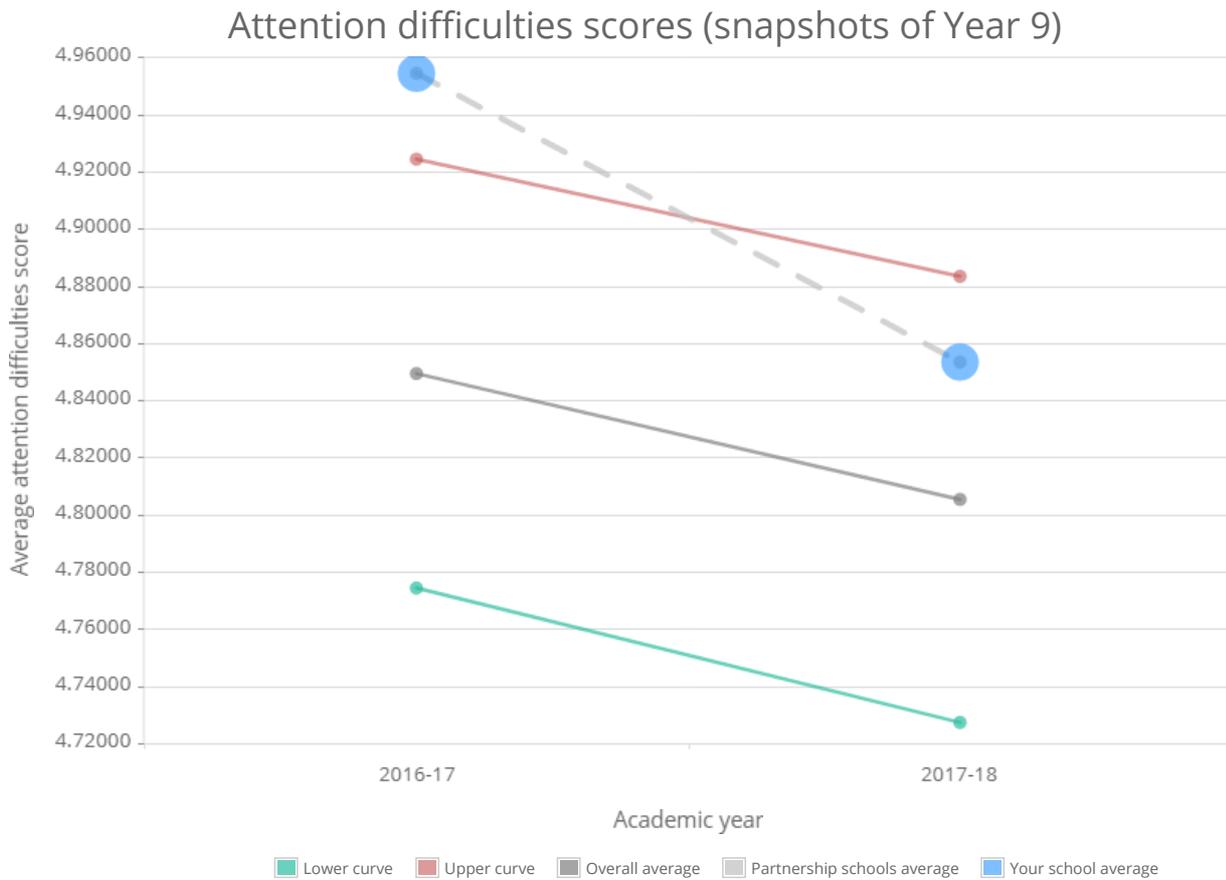


HeadStart longitudinal chart

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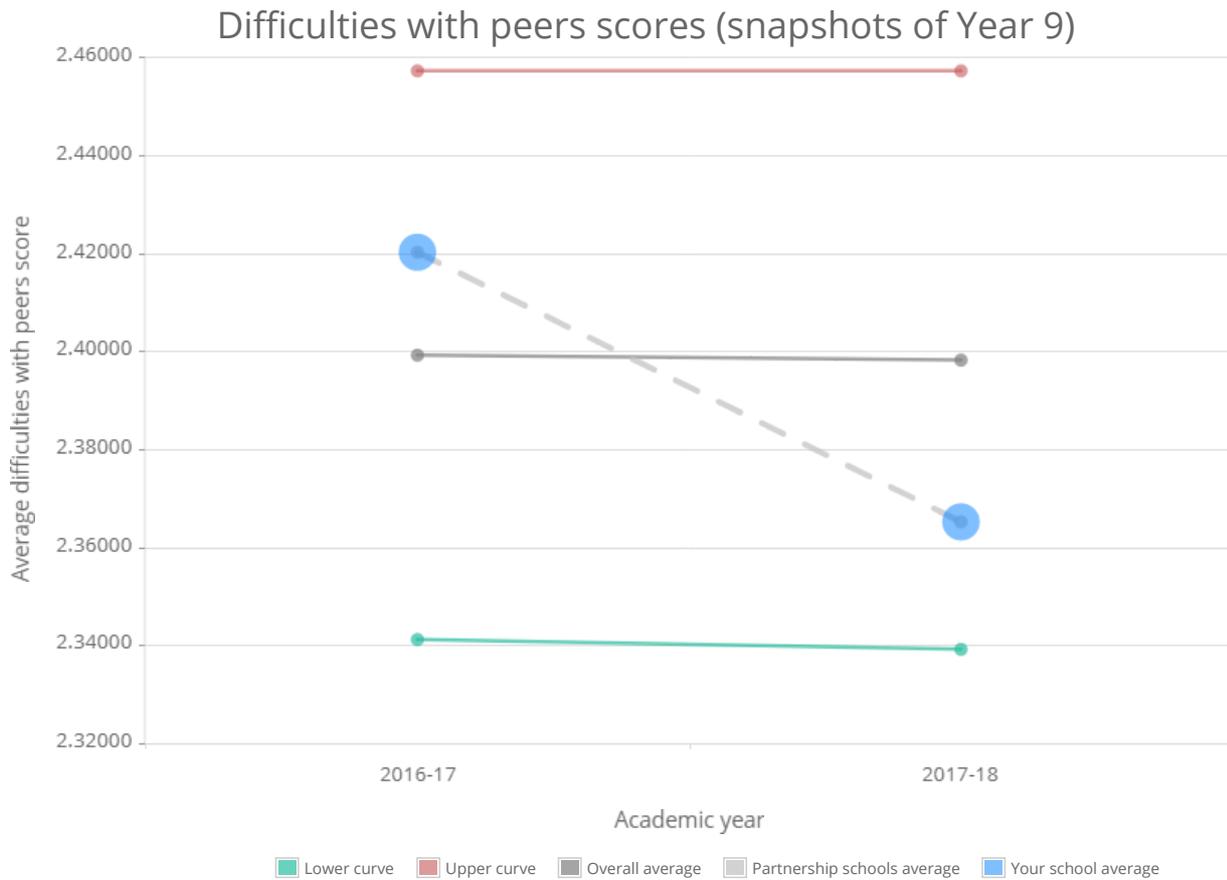


HeadStart longitudinal chart

Longitudinal line chart

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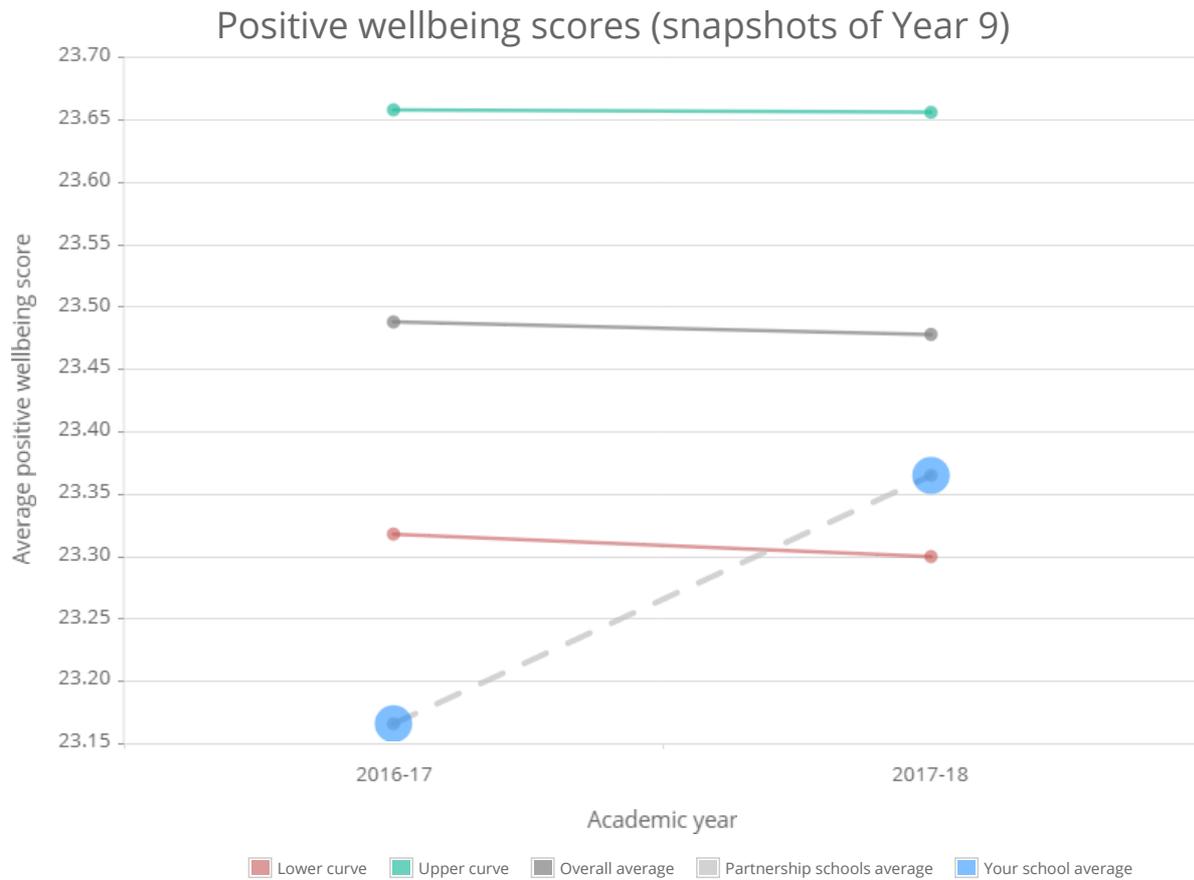


HeadStart longitudinal chart

Longitudinal line chart

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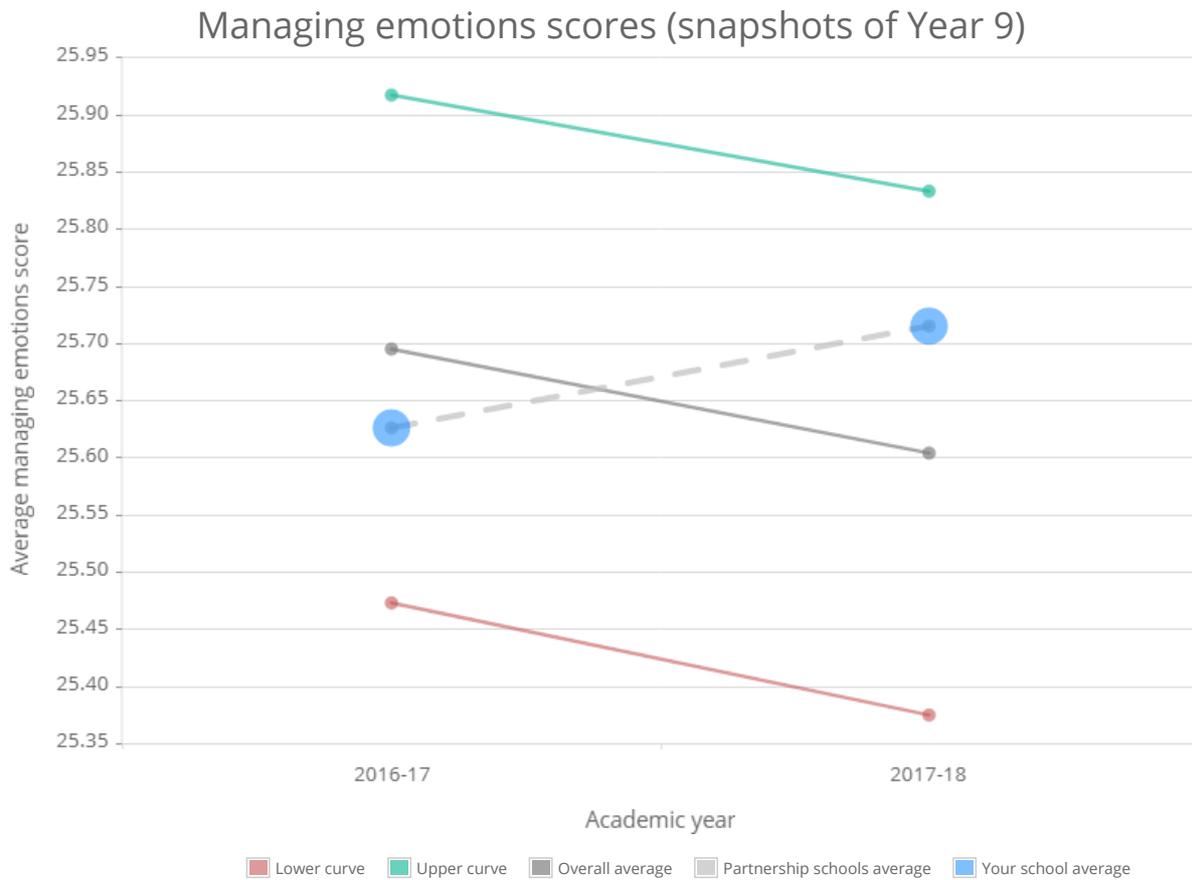


HeadStart longitudinal chart

Longitudinal line chart

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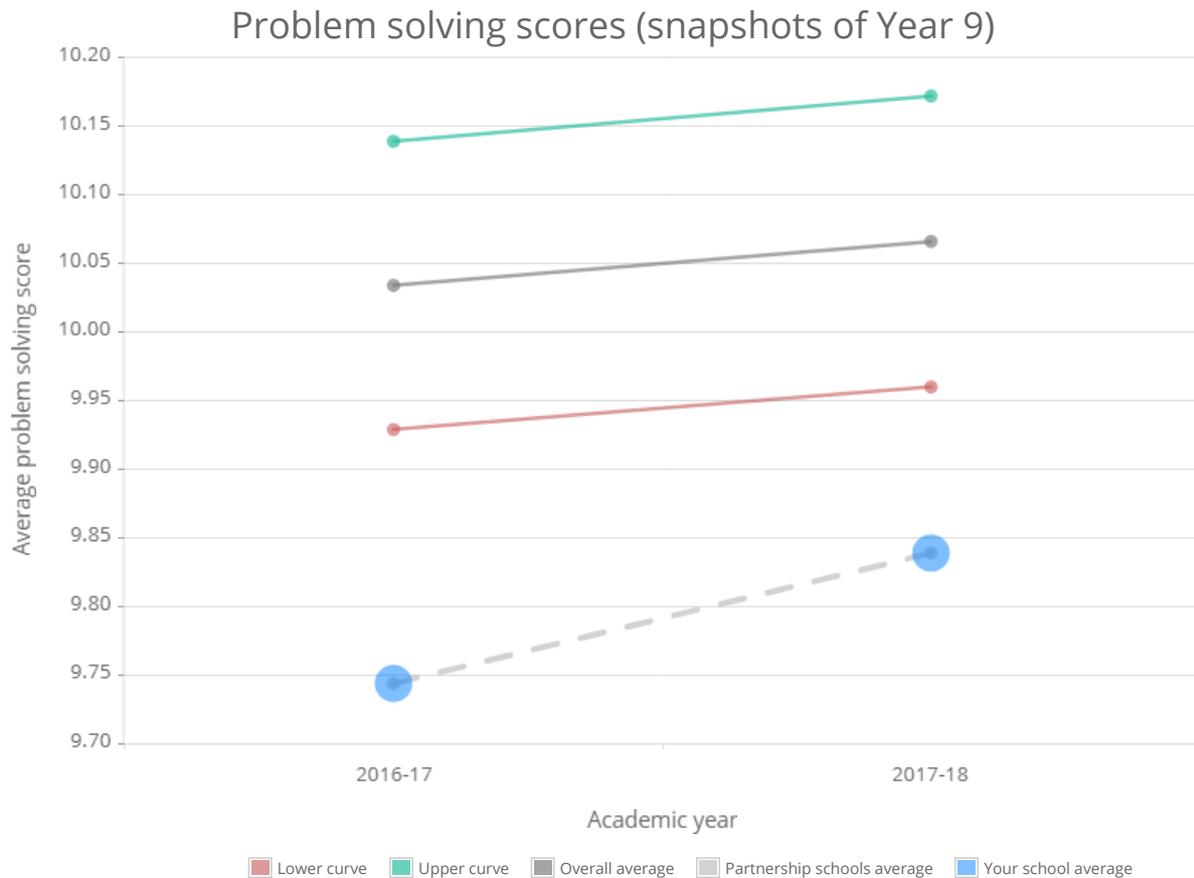


HeadStart longitudinal chart

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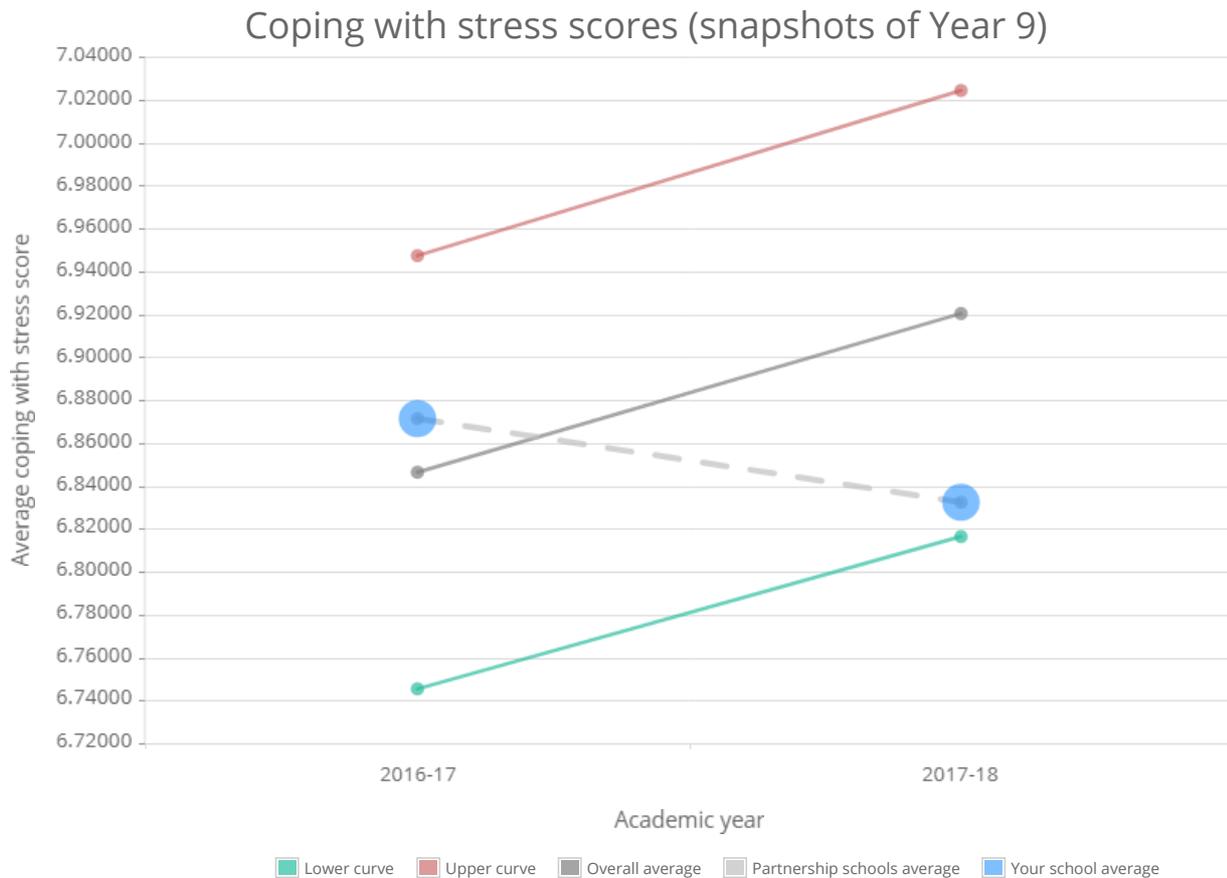


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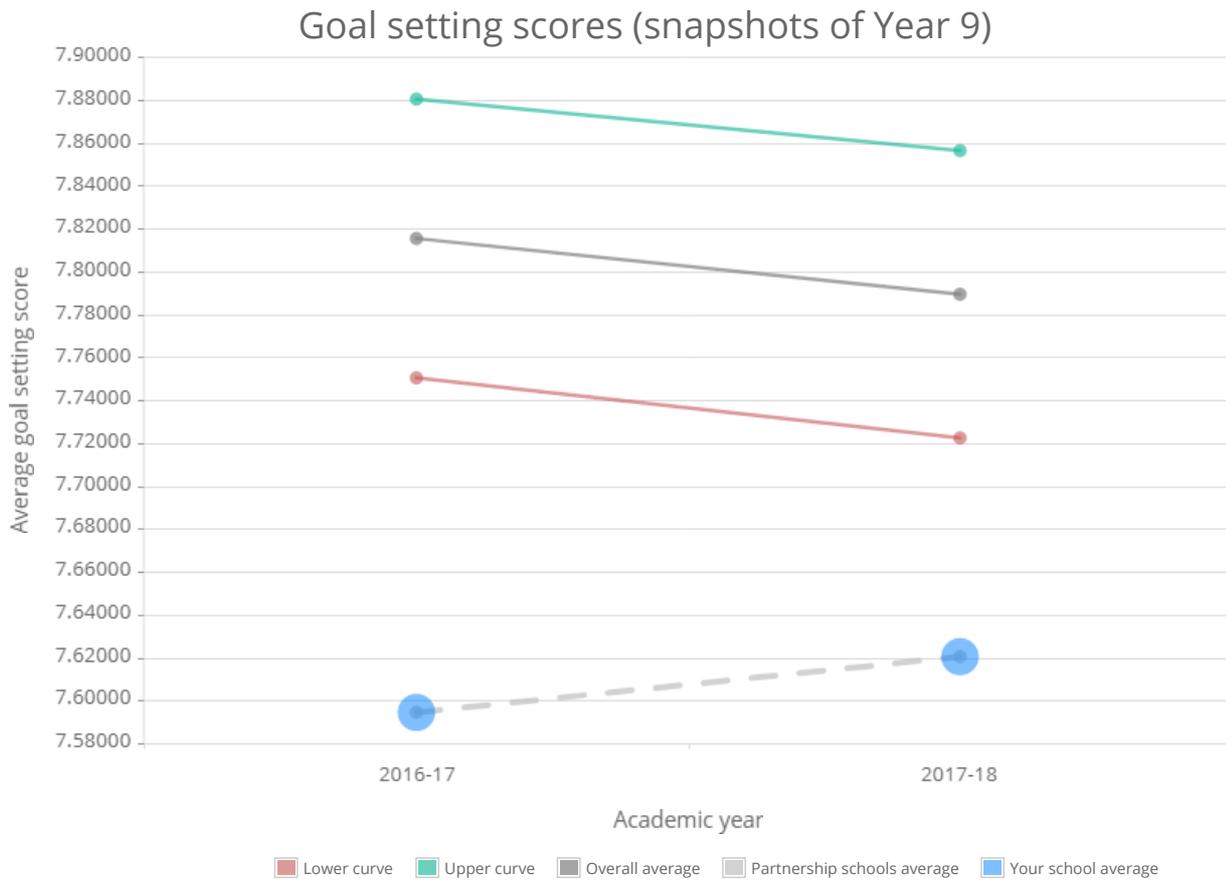


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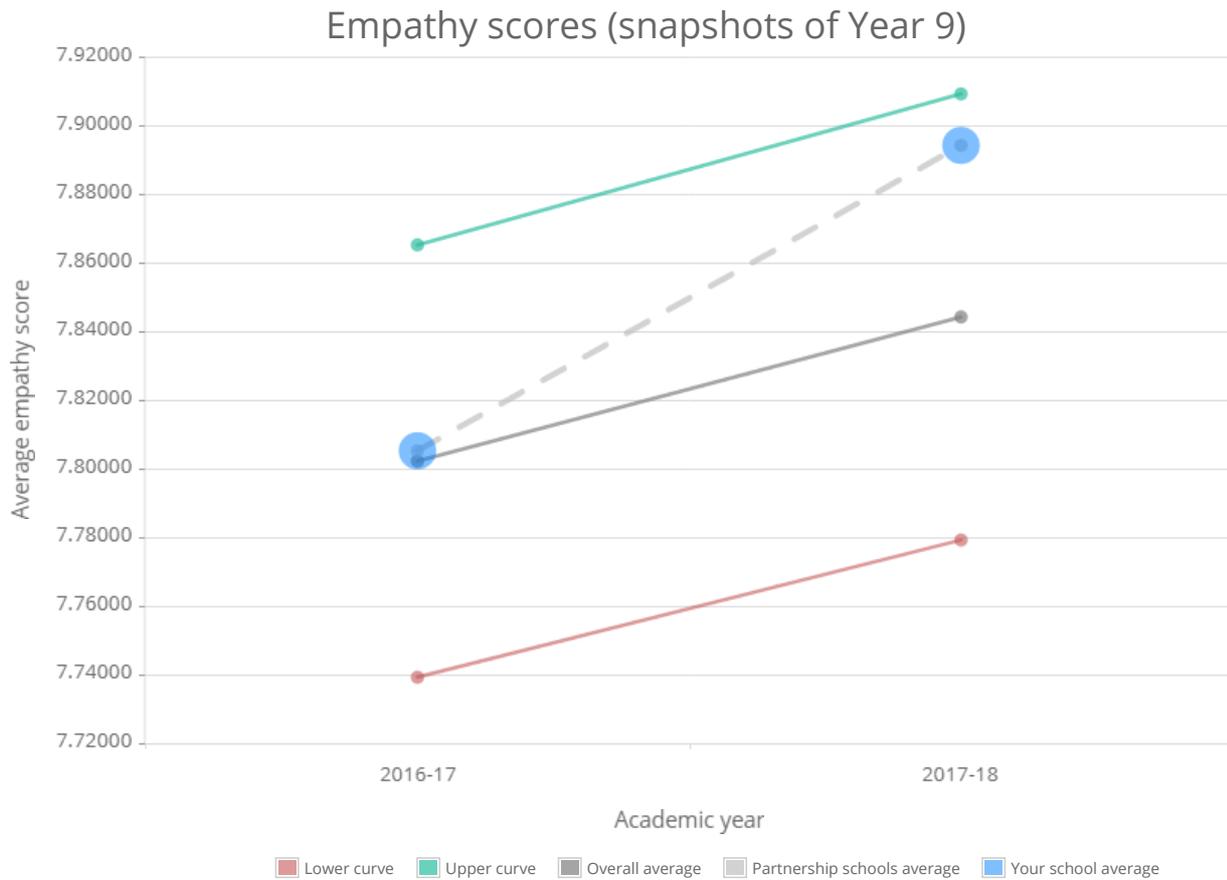


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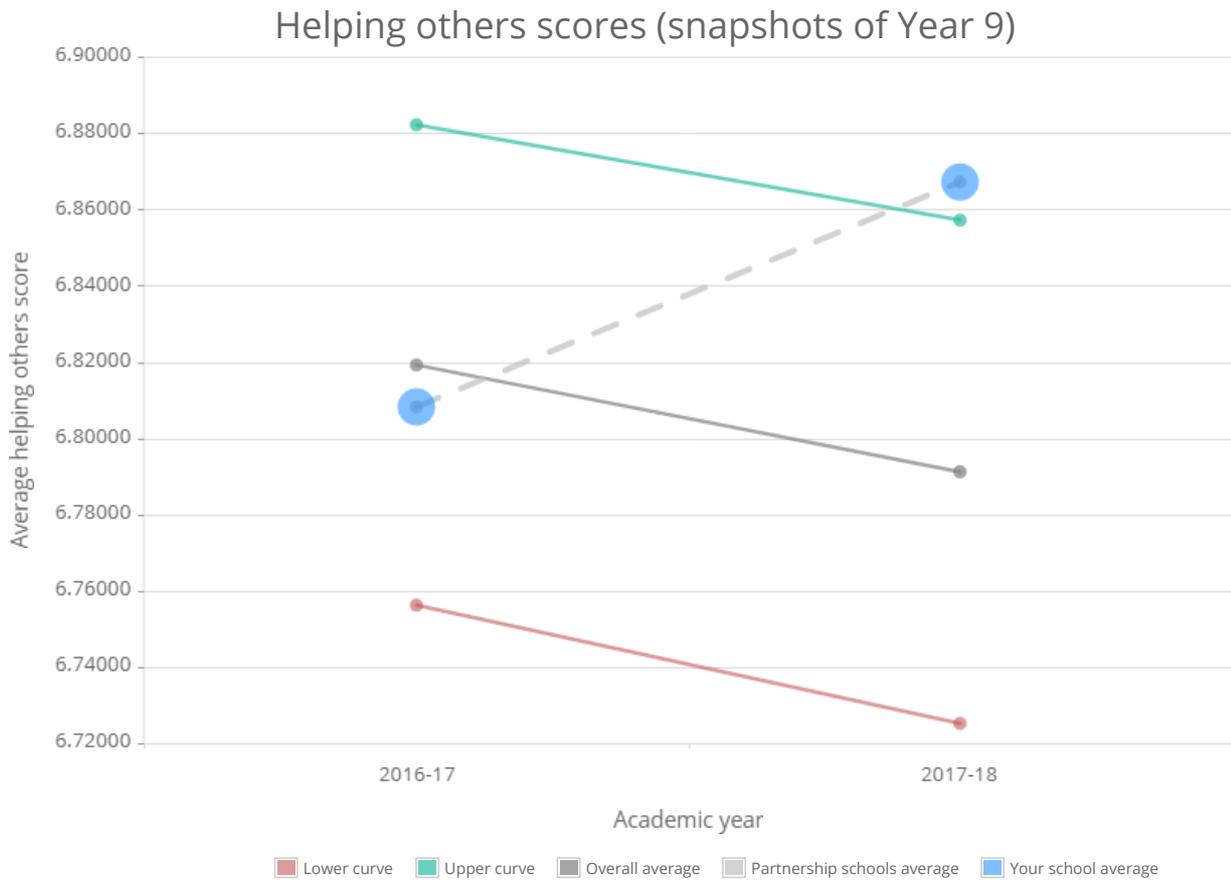


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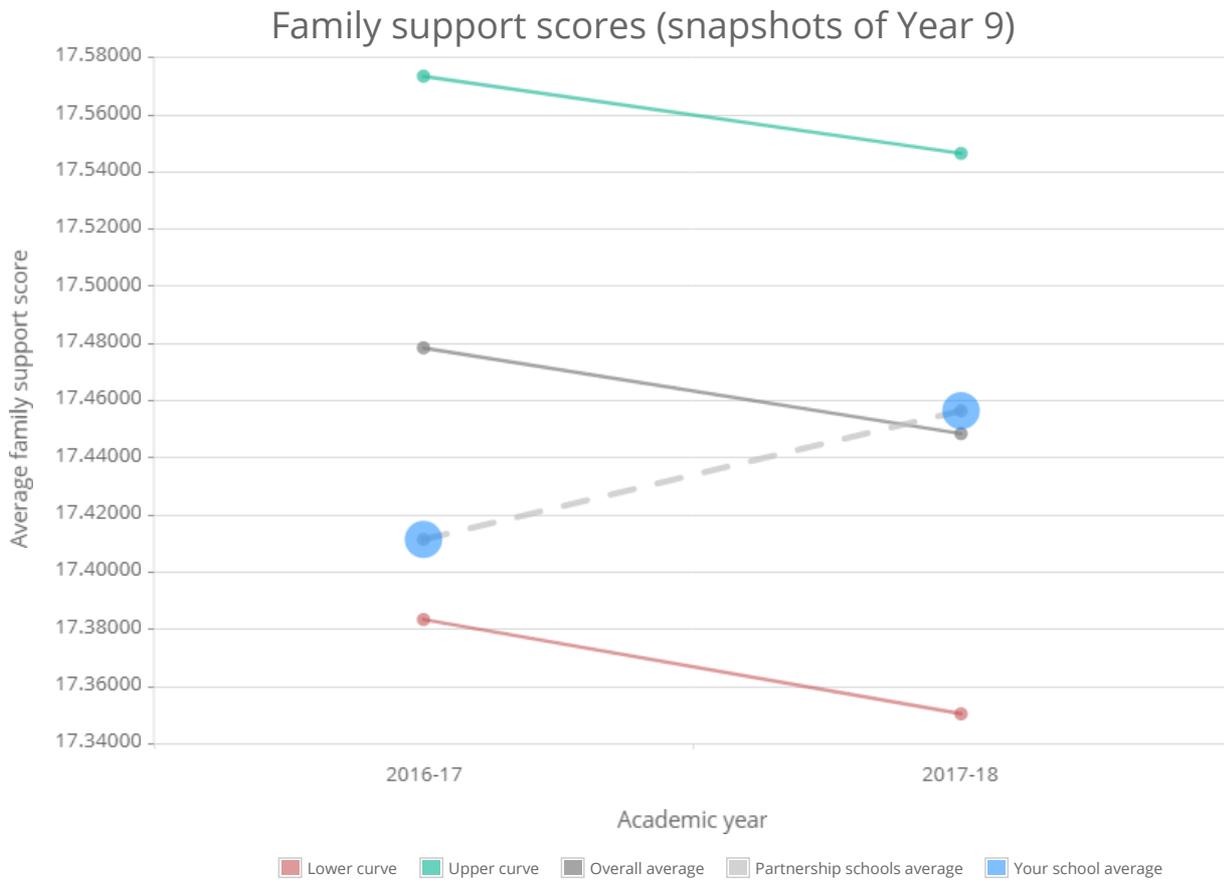


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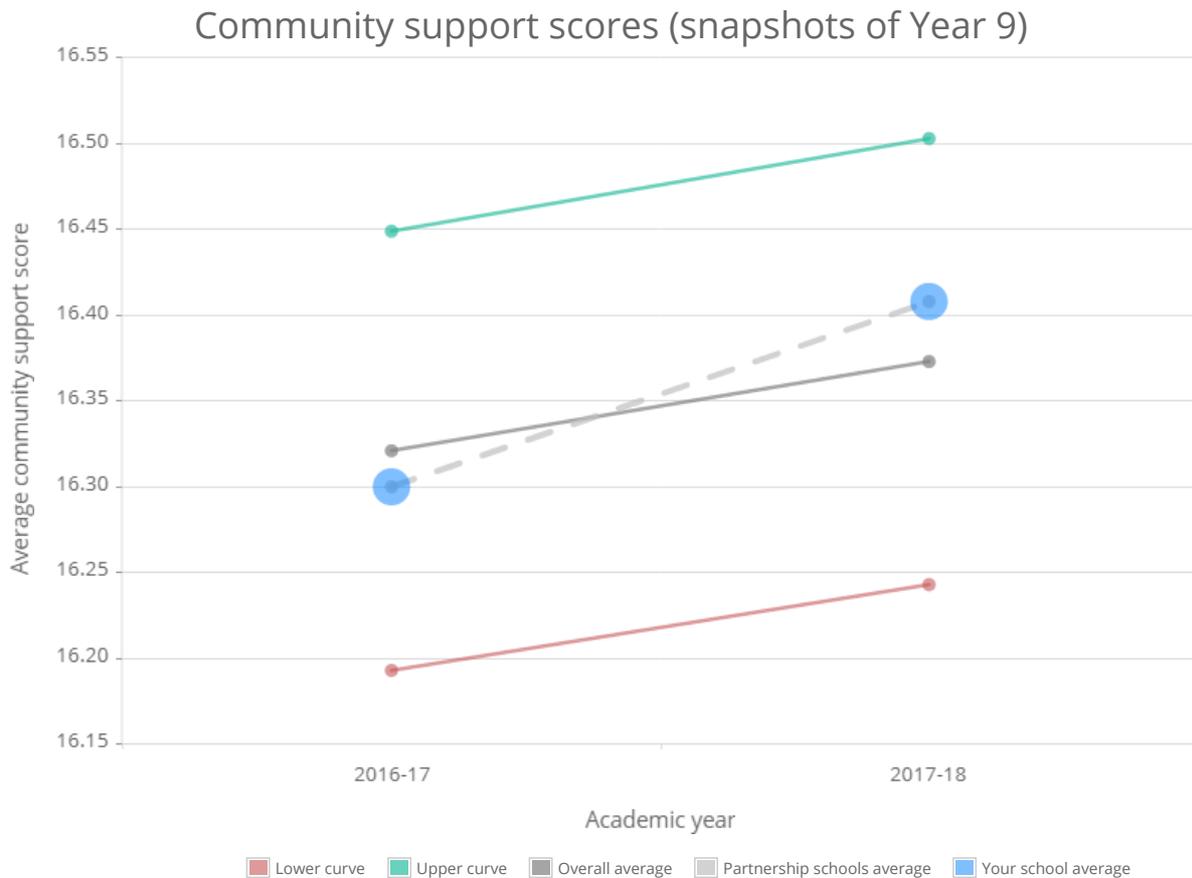


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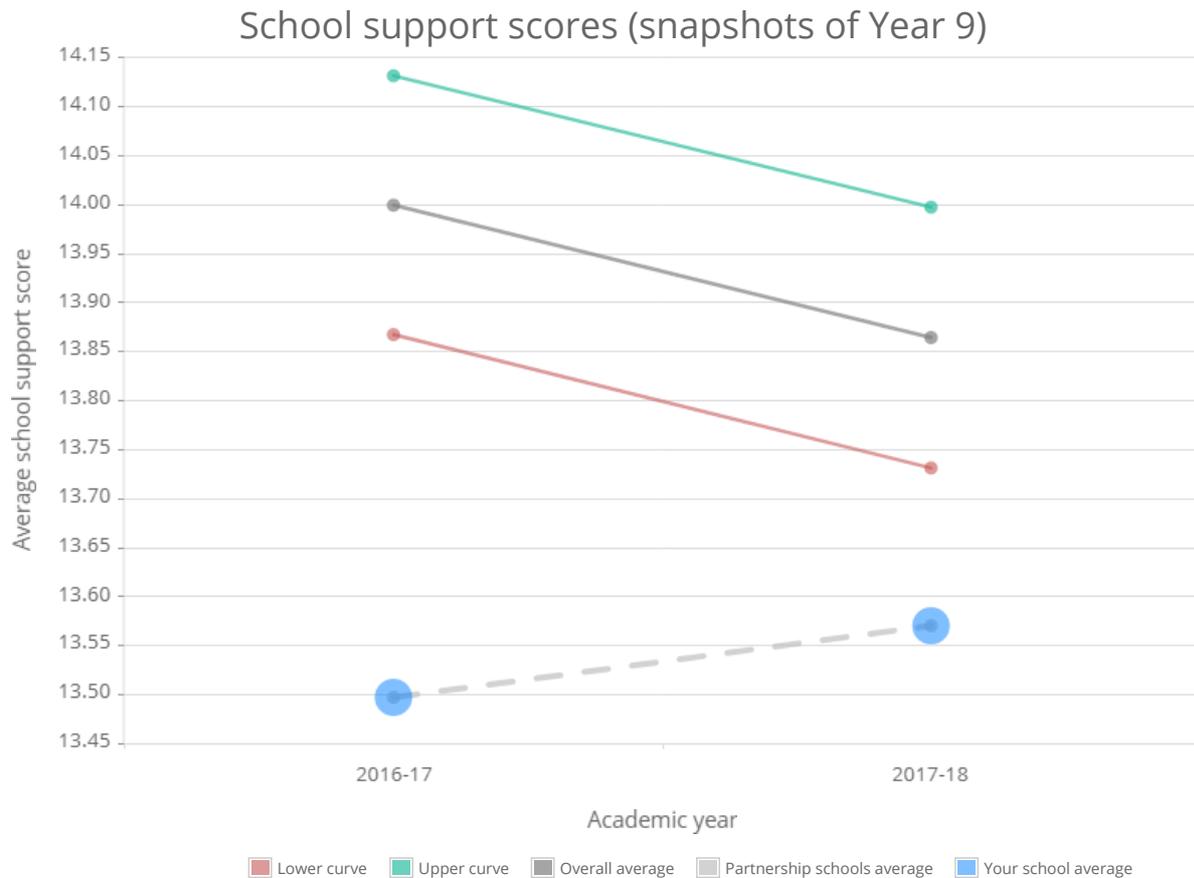


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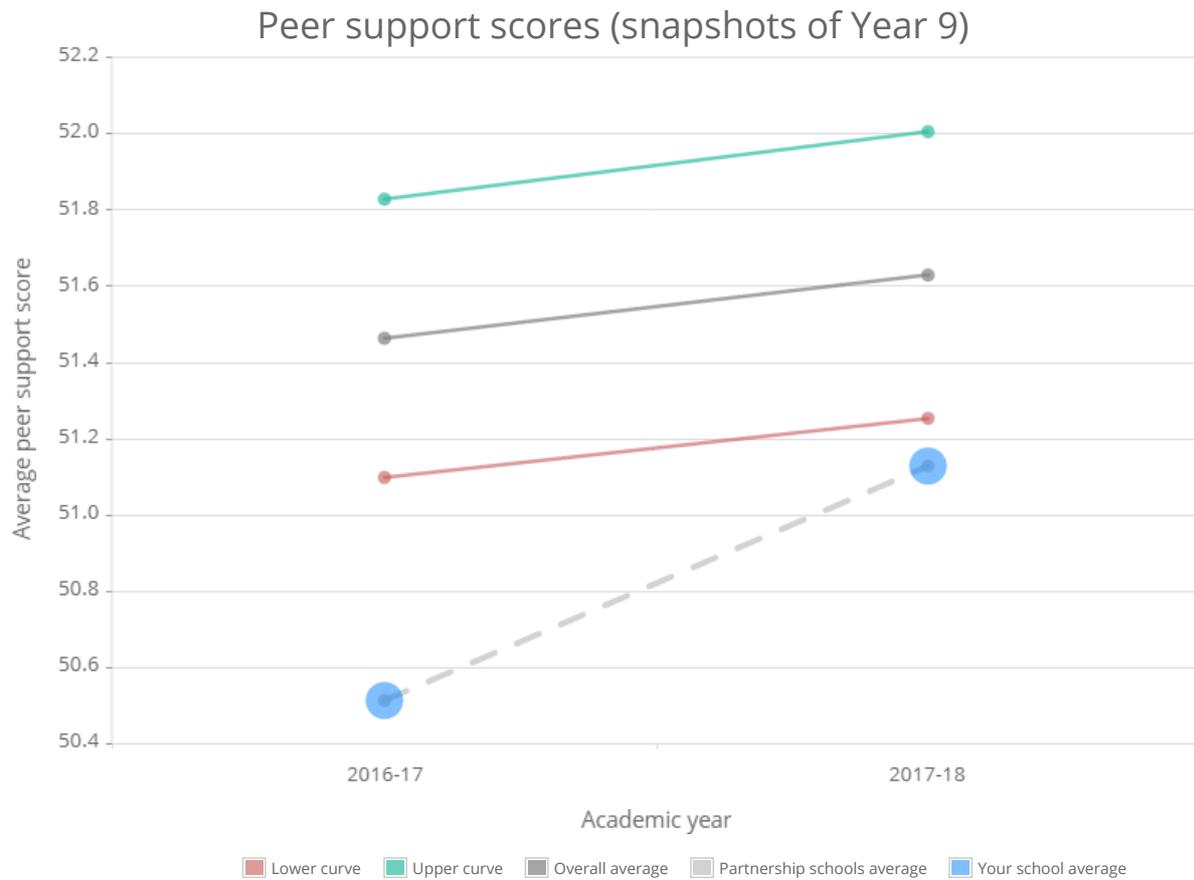


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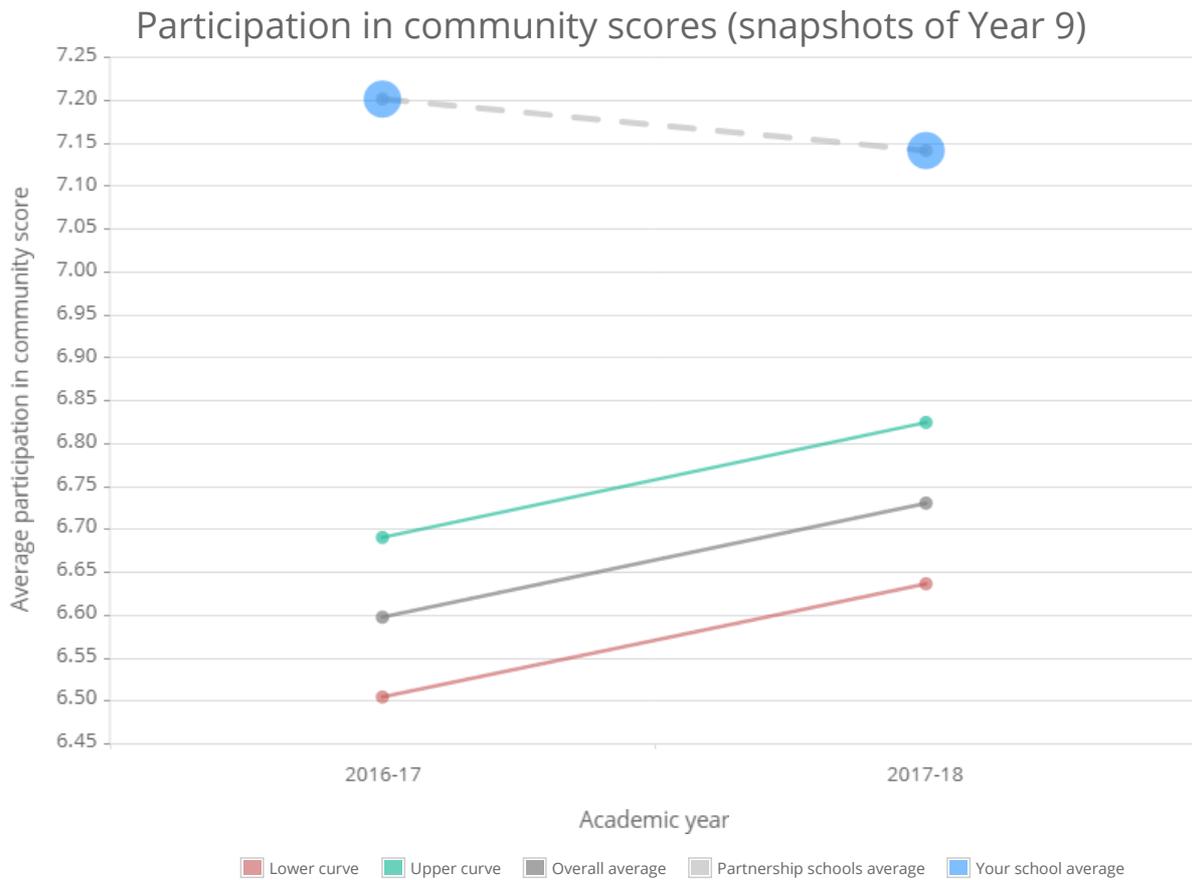


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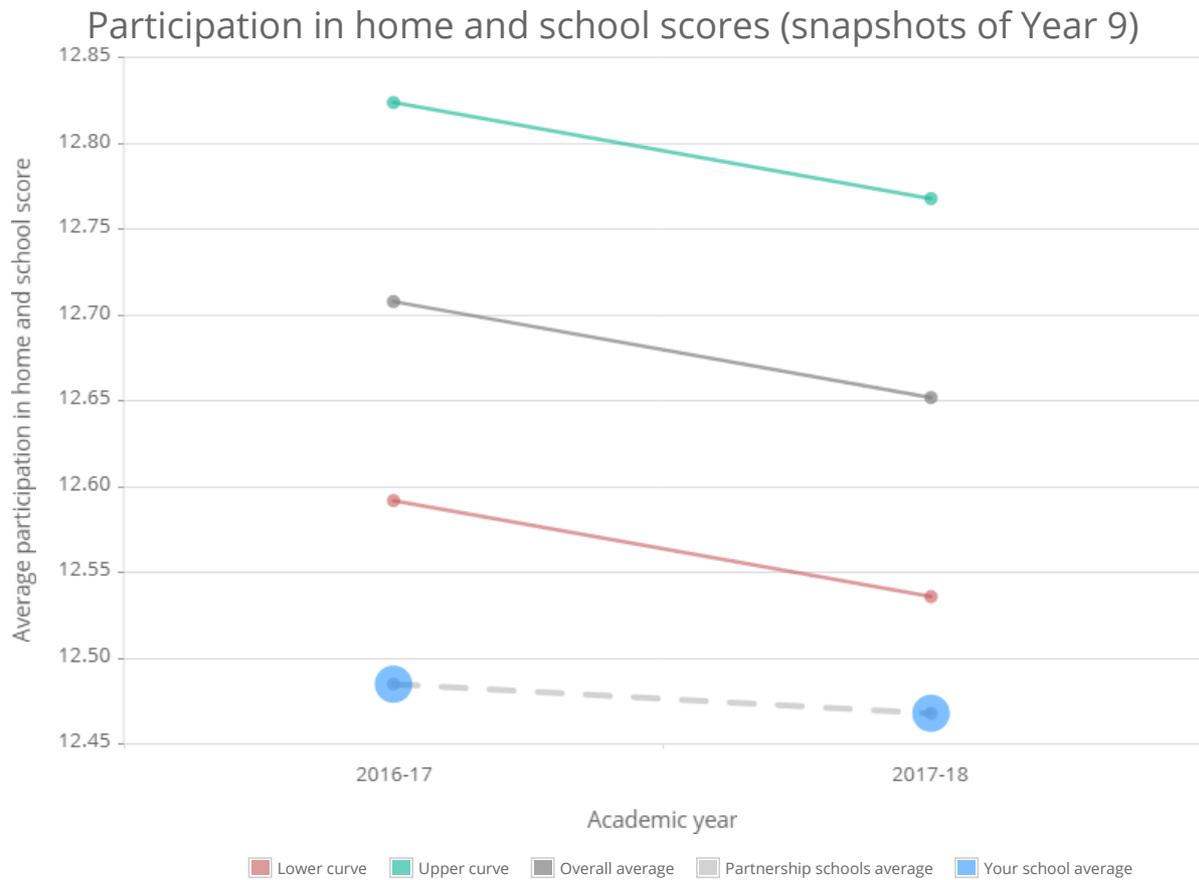


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HeadStart funnel plots (2018 survey)

Funnel plots

The funnel plot displays the average score of the schools in your Partnership on a selected measure against other HeadStart schools nationally.

- The large grey dots represents the average scores in your partnership and each small blue dot represents the average scores of other HeadStart schools nationally on a selected measure.
- A dot's horizontal position indicates the number of students who completed the selected measure. A dot's vertical position represents the score on the selected measure.
- The grey horizontal line represents the overall average for the selected measure across all schools.
- The curved lines 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:

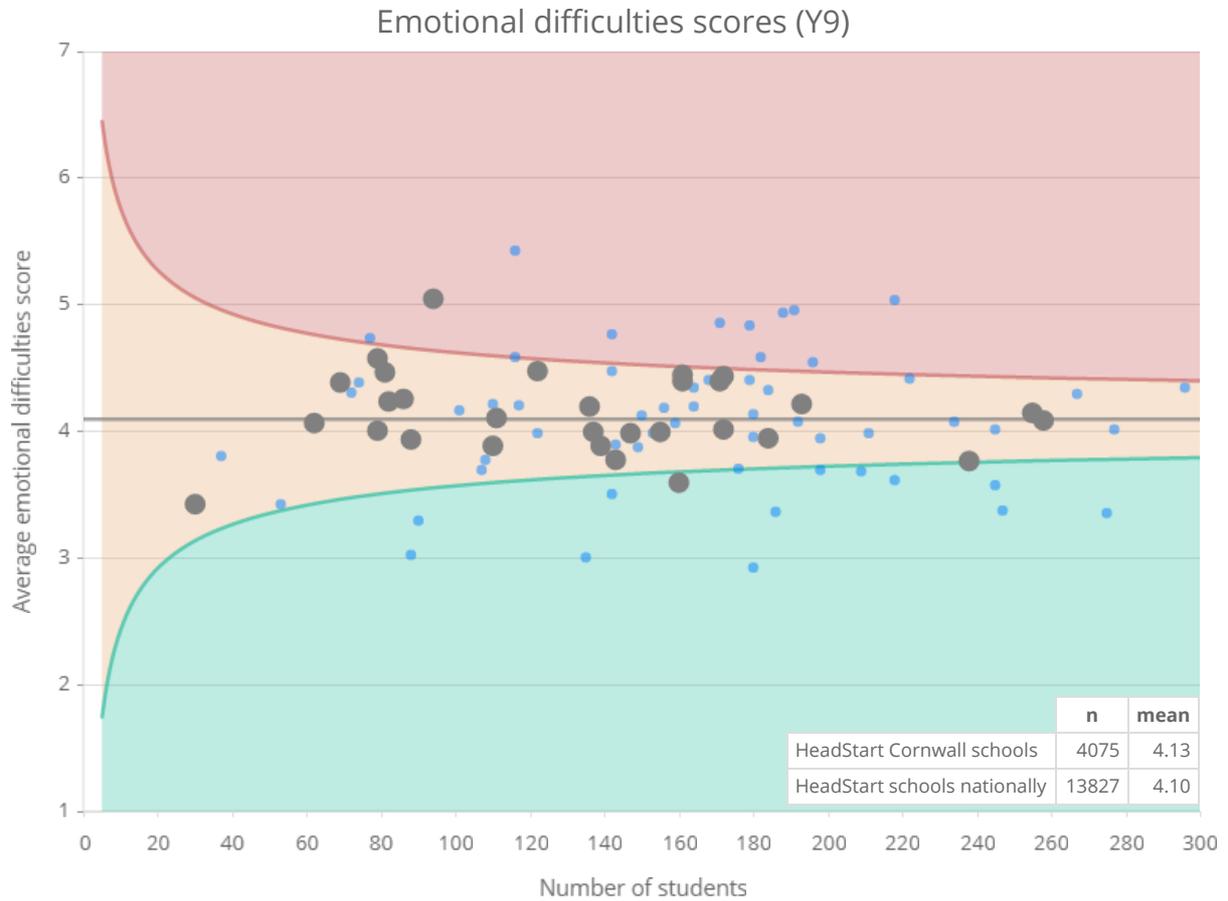
- If the grey dot for a school is within the funnel it means students who completed the survey at that school are not discernibly different from the average.
- For positive wellbeing, managing emotions, problem solving, helping others, goal setting, empathy, family support, community support, school support, peer support, participation in the community and participation at home and school:
 - If the grey dot for a school is above the green funnel line, it means students who completed the survey at that school on average have better scores on the selected measure than others of the same age.
 - If the grey dot for a school is below the red funnel line, it means students who completed the survey at that school on average have worse scores on the selected measure than others of the same age.
- For emotional difficulties, behavioural difficulties, difficulties with peers, attention difficulties, and coping with stress:
 - If the grey dot for a school is below the green funnel line, it means students who completed the survey at that school on average have better scores on the selected measure than others of the same age.
 - If the grey dot for a school is above the red funnel line, it means students who completed the survey at that school on average have worse scores on the selected measure than others of the same age.

Emotional difficulties scores (Y9)

These questions are about the extent to which students are feeling worried/anxious, or the intensity of low moods.
e.g. 'I am often unhappy, down-hearted or tearful'.

The table in the funnel plot shows the average scores in your Partnership for emotional difficulties, as well as average scores for students in the HeadStart schools nationally.

A lower score (range 0-10) indicates fewer emotional difficulties are being experienced.

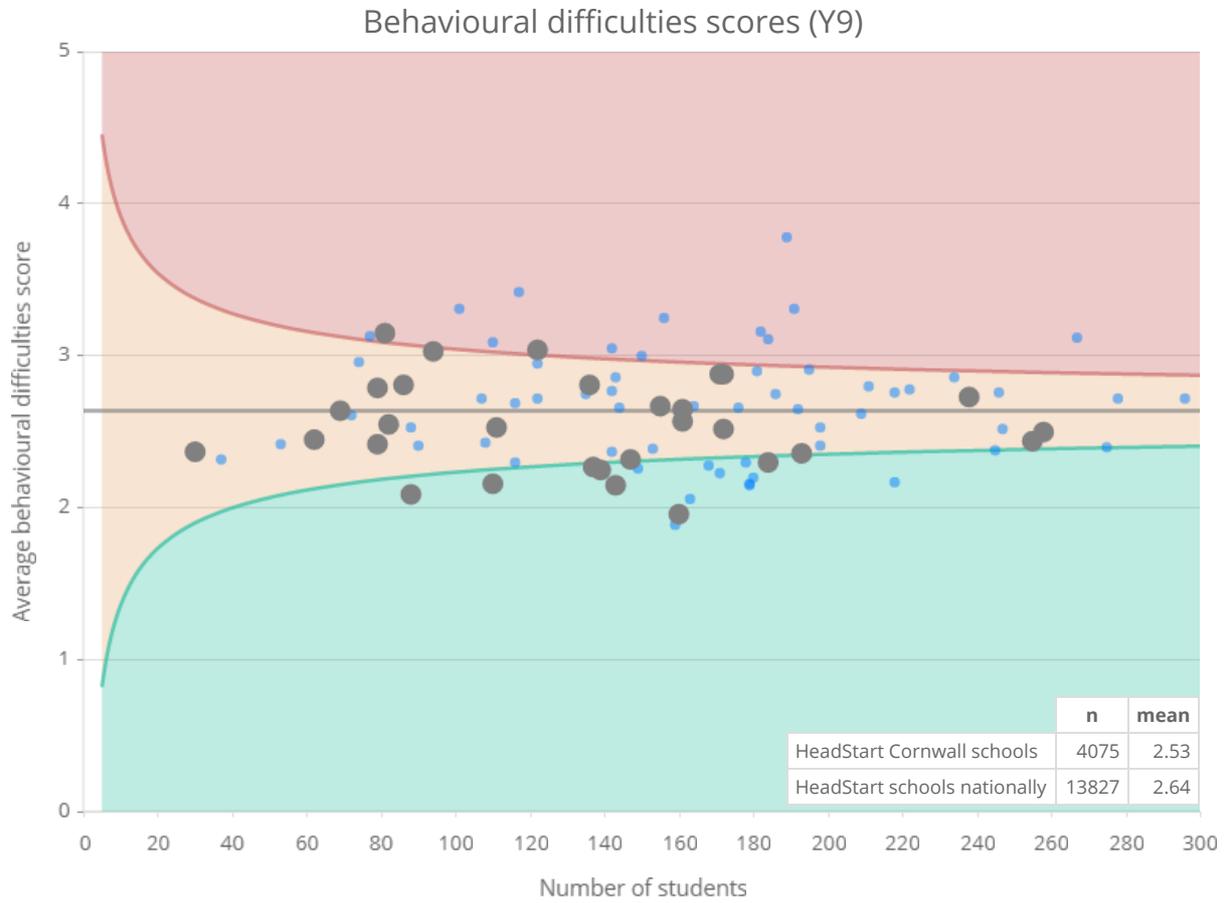


Behavioural difficulties scores (Y9)

These questions are about the extent to which students are aggressive or 'act out'.
e.g. 'I get very angry and often lose my temper'.

The table in the funnel plot shows the average scores in your Partnership for behavioural difficulties, as well as average scores for students in the HeadStart schools nationally.

A lower score (range 0–10) indicates fewer behavioural difficulties are being experienced.

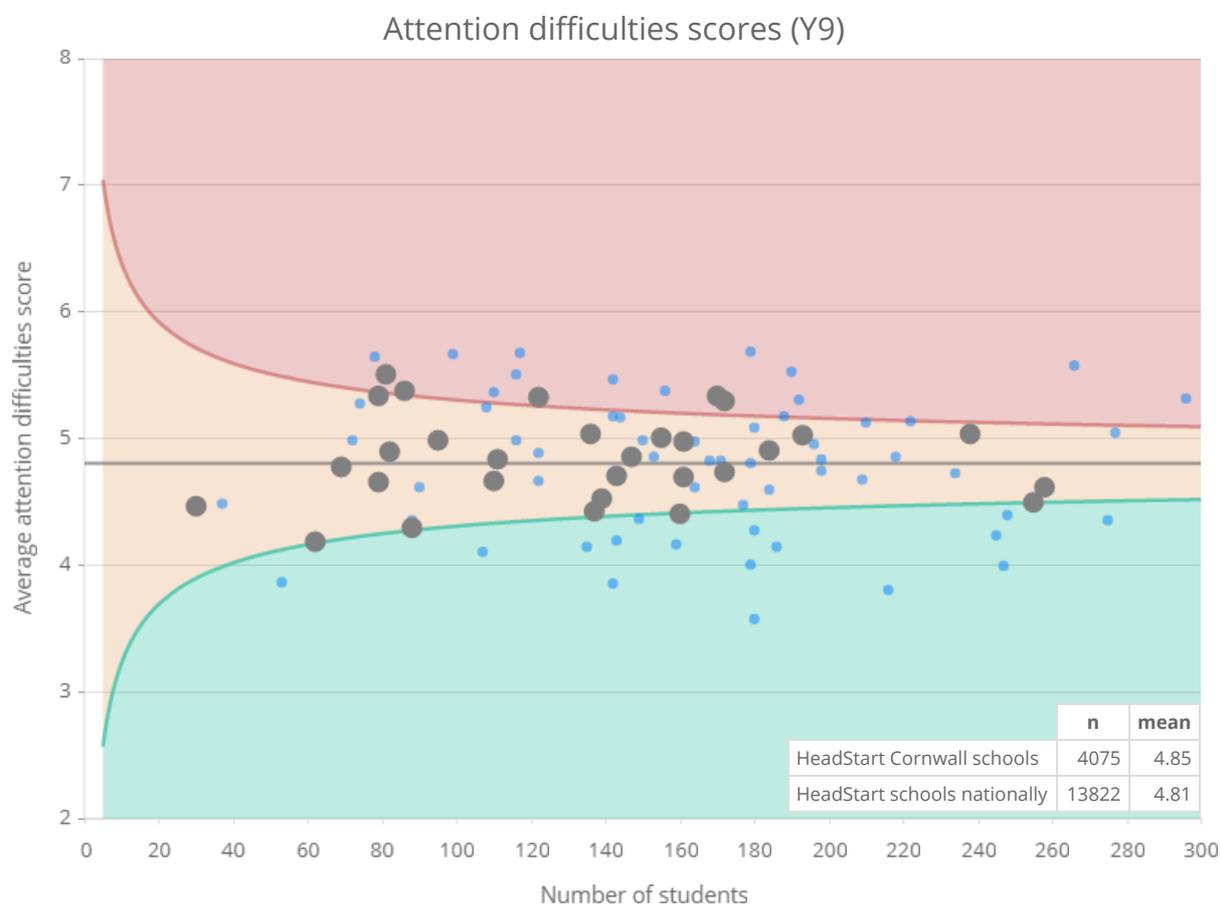


Attention difficulties scores (Y9)

These questions are about the extent to which students struggle with maintaining their attention and tendencies toward hyperactivity. e.g. 'I am easily distracted, I find it difficult to concentrate'.

The table in the funnel plot shows the average scores in your Partnership for attention difficulties, as well as average scores for students in the HeadStart schools nationally.

A lower score (range 0–10) indicates fewer attention difficulties.

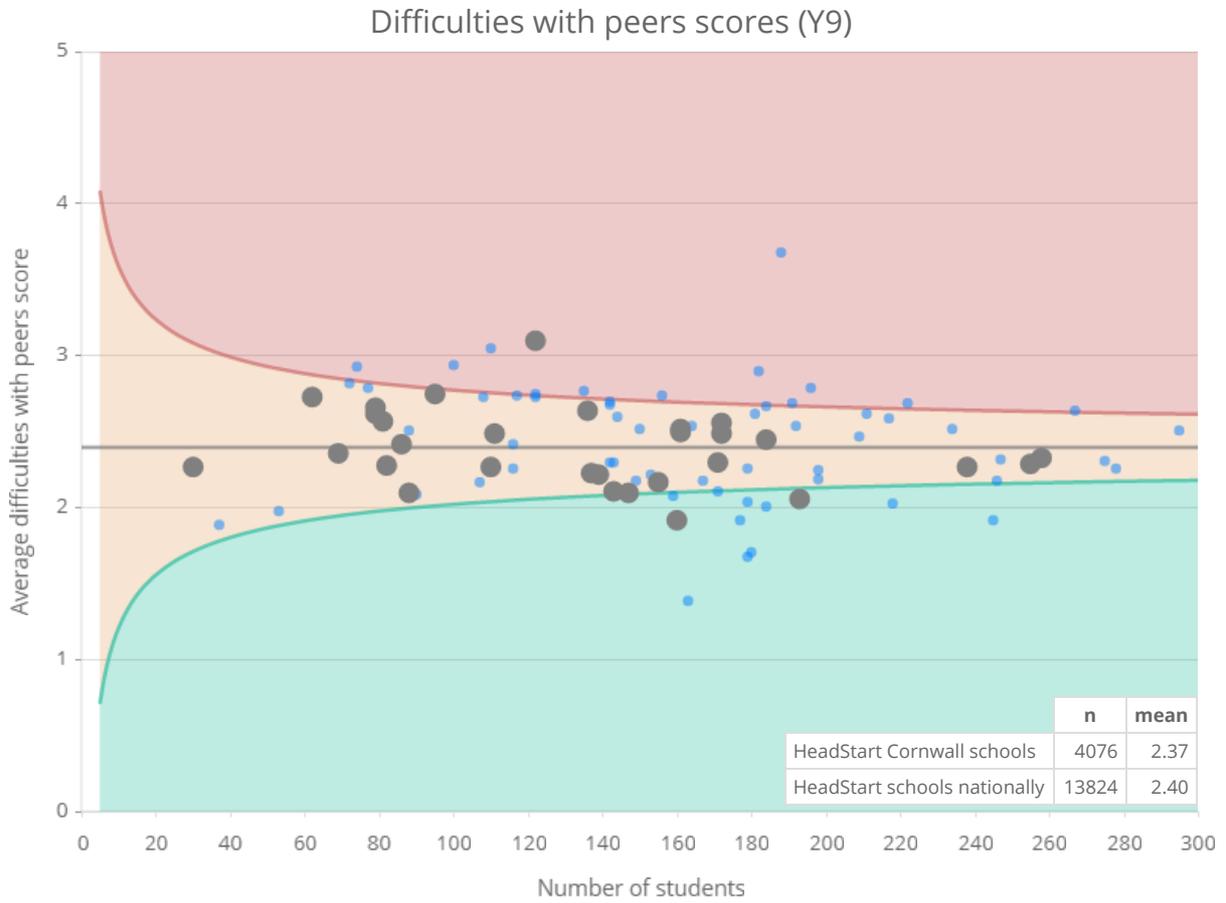


Difficulties with peers scores (Y9)

These questions are about the extent to which students have good relationships with their peers.
e.g. 'I have one good friend or more'.

The table in the funnel plot shows the average scores in your Partnership for difficulties with peers, as well as average scores for students in the HeadStart schools nationally.

A lower score (range 0–10) indicates fewer difficulties with peers.

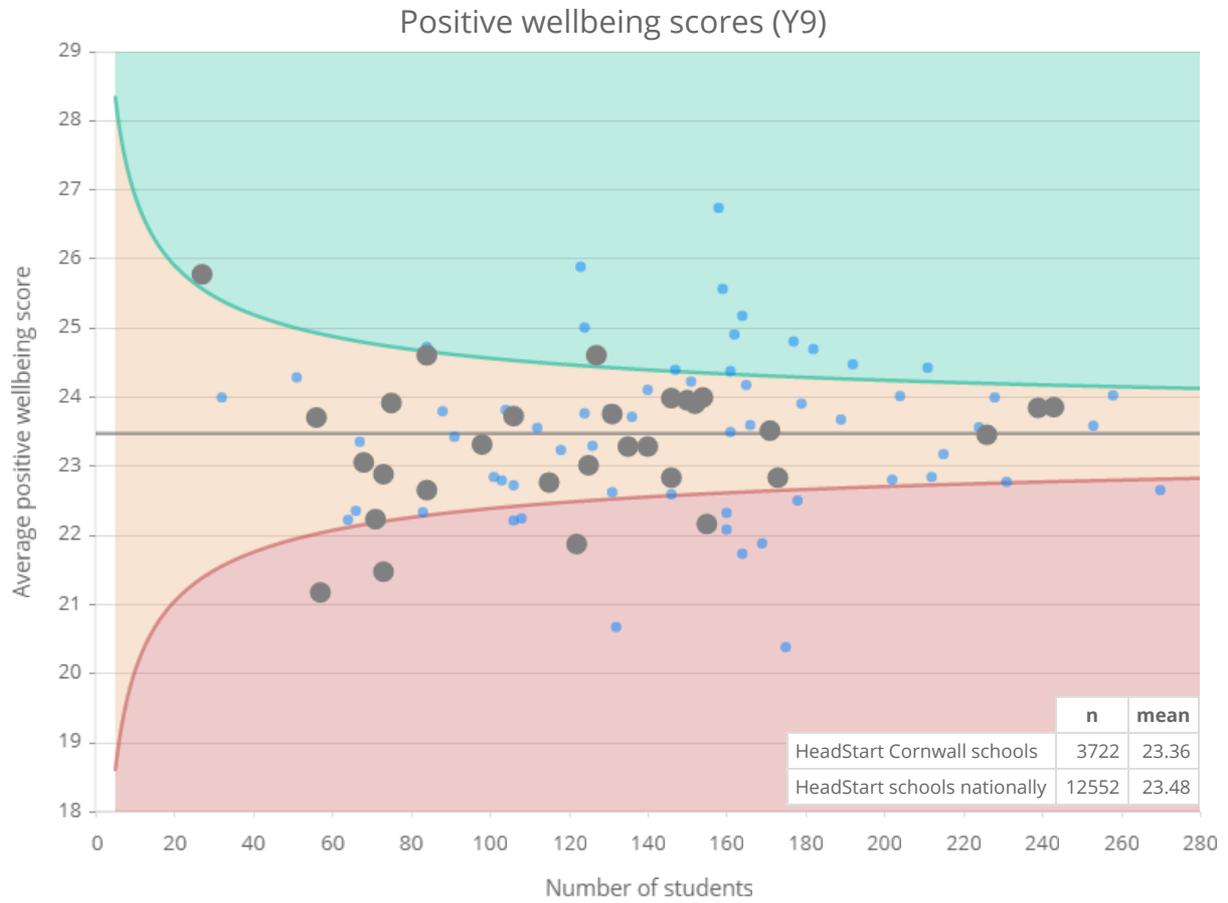


Positive wellbeing scores (Y9)

These questions are about the extent to which students feel positive and generally happy with life.
e.g. 'I've been feeling useful'.

The table in the funnel plot shows the average scores in your Partnership for positive wellbeing, as well as average scores for students in the HeadStart schools nationally.

A higher score (range 7–35) indicates greater wellbeing.

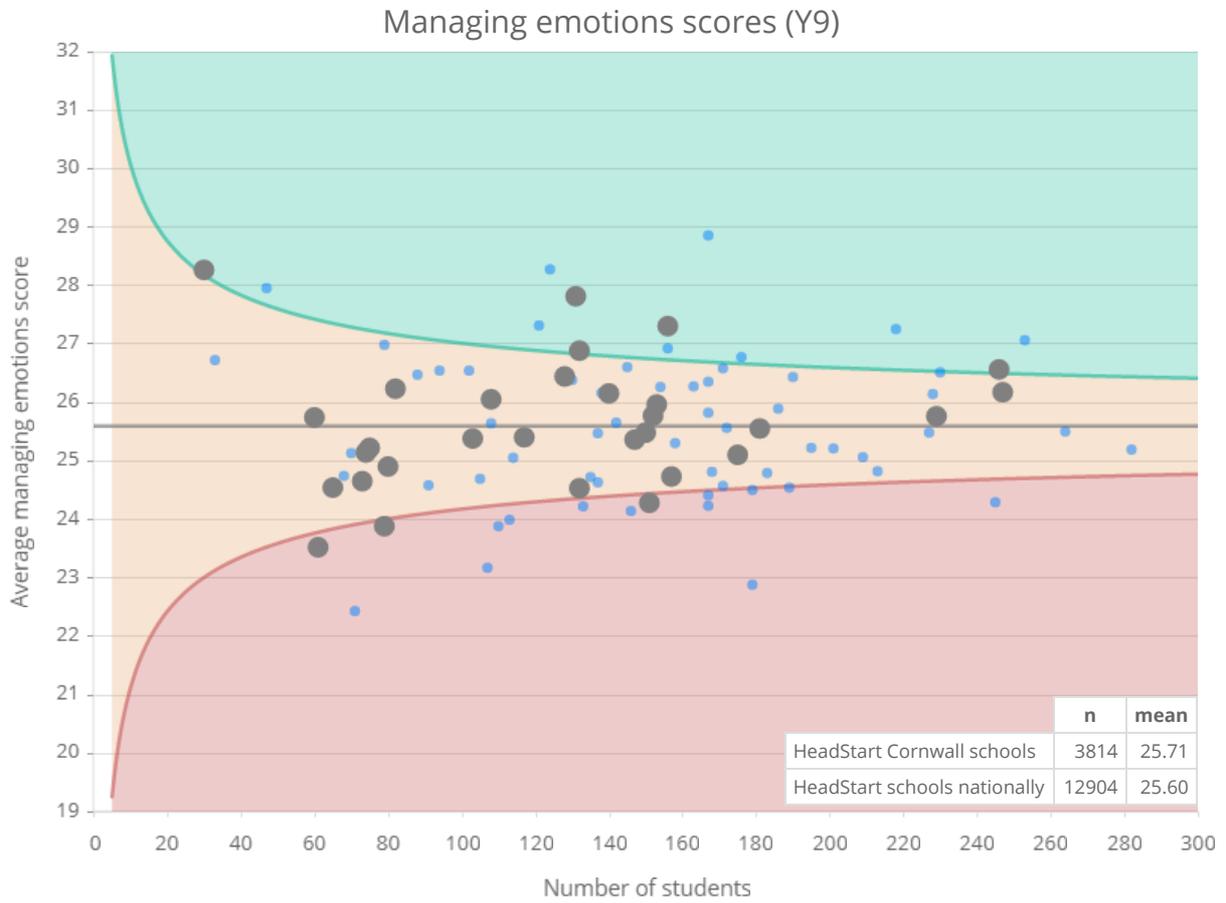


Managing emotions scores (Y9)

These questions are about managing emotions.
e.g. 'I can control my anger when I want to'.

The table in the funnel plot shows the average scores in your Partnership for managing emotions, as well as average scores for students in the HeadStart schools nationally.

A higher score (range 6–42) indicates that the young people are better able to manage their emotions.

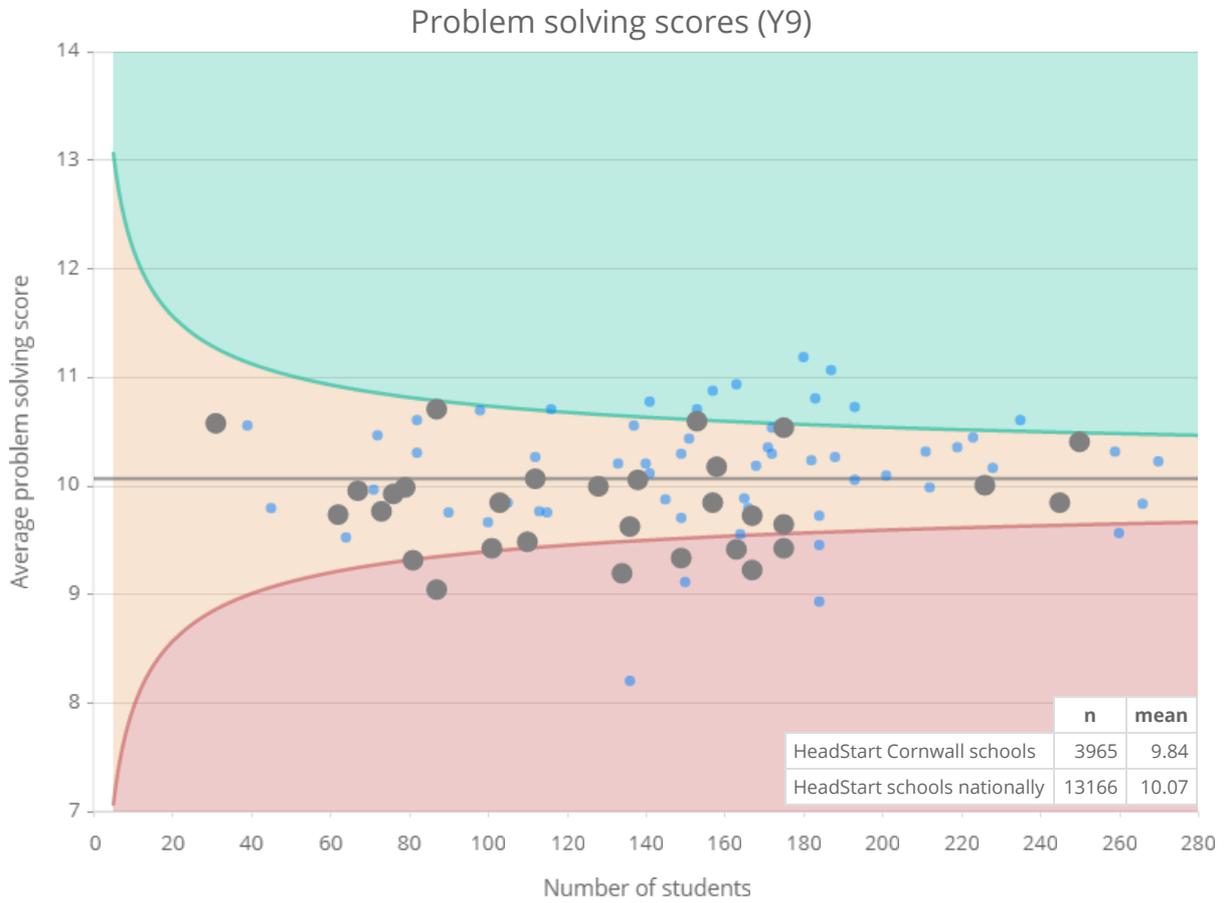


Problem solving scores (Y9)

These questions are about working through problems and knowing how to get help.
e.g. 'When I need help, I find someone to talk to'.

The table in the funnel plot shows the average scores in your Partnership for problem solving, as well as average scores for students in the HeadStart schools nationally.

A higher score (range 3–15) indicates better problem-solving skills.



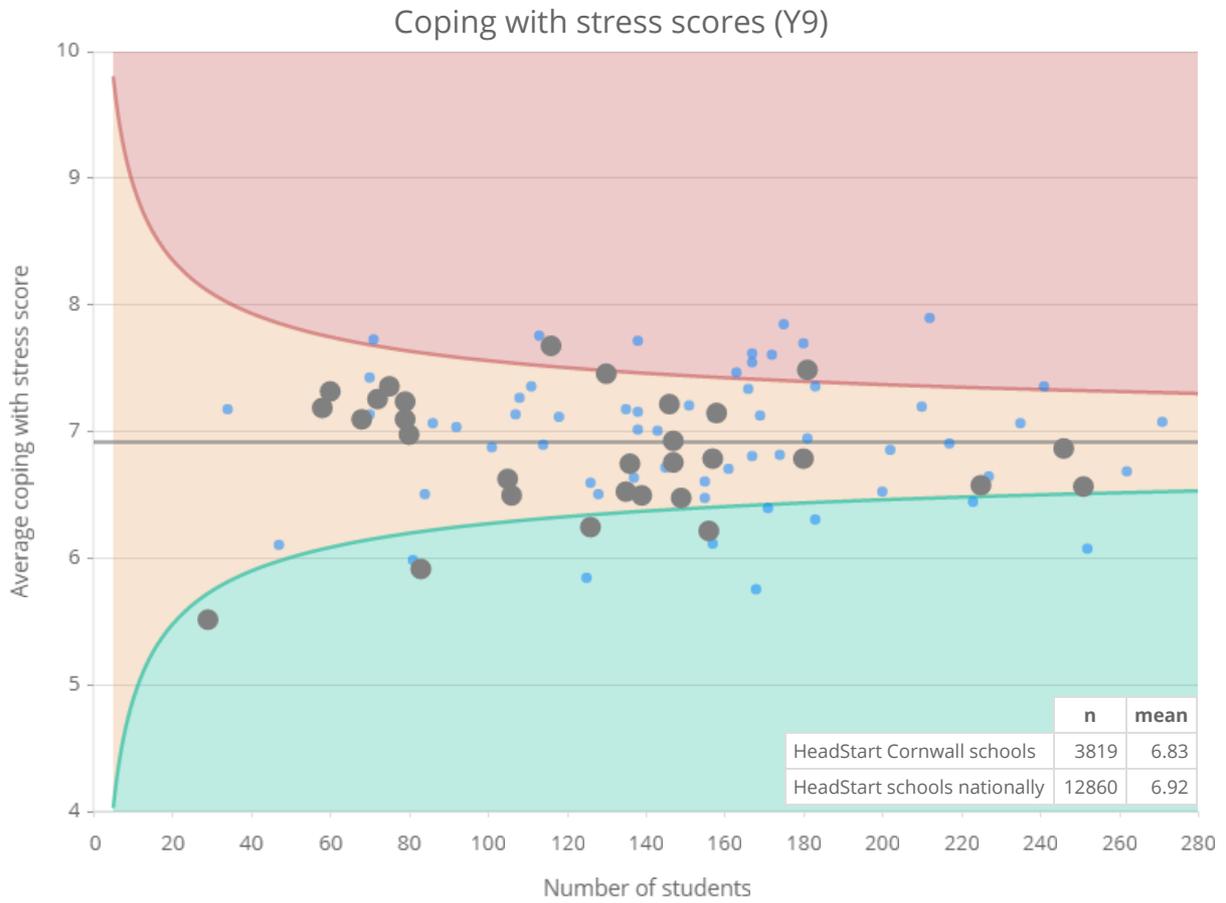
Coping with stress scores (Y9)

These questions are about managing stress levels and coping with difficulties.

e.g. 'In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?'

The table in the funnel plot shows the average scores in your Partnership for coping with stress, as well as average scores for students in the HeadStart schools nationally.

A lower score (range 0–16) indicates better coping skills.

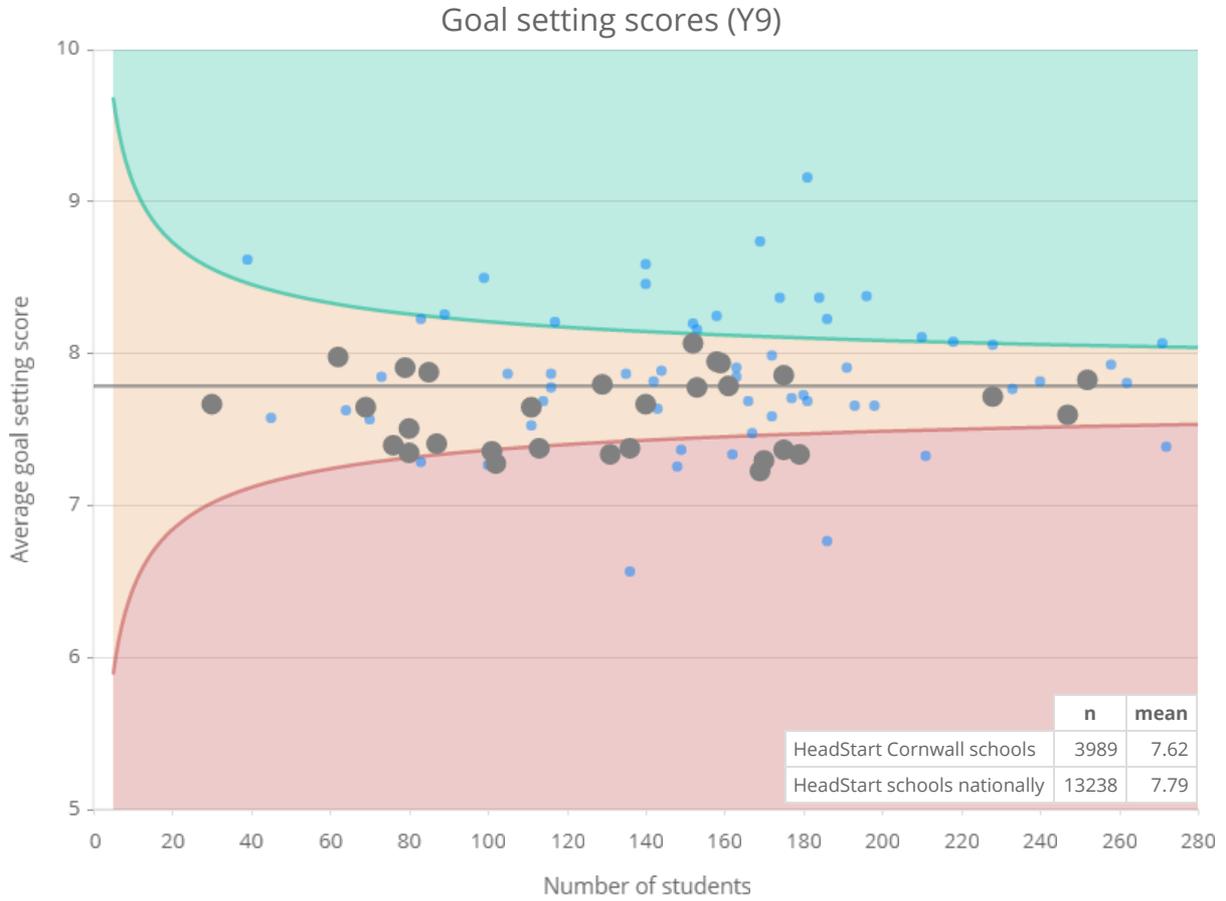


Goal setting scores (Y9)

These questions are about goals, plans and aspirations.
e.g. 'I have goals and plans for the future'.

The table in the funnel plot shows the average scores in your Partnership for goal setting, as well as average scores for students in the HeadStart schools nationally.

A higher score (range 2–10) indicates better goal setting.

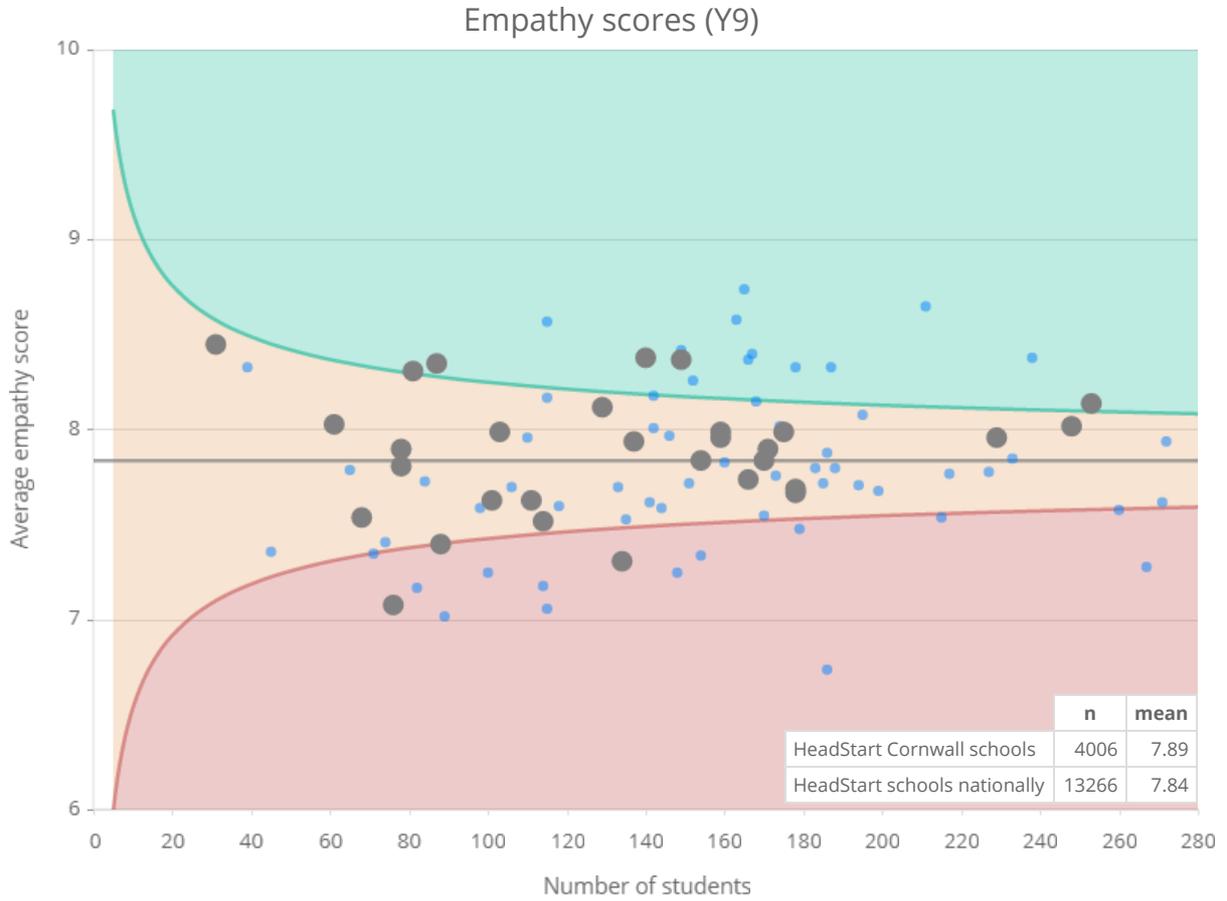


Empathy scores (Y9)

These questions are about identifying with others and showing concern for their feelings.
e.g. 'I try to understand what other people feel'.

The table in the funnel plot shows the average scores in your Partnership for empathy, as well as average scores for students in the HeadStart schools nationally.

A higher score (range 2–10) indicates greater empathy.

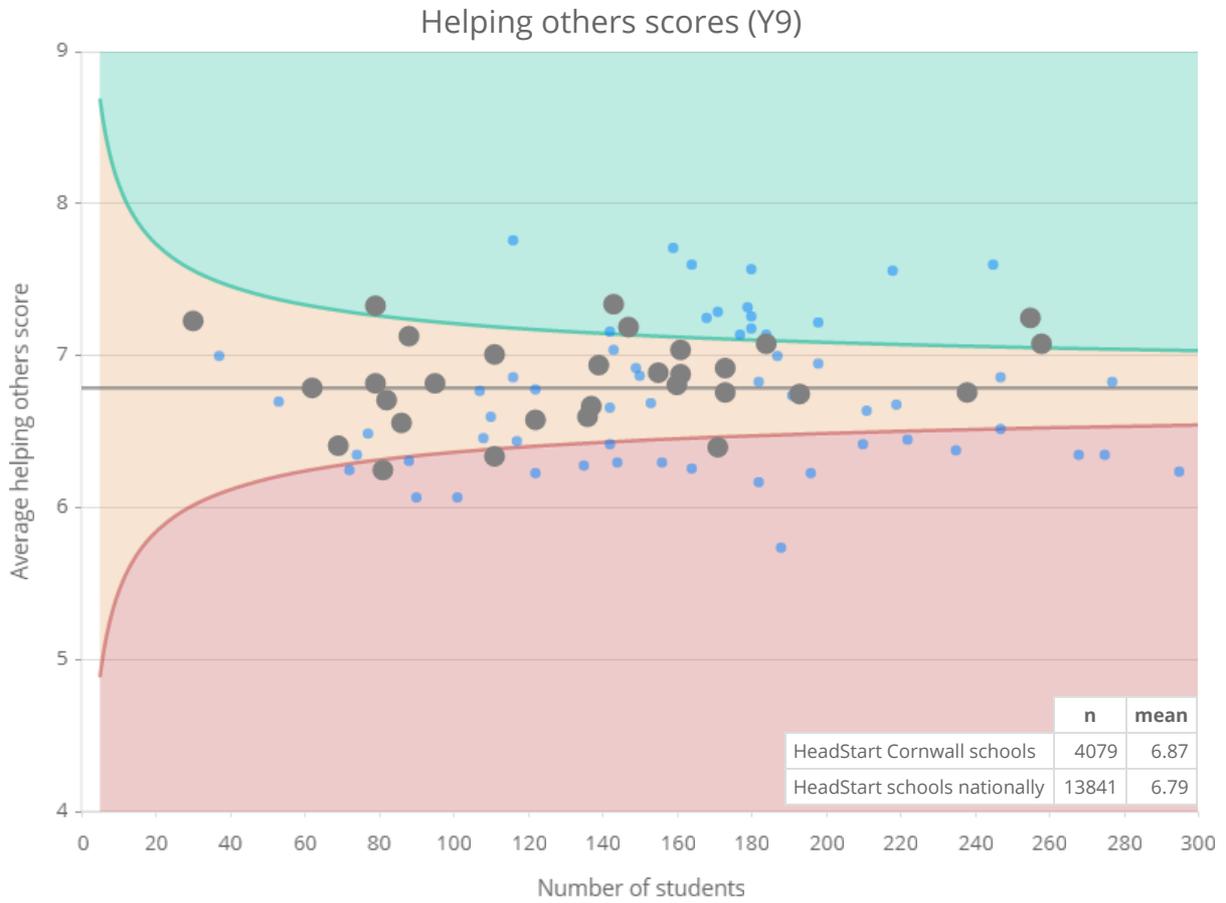


Helping others scores (Y9)

These questions are about thinking of others and willingly helping them.
e.g. 'I often volunteer to help others (parents, teachers, children)'.

The table in the funnel plot shows the average scores in your Partnership for helping others, as well as average scores for students in the HeadStart schools nationally.

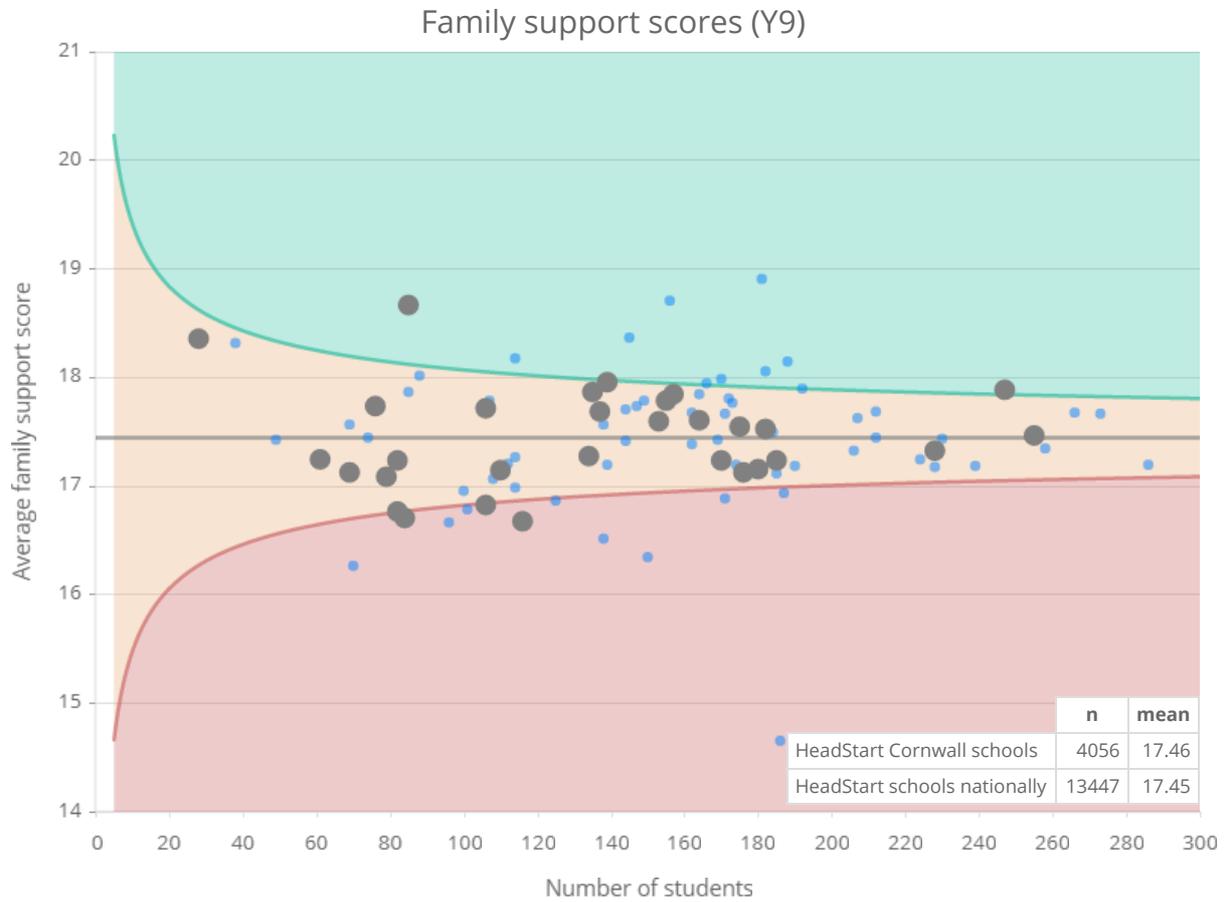
A higher score (range 0–10) indicates higher levels of helping behaviour.



Family support scores (Y9)

These questions are about support received from the family.
e.g. 'At home, there is an adult who believes that I will be a success'.

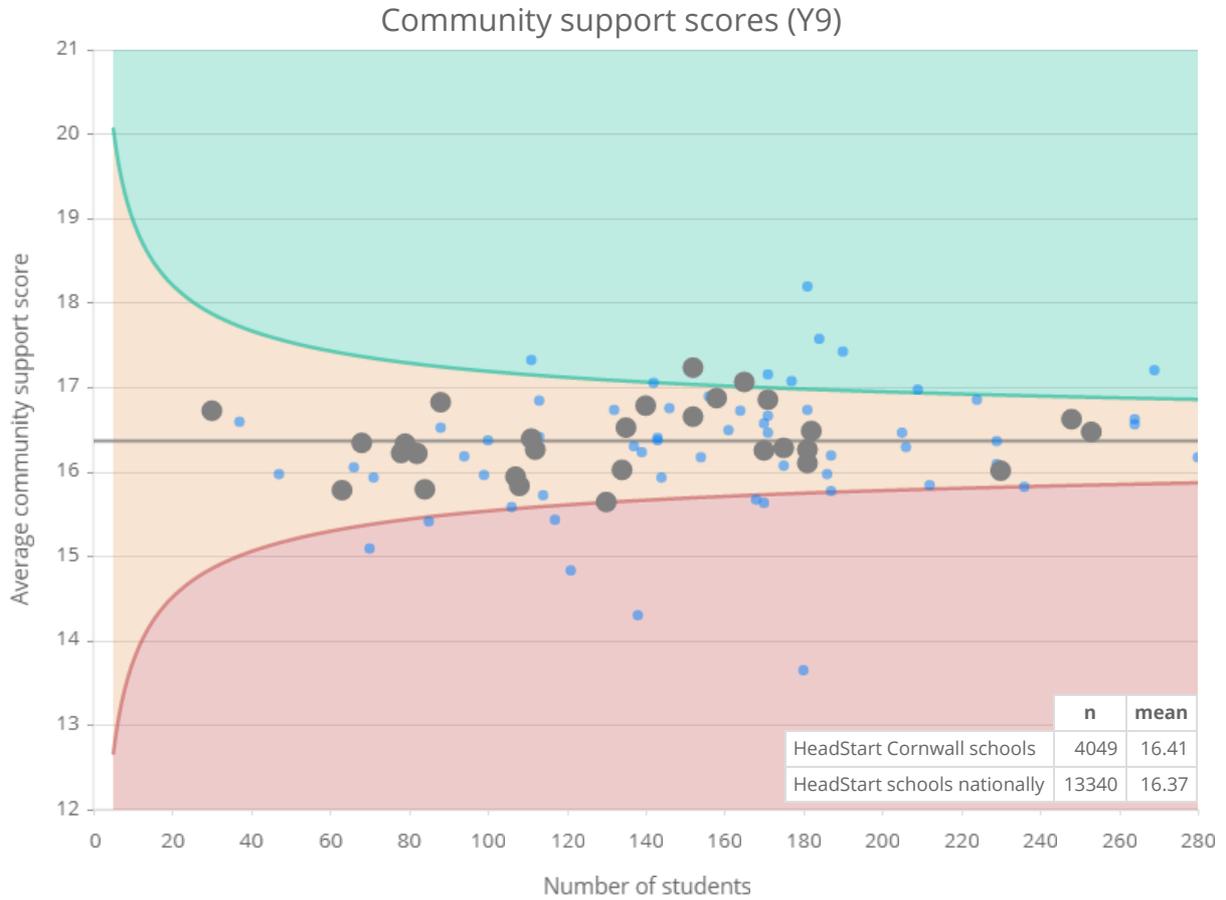
The table in the funnel plot shows the average scores in your Partnership for family support, as well as average scores for students in the HeadStart schools nationally.



Community support scores (Y9)

These questions are about support received from the community.
e.g. 'Away from school, there is an adult who really cares about me'.

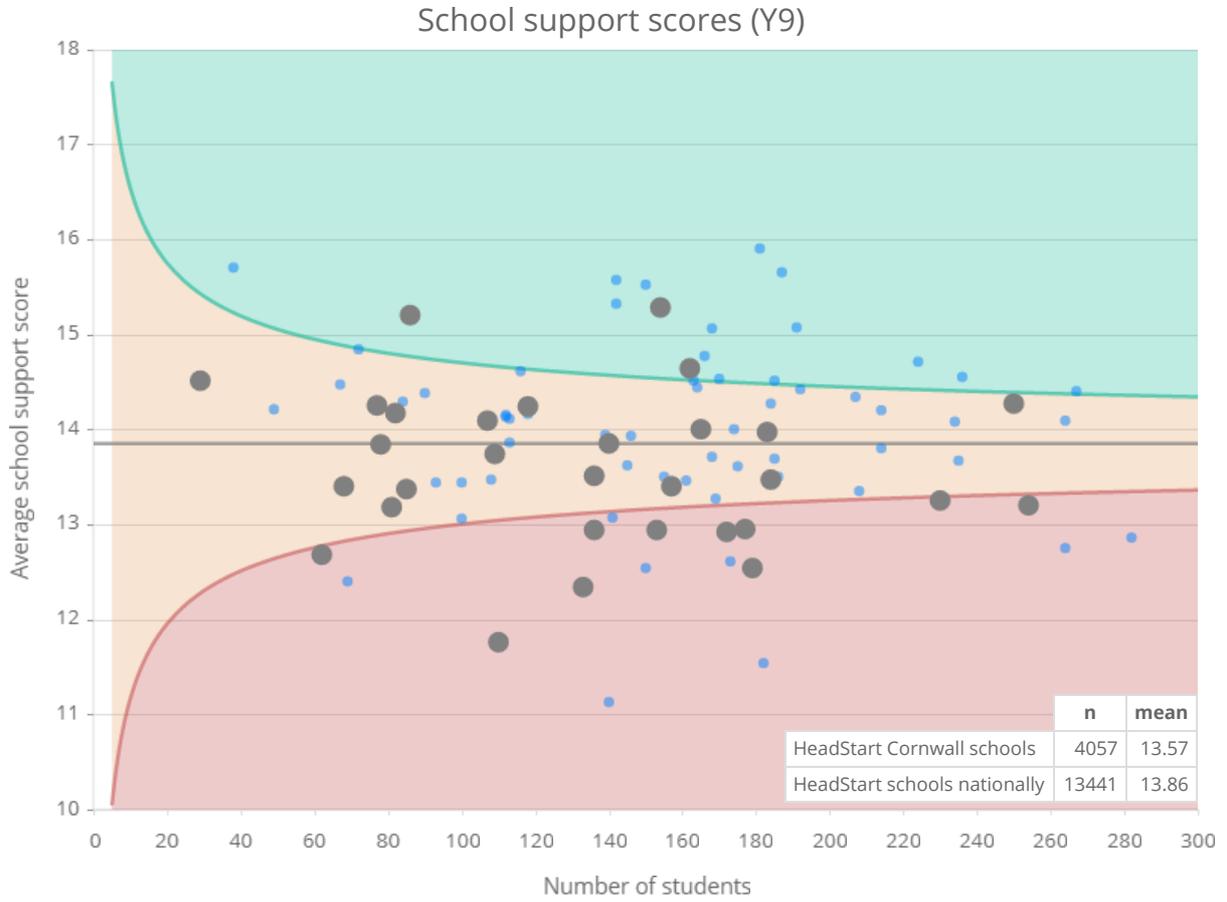
The table in the funnel plot shows the average scores in your Partnership for community support, as well as average scores for students in the HeadStart schools nationally.



School support scores (Y9)

These questions are about support received from adults at school.
e.g. 'At school there is an adult who listens to me when I have something to say'.

The table in the funnel plot shows the average scores in your Partnership for school support, as well as average scores for students in the HeadStart schools nationally.

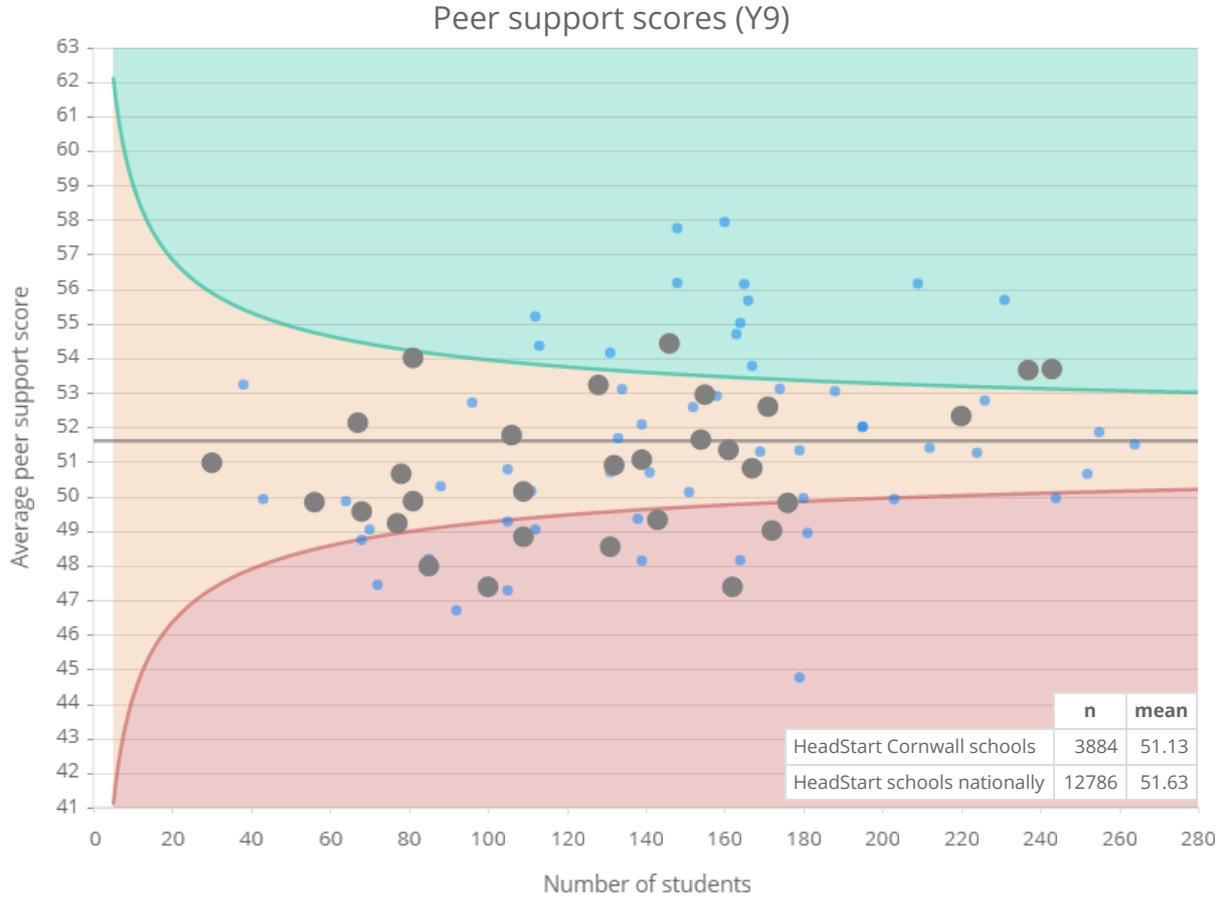


Peer support scores (Y9)

These questions are about support received from peers.

e.g. 'Are there students at your school who would make you feel better if something is bothering you?'

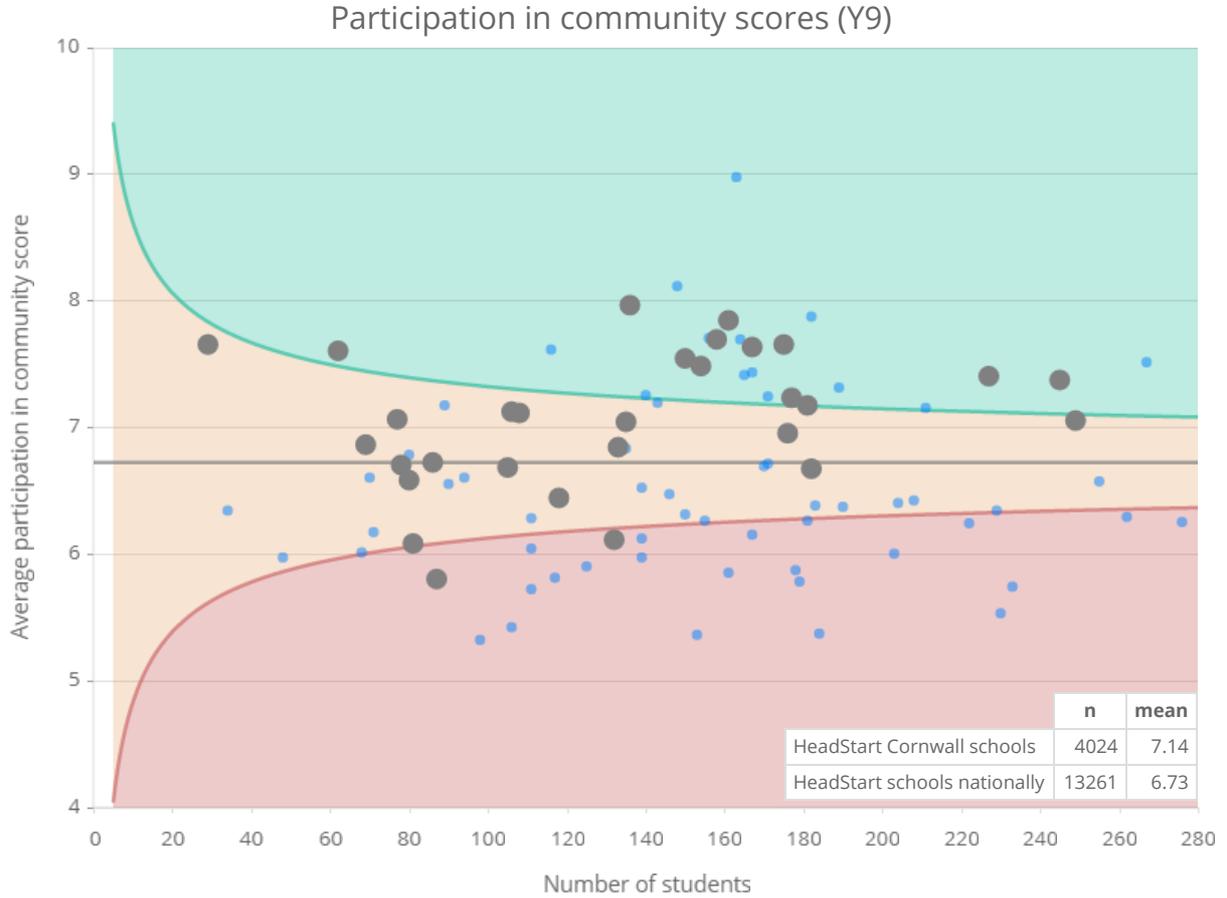
The table in the funnel plot shows the average scores in your Partnership for peer support, as well as average scores for students in the HeadStart schools nationally.



Participation in community scores (Y9)

These questions are about participating in activities outside home and school.
e.g. 'Away from school I am a member of a club, sports team, church group, or other group'.

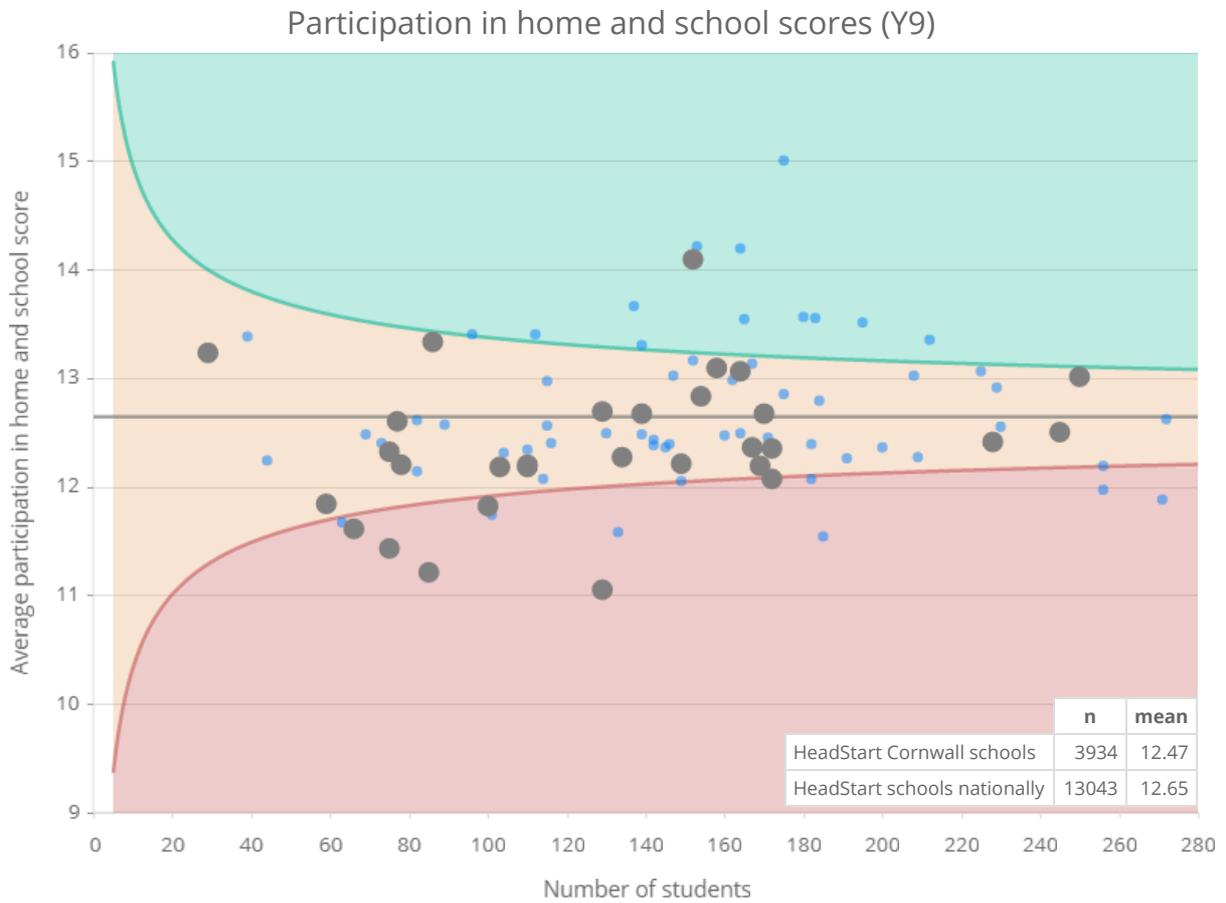
The table in the funnel plot shows the average scores in your Partnership for participation in community, as well as average scores for students in the HeadStart schools nationally.



Participation in home and school scores (Y9)

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

The table in the funnel plot shows the average scores in your Partnership for participation in home and school, as well as average scores for students in the HeadStart schools nationally.



HeadStart SDQ measures (2018 survey)

Stacked bars

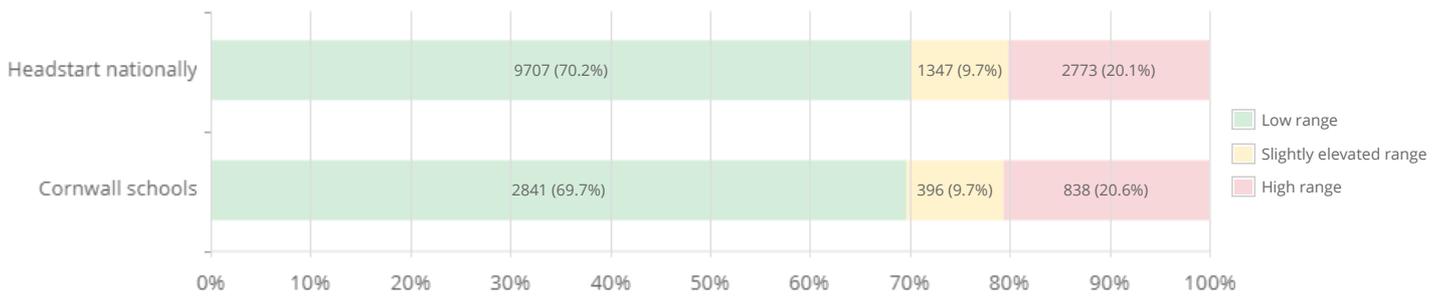
The Strengths and Difficulties Questionnaire (SDQ) also allows us to divide scores into:

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

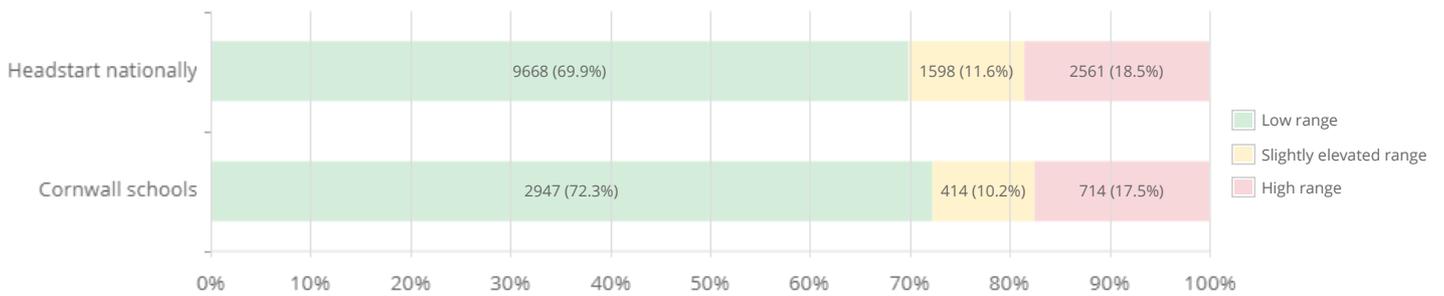
The graphs below tell you the proportion of students in your Partnership whose responses to the survey place them into these categories.

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.

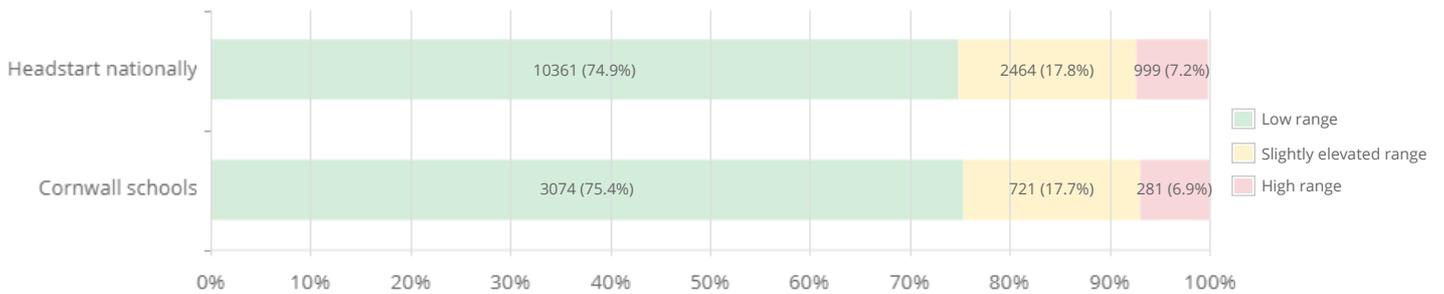
SDQ - emotional difficulties (Y9)



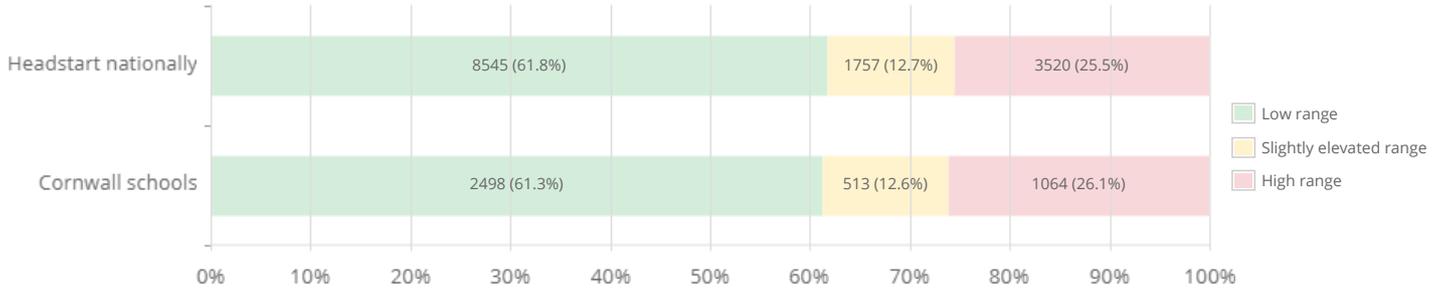
SDQ - behavioural difficulties (Y9)



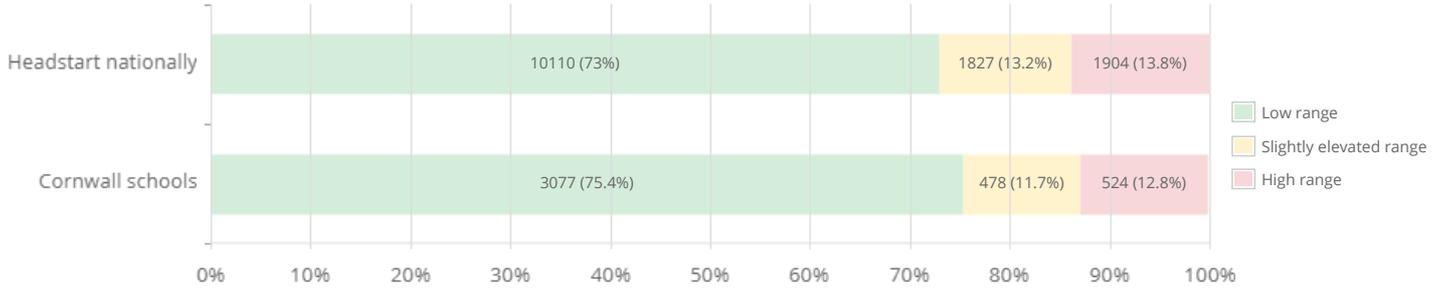
SDQ - difficulties with peers (Y9)



SDQ - attention difficulties (Y9)



SDQ - helping others (Y9)



HeadStart Partnership report (2018 survey)

Appendix 1: Individual subscale items

The full [Wellbeing Measurement Framework](#) document includes suggested further reading for each subscale. A summary is provided below:

Mental health and wellbeing	
Emotional difficulties (Emotional problems subscale of the Strengths and Difficulties Questionnaire)	I get a lot of headaches, stomach-aches or sickness
	I worry a lot
	I am often unhappy, down-hearted or tearful
	I am nervous in new situations, I easily lose confidence
	I have many fears, I am easily scared
Behavioural difficulties (Behavioural problems subscale of the Strengths and Difficulties Questionnaire)	I get very angry and often lose my temper
	I usually do as I'm told
	I am often accused of lying or cheating
	I take things that are not mine from home, school or elsewhere
	I fight a lot, I can make other people do what I want
Difficulties with peers (Peer problems subscale of the Strengths and Difficulties Questionnaire)	I am usually on my own. I generally play alone or keep to myself.
	I have one good friend or more
	Other people my age generally like me
	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 (Hyperactivity/inattention subscale of the Strengths and Difficulties Questionnaire)	I am restless, I cannot stay still for long
	I am constantly fidgeting or squirming
	I am easily distracted, I find it difficult to concentrate
	I think before I do things
	I finish the work I'm doing. My attention is good.
Positive wellbeing (Short Warwick Edinburgh Mental Wellbeing Scale)	I've been feeling optimistic about the future
	I've been feeling useful
	I've been feeling relaxed
	I've been dealing with problems well
	I've been thinking clearly
	I've been feeling close to other people
	I've been able to make up my own mind about things
Emotional strengths and skills	
Managing emotions (Self-regulation; Trait Emotional Intelligence Questionnaire – Adolescent short form)	I find it hard to control my feelings
	I change my mind often
	I'm able to deal with stress
	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 (Student Resilience Survey)	When I need help, I find someone to talk to
	I know where to go for help when I have a problem
	I try to work out problems by talking about them
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 (Student Resilience Survey)	I have goals and plans for the future
	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 (Pro-social behaviour subscale of the Strengths and Difficulties Questionnaire)	I try to be nice to other people, I care about their feelings
	I usually share with others (food, games, pens etc.)
	I am helpful if someone is hurt, upset or feeling ill
	I am kind to younger children
	I often volunteer to help others (parents, teachers, children)
Support networks	
Family support (Student Resilience Survey)	At home, there is an adult who is interested in my school work
	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 (Student Resilience Survey)	Away from school, there is an adult who really cares about me
	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 (Student Resilience Survey)	At school, there is an adult who really cares about me
	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 (Student Resilience Survey)	Are there students at your school who would...
	...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 (Student Resilience Survey)	Away from school I am a member of a club, sports team, church group, or other 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)

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Appendix 2: A quick guide to funnel plots

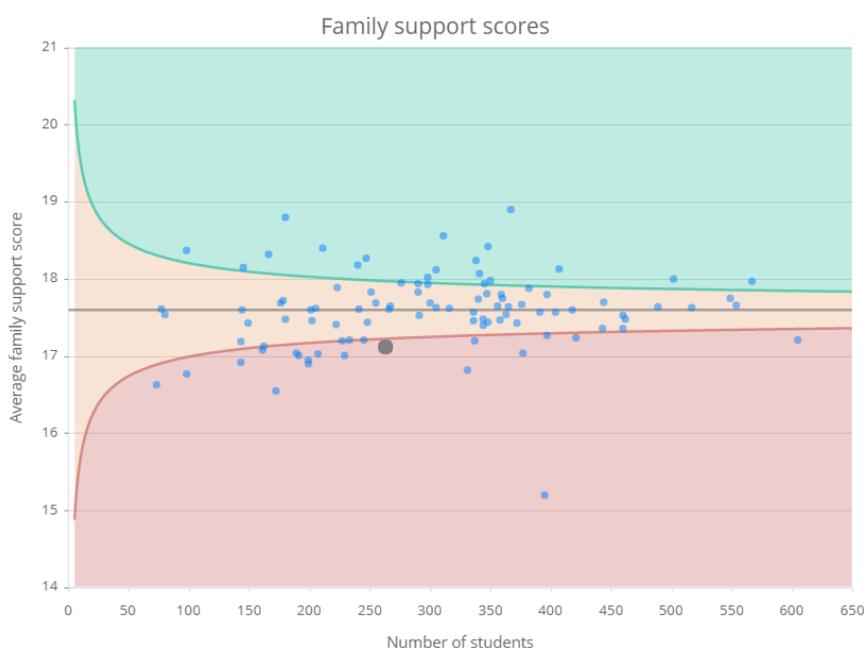
We have used funnel plots to present the data. A funnel plot is a way of visually representing a collection of aggregated scores. In the case of this report, it is used to summarise the average scores on a given section of the survey for each school. This visual representation basically plots the school's 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 family support range from 4–20. Higher scores indicate higher levels of family support.

The funnel plot displays the average score of the schools in your Partnership on a selected measure against other HeadStart schools nationally.

- The large grey dot represents the average scores in your partnership and each small blue dot represents the average scores of other HeadStart schools nationally on a selected measure.
- A dot's horizontal position indicates the number of students who completed the selected measure. A dot's vertical position represents the score on the selected measure.
- The grey horizontal line represents the overall average for the selected measure across all schools.
- The curved lines 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 grey dot for a school is within the funnel it means students who completed the survey at that school are not discernibly different from the average.
- For positive wellbeing, managing emotions, problem solving, helping others, goal setting, empathy, family support, community support, school support, peer support, participation in the community and participation at home and school:
 - If the grey dot for a school is above the green funnel line, it means students who completed the survey at that school on average have better scores on the selected measure than others of the same age.
 - If the grey dot for a school is below the red funnel line, it means students who completed the survey at that school on average have worse scores on the selected measure than others of the same age.
- For emotional difficulties, behavioural difficulties, difficulties with peers, attention difficulties, and coping with stress:
 - If the grey dot for a school is below the green funnel line, it means students who completed the survey at that school on average have better scores on the selected measure than others of the same age.
 - If the grey dot for a school is above the red funnel line, it means students who completed the survey at that school on average have worse scores on the selected measure than others of the same age.

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

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Appendix 3: Student subgroups

The tables below compare scores for three different groupings:

1. Males versus females
2. Those eligible for free schools meals (FSM) versus those not eligible
3. Those with SEN versus those without.

Please note that subgroup comparisons are sometimes based on slightly different sample sizes due to some missing data from National Pupil Database (NPD) records and if there are fewer than 10 students in a subgroup, no scores are reported. SEN pupils as used, have values 2 or 3 for the SENprovisionMajor category of the NPD (i.e. these are SEN pupils with, and without, a Statement).

Differences based on gender (Y8)

Subscale	Number		Average	
	M	F	M	F
Mental health and wellbeing				
Emotional difficulties	2250	2228	3.12	4.68
Behavioural difficulties	2250	2229	2.67	2.18
Difficulties with peers	2249	2229	2.40	2.29
Attention difficulties	2249	2229	5.01	4.54
Positive wellbeing	2038	2046	24.45	23.39
Emotional strengths and skills				
Managing emotions	2084	2088	26.59	25.58
Problem solving	2182	2168	10.27	10.18
Coping with stress	2080	2086	5.98	7.03
Goal setting	2197	2179	7.99	7.73
Empathy	2189	2193	7.68	8.50
Helping others	2252	2230	6.70	7.71
Support network				
Family support	2238	2210	17.55	17.74
Community support	2218	2196	16.63	17.11
School support	2233	2193	14.05	14.26
Peer support	2124	2141	49.69	53.96
Participation in community	2217	2181	7.30	7.39
Participation in home and school	2157	2169	12.81	13.14

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Differences based on eligibility for FSM (Y8)

Subscale	Number		Average	
	FSM	non-FSM	FSM	non-FSM
Mental health and wellbeing				
Emotional difficulties	1013	3092	4.43	3.71
Behavioural difficulties	1013	3093	2.96	2.23
Difficulties with peers	1013	3092	2.82	2.16
Attention difficulties	1014	3091	5.42	4.55
Positive wellbeing	911	2831	22.36	24.42
Emotional strengths and skills				
Managing emotions	926	2900	23.98	26.80
Problem solving	978	3018	9.86	10.34
Coping with stress	926	2893	7.34	6.19
Goal setting	984	3035	7.46	7.98
Empathy	989	3033	7.79	8.16
Helping others	1014	3095	6.92	7.30
Support network				
Family support	995	3077	16.92	17.89
Community support	988	3053	16.08	17.13
School support	984	3076	13.56	14.37
Peer support	955	2955	49.23	52.70
Participation in community	966	3058	6.25	7.73
Participation in home and school	966	3003	12.31	13.21

Differences based on SEN (Y8)

Subscale	Number		Average	
	SEN	non-SEN	SEN	non-SEN
Mental health and wellbeing				
Emotional difficulties	465	3594	4.35	3.81
Behavioural difficulties	464	3594	3.11	2.32
Difficulties with peers	464	3593	3.14	2.19
Attention difficulties	464	3593	5.50	4.66
Positive wellbeing	409	3294	22.95	24.03
Emotional strengths and skills				
Managing emotions	412	3370	24.59	26.36
Problem solving	460	3493	10.07	10.22
Coping with stress	423	3351	7.16	6.36
Goal setting	464	3509	7.74	7.87
Empathy	462	3516	7.74	8.11
Helping others	464	3597	6.84	7.25
Support network				
Family support	461	3567	16.67	17.78
Community support	456	3540	16.15	16.96
School support	461	3552	14.12	14.14
Peer support	441	3428	47.14	52.54
Participation in community	450	3530	6.52	7.51
Participation in home and school	456	3468	12.29	13.08

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Appendix 3: Student subgroups

The tables below compare scores for three different groupings:

1. Males versus females
2. Those eligible for free schools meals (FSM) versus those not eligible
3. Those with SEN versus those without.

Please note that subgroup comparisons are sometimes based on slightly different sample sizes due to some missing data from National Pupil Database (NPD) records and if there are fewer than 10 students in a subgroup, no scores are reported. SEN pupils as used, have values 2 or 3 for the SENprovisionMajor category of the NPD (i.e. these are SEN pupils with, and without, a Statement).

Differences based on gender (Y9)

Subscale	Number		Average	
	M	F	M	F
Mental health and wellbeing				
Emotional difficulties	2047	2028	3.18	5.09
Behavioural difficulties	2047	2028	2.73	2.33
Difficulties with peers	2047	2029	2.40	2.33
Attention difficulties	2047	2028	4.93	4.78
Positive wellbeing	1872	1850	23.99	22.73
Emotional strengths and skills				
Managing emotions	1906	1908	26.79	24.64
Problem solving	1983	1982	9.86	9.81
Coping with stress	1913	1906	6.14	7.53
Goal setting	1995	1994	7.79	7.45
Empathy	2005	2001	7.39	8.40
Helping others	2048	2031	6.38	7.36
Support network				
Family support	2053	2003	17.34	17.58
Community support	2043	2006	16.13	16.69
School support	2047	2010	13.54	13.60
Peer support	1938	1946	48.60	53.64
Participation in community	2035	1989	7.28	6.99
Participation in home and school	1973	1961	12.33	12.61

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Differences based on eligibility for FSM (Y9)

Subscale	Number		Average	
	FSM	non-FSM	FSM	non-FSM
Mental health and wellbeing				
Emotional difficulties	872	2782	4.44	4.01
Behavioural difficulties	872	2782	3.01	2.34
Difficulties with peers	873	2782	2.73	2.22
Attention difficulties	873	2781	5.47	4.64
Positive wellbeing	781	2557	22.33	23.77
Emotional strengths and skills				
Managing emotions	810	2607	23.92	26.37
Problem solving	839	2717	9.53	9.97
Coping with stress	808	2610	7.40	6.61
Goal setting	845	2736	7.33	7.73
Empathy	850	2745	7.60	8.00
Helping others	873	2785	6.67	6.94
Support network				
Family support	868	2777	16.82	17.67
Community support	861	2784	16.03	16.52
School support	872	2776	13.38	13.64
Peer support	834	2664	49.53	51.73
Participation in community	864	2755	6.21	7.48
Participation in home and school	834	2697	11.95	12.65

Differences based on SEN (Y9)

Subscale	Number		Average	
	SEN	non-SEN	SEN	non-SEN
Mental health and wellbeing				
Emotional difficulties	388	3222	4.38	4.09
Behavioural difficulties	388	3222	3.04	2.43
Difficulties with peers	388	3222	3.17	2.23
Attention difficulties	388	3221	5.39	4.78
Positive wellbeing	326	2970	22.46	23.52
Emotional strengths and skills				
Managing emotions	339	3038	24.00	26.00
Problem solving	375	3141	9.98	9.84
Coping with stress	345	3029	7.17	6.75
Goal setting	372	3167	7.53	7.64
Empathy	378	3176	7.64	7.95
Helping others	388	3225	6.63	6.91
Support network				
Family support	382	3222	16.75	17.56
Community support	381	3224	16.21	16.43
School support	383	3224	13.91	13.50
Peer support	357	3102	46.52	51.81
Participation in community	380	3199	6.31	7.30
Participation in home and school	367	3126	12.07	12.54

