

Wellbeing Measurement for Schools

Guidance to support analysis and understanding of results from Wellbeing Measurement for Schools Modular Surveys

This guidance aims to support schools to put their results from the Wellbeing Measurement for Schools modular surveys into context. Where possible, we provide summaries of recent research using the questionnaires within the modular surveys and what these studies found.

The summaries explain who the population were within the study. When comparing your results with these findings, do bear in mind how this population is similar to, or differs from the population you have surveyed. We recommend that schools use these summaries to better understand the results from their surveys rather than as direct comparators.

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Emotional health

Emotional difficulties

Between 2021-2022, 1355 Year 9 pupils across nine schools in England responded to a survey as part of Wellbeing Measurement for Schools. We used an expected range of 0-9 (Deighton et al., 2013). Pupils scoring above this range may be experiencing higher levels of emotional difficulty.

- 73.5% reported scores that fell within the expected range of 0-9.
- 26.5% of pupils reported scores within the elevated range of 10-20.

This data can be used as a benchmark for your own school. If a higher percentage of pupils are in the elevated range, it may indicate that they are experiencing poorer emotional wellbeing.

If a lower percentage of pupils are in the elevated range, it could suggest that they are experiencing more positive emotional wellbeing.

Behavioural difficulties

Between 2021-2022, data from 1353 Year 9 pupils across nine schools in England responded to a survey as part of Wellbeing Measurement for Schools. We used an expected range of 0-5 (Deighton et al., 2013). Pupils scoring above this range may be experiencing higher levels of behavioural difficulty.

- 84.9% reported scores that fell within the expected range of 0-5.
- 15.1% of pupils reported scores within the elevated range of 6-12.

This data can be used as a benchmark for your own school. If a higher percentage of pupils are in the elevated range, it may indicate that they are experiencing more behavioural difficulties.

If a lower percentage of pupils are in the elevated range, it could suggest that they are experiencing fewer behavioural difficulties.

Psychological wellbeing

Scores range from 7 to 35 and higher scores indicate higher positive mental wellbeing. The idea of wellbeing is fairly new, therefore, it is difficult to fully interpret what the scores mean for each individual. However, you can see how pupil's scores compare with national survey data (from adults) which can be found here:

https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs/using/howto/wemwbs_population_norms_in_health_survey_for_england_data_2011.pdf

Stress

Scores range from 0 to 40 and higher scores indicate higher levels of perceived stress. Pupil's scores can be compared to normative data from adult populations in Bangladesh (Mozumder, 2019), Germany (Klein et al. 2016), Greece (Andreou et al. 2011), Mexico (González-Ramírez et al. 2013) and Sweden (Nordin, 2013).

Anxiety

In 2015, data from 361 pupils in Years 3 to 6 across 10 schools in England showed average scores on the SCAS-C-8.

- The average for all pupils was 5.97.
- The average for females was 6.84.
- The average for males was 4.90.

This research identified cut-offs for the scale. In males, those scoring over 5.5 are considered to have a high level of anxiety, whereas in females a high level of anxiety is represented by scores over 7.5 (Reardon et al., 2018).

This data can be used as a benchmark for your own school. Higher scores may indicate that pupils are experiencing higher levels of anxiety.

Lower scores may indicate that they are experiencing lower levels of anxiety.

Emotional strengths and skills

Emotion regulation

Currently no relevant studies available.

Coping

Currently no relevant studies available

Empowerment and problem solving

Participation in home and school

Between 2021-2022, data from 1314 Year 9 pupils across nine schools in England responded to a survey as part of [HeadStart](#). We used an expected range of 10-20.

- 77.5% reported scores that fell within the expected range of 10-20.
- 22.5% of pupils reported scores within the lower range of 4-9.

This data can be used as a benchmark for your own school. If a higher percentage of pupils are in the lower range, it may indicate that they perceive fewer opportunities to participate in their home and school life.

If a lower percentage of pupils are in the lower range, it could suggest they perceive more opportunities to participate in their home and school life.

Self-esteem

Between 2021-2022, data from 1306 Year 9 pupils across nine secondary schools in England responded to a survey as part of HeadStart. We used an expected range of 9-15.

- 81.7% reported scores within the expected range of 9-15.
- 18.3% of pupils reported scores within the lower range of 3-8.

This data can be used as a benchmark for your own school. If a higher percentage of pupils are in the lower range, it may indicate that they are experiencing lower self-esteem.

If a lower percentage of pupils are in the lower range, it could suggest that they are experiencing higher self-esteem.

Problem solving

Between 2021-2022, data from 1299 Year 9 pupils across nine schools in England responded to a survey as part of HeadStart. We used an expected range of 7-15.

- 77.5% reported scores that fell within the expected range of 7-15.
- 22.5% of pupils reported scores within the lower range of 3-6.

This data can be used as a benchmark for your own school. If a higher percentage of pupils are in the lower range, it may indicate that they perceive their ability to problem solve to be lower.

If a lower percentage of pupils are in the lower range, it could suggest that they perceive their ability to problem solve to be higher.

Goal setting

Between 2021-2022, data from 1307 Year 9 pupils across nine schools in England responded to a survey as part of HeadStart. We used an expected range of 6-10.

- 80.8% reported scores that fell within the expected range of 6-10.
- 19.2% of pupils reported scores within the lower range of 2-5.

This data can be used as a benchmark for your own school. If a higher percentage of pupils are in the lower range, it may indicate that they experience increased uncertainty around their goals and future plans.

If a lower percentage of pupils are in the lower range, it could suggest that they have a clearer sense of their goals and future plans.

Help and support

Peer support

Between 2021-2022, data from 1330 Year 9 pupils across nine schools in England responded to a survey as part of HeadStart. We used an expected range of 36-60.

- 83.2% reported scores that fell within the expected range of 36-60.
- 16.8% of pupils reported scores within the lower range of 12-35.

This data can be used as a benchmark for your own school. If a higher percentage of pupils are in the lower range, it may indicate that they perceive a lower level of peer support.

If a lower percentage of pupils are in the lower range, it could suggest that they perceive a higher level of peer support.

Family support

Between 2021-2022, data from 1348 Year 9 pupils across nine schools in England responded to a survey as part of HeadStart. We used an expected range of 15-20.

- 79.6% reported scores that fell within the expected range of 15-20.
- 20.4% of pupils reported scores within the lower range of 4-14.

This data can be used as a benchmark for your own school. If a higher percentage of pupils are in the lower range, it may indicate that they perceive a lower level of family support.

If a lower percentage of pupils are in the lower range, it could suggest that they perceive a higher level of family support.

Support at school

Between 2021-2022, data from 1337 Year 9 pupils across nine schools in England responded to a survey as part of HeadStart. We used an expected range of 10-20.

- 81% reported scores that fell within the expected range of 10-20.
- 19% of pupils reported scores within the lower range of 4-9.

This data can be used as a benchmark for your own school. If a higher percentage of pupils are in the lower range, it may indicate that they perceive a lower level of school support.

If a lower percentage of pupils are in the lower range, it could suggest that they perceive a higher level of school support.

Relationships

Relationships with parents and carers

Scores range from 5-25, and higher scores indicate more positive relationships with parents/carers. The developers recommend that analyses are conducted within samples to determine those who score higher and lower than others. Scores vary between contexts and cut-offs, or normative data may not be appropriate. More information can be found here: <https://resilienceresearch.org/how-to-use/>.

Relationships with staff

Between 2021-2022, data from 1337 Year 9 pupils across nine schools in England responded to a survey as part of HeadStart. We used an expected range of 10-20.

- 81% reported scores that fell within the expected range of 10-20.
- 19% of pupils reported scores within the lower range of 4-9.

This data can be used as a benchmark for your own school. If a higher percentage of pupils are in the lower range, it may indicate that they perceive poorer relationships with school staff.

If a lower percentage of pupils are in the lower range, it could suggest that they perceive more positive relationships with school staff.

Relationships with peers

A 6-point agreement scale has been used with US middle and high school students (Huebner et al. 1998). Scores range from 6-54 and higher scores indicate more positive relationships with peers.

Loneliness

Currently no relevant studies available.

Stress of peer pressure

Currently no relevant studies available.

School life

School experience

Currently no relevant studies available.

Bullying

Currently no relevant studies available.

Relationships with staff

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If a lower percentage of pupils are in the lower range, it could suggest that they perceive more positive relationships with school staff.

