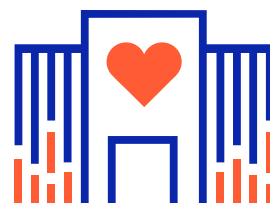


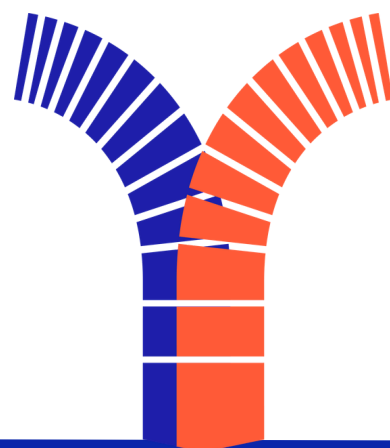


Measuring Wellbeing



Well Culture.

A brief summary and practical guidance for using staff and pupil wellbeing evidence to support school improvement based on the supporting video by Broughton Primary School, Aylesbury.



The approach

Measuring wellbeing gives schools a baseline, helps them evaluate change and identifies individuals or groups who may need additional support. Adrian Bethune explains that wellbeing should be treated as a foundation for learning and school improvement, with links to attainment, attendance, behaviour, motivation, self-esteem and staff morale.

Getting started

Schools should first decide what they want to understand, then choose an age-appropriate, validated and reliable measure. Decisions about anonymity, accessibility, data protection, timing and available support should be made before surveys are issued. Clear communication helps pupils, staff and families understand why information is being collected and how it will be used.

Using the findings

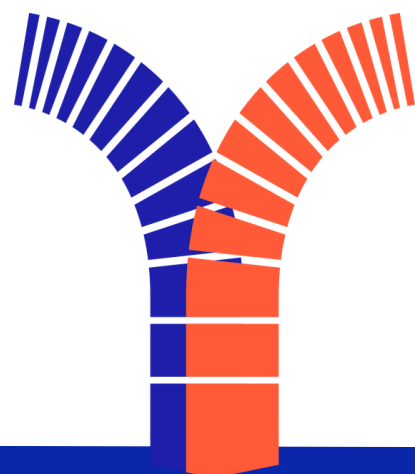
Survey data should be benchmarked, reviewed over time and broken down by relevant groups so that inequalities are not hidden by averages. Quantitative findings are only a snapshot, so focus groups and other forms of pupil, staff and parent voice help explain what sits beneath the scores.

Turning evidence into action

The most important step is to act on what people have shared. Schools should involve stakeholders in an assess, plan, do and review cycle, address achievable quick wins and prioritise longer-term changes. Measuring too frequently can create survey fatigue, while gathering information without visible action can damage trust. Wellbeing is a complex, living system rather than a problem solved by a single intervention.

Reflect

How clearly can your school show that wellbeing evidence leads to decisions and visible change?





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