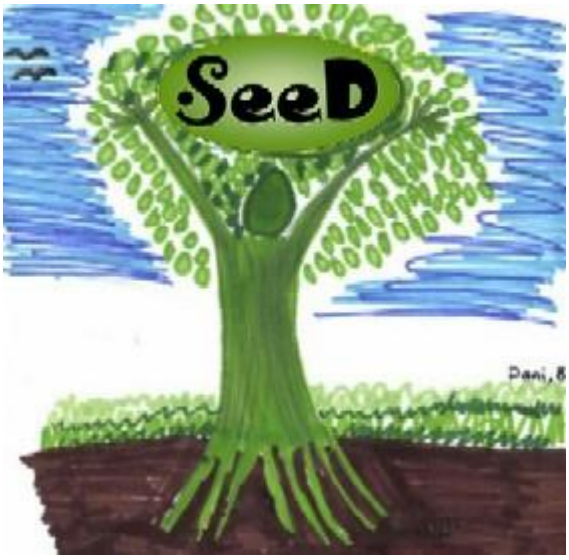
University of Glasgow

NHS National Institute for Health Research

MRC Medical Research Council

Chief Scientist Office

Social and **E**motional **E**ducation and **D**evelopment (**SEED**)



Statistical Report Summary for School ID: XX

Follow up 2

This summary report represents changes in data collected at 'Baseline' (Spring Term 2013) 'Follow-up 1' (Spring Term 2015), and 'Follow-up 2' (Spring Term 2016). Data are presented for:

64 pupils in the younger cohort (61 in P1 in 2013, 57 in P3 in 2015, and 55 in P4 in 2016).

Data were not collected for the older cohort when they were in S1 for this school.

47 School Staff Members (67% Teaching/33% Non-teaching).
(26 in 2013, 13 in 2015, and 28 in 2016).

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(Robertson Centre for Biostatistics)

SEED Research Team: Marion Henderson, Danny Wight, Sarah Tweedie and Susie Smillie

14 Oct 2016

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Overview of Report

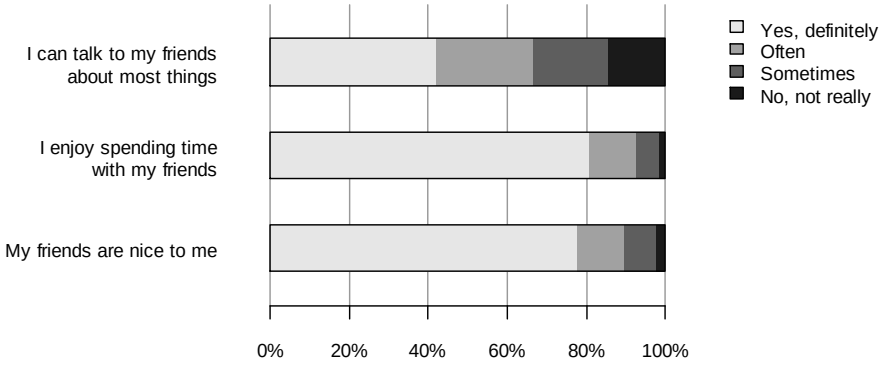
This report represents the third wave of data collected as part of the SEED research. Your school has been taking part in SEED since we began the study in 2012 and we have so far collected three waves of questionnaire data in 2013, 2015 and 2016. The younger pupils were surveyed when they were in P1, P3 and P4 and the older ones when they were in P5, P7 and S1. Staff were surveyed at each wave and parents in 2013 and 2015. This report includes changes in in the data across all three time points.

What does the report show?

This report summarises the data collected at each of the three time points and shows comparisons to the other 'intervention' schools (i.e. those SEED schools who are also receiving the intervention).

The data is displayed in the following ways:

1. Grouped responses to individual questions:
    - This shows the proportion of different responses to an individual question. In this report only a few items of information will be presented this way.

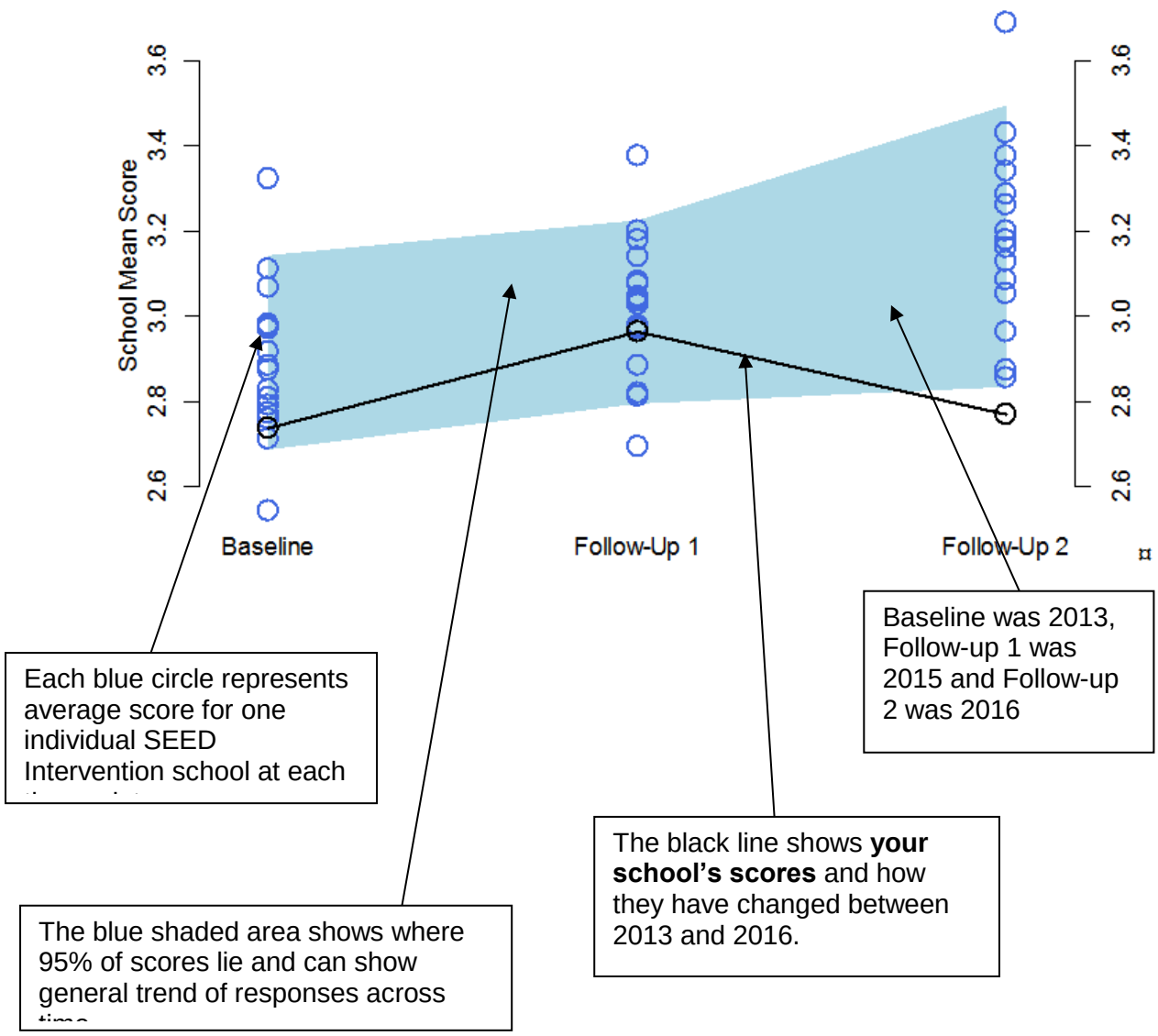


2. "Domains": average responses to groups of similarly themed questions:
    - In order to give an overview of types of responses in a particular area (e.g. pupil behaviour, staff support) we have grouped together questions that ask about similar areas or 'Domains'. This means that an average 'score' for the school will include responses to a number of questions.
    - The average 'domain score' will be presented as part of a graph that shows the comparison scores for other schools and across time (explained on the next page).

3. Responses for the school compared to other schools and compared across time:
    - Some comparisons will appear as bar graphs representing responses to individual questions at different time points.
    - The majority of comparisons will be shown in a graph like the one below showing Domain Scores (groups of responses to several questions):

Explanation of Domain graphs using an example

Figure 1.3: Older Cohort (P5 2013, P7 2015, S1 2016) Self Awareness and Resilience. Identifying emotions, accurate self-perception (includes 'At times I do not know how I am feeling', 'When I feel upset, I don't know how to talk about it'); and the ability to 'bounce back' and cope with external stresses (includes 'I am easily hurt by what others say about me' and 'When I fall out with friends I worry for days').



Some points to keep in mind when looking at the data

- It's important to keep an eye on the scales as the graphs have been sized to fit the space available. So two lines that look the same on different graphs might represent a different magnitude of actual change if the scales are different.
- Just because a change is shown, it does not necessarily mean *individual* scores are getting better or worse. Changes might reflect different people answering the questions, particularly in the staff data.
- Remember that only intervention schools' data are included on these graphs so we can't tell if any changes (either in your black line or the blue shaded area) are a result of participation in the SEED intervention.
- Unless stated otherwise higher domain scores are more desirable.

Section 1: Pupil Data

Strengths and Difficulties Questionnaire (SDQ)

1.1	Younger cohort (P1, P3 and P4) teacher completed SDQ scores
1.2	Older cohort (P5, P7 and S1) pupil completed SDQ scores

Older Cohort Pupil Self Complete Questionnaires

Social and Emotional Skills

1.3	Self Awareness and Resilience
1.4	Social Awareness and Empathy
1.5	Self Esteem
1.6	Emotional Regulation
1.7	Self Management
1.8	Responsible Decision Making
1.9	Materialism

Wellbeing and Relationships at School

1.10	Happy Friendships
1.11	School Relationships (whole school)
1.12	School Relationships (in class)
1.13	Experiences of antisocial behaviour (by others)
1.14	Participation in antisocial behaviour (toward others)
1.15	Liking School
1.16	School Climate
1.17	Daily Quality of Life (2016 data only)
1.18	Transition to Secondary School

Wellbeing and Relationships at Home

1.19	Family Relationships
1.20	Family Time

Strengths and Difficulties Questionnaire (SDQ)

The following pages show information about responses to the Strengths and Difficulties Questionnaire, or SDQ, from younger pupils' teachers and from older pupils themselves.

The SDQ is made up of five measures or 'subscales':

1. Emotional Symptoms
2. Conduct Problems
3. Hyperactivity/Inattention
4. Peer Relationship Problems
5. Prosocial Behaviour

In addition to these, the first four scores are added together to give a 'Total Difficulties' score.

Note: *All domains are scored negatively with the exception of the Prosocial Behaviour Score. This means that higher scores indicate more problems on Total Difficulties, Emotional Symptoms, Conduct Problems, Hyperactivity and Peer Problems while lower scores indicate more problems on Prosocial Behaviour.*

What might high scores on the 'Difficulties' subscales mean?

Emotional Symptoms:	Has many worries, often unhappy or tearful, nervous in new situations, easily scared.
Conduct Problems:	Has temper tantrums, fights with other children, doesn't do as he/she is told, lies or cheats.
Hyperactivity:	Is restless/fidgets, easily distracted, doesn't think before acting, poor attention span.
Peer Problems:	Is picked on by other children, difficulties forming friendships with children, solitary, not always liked by others.

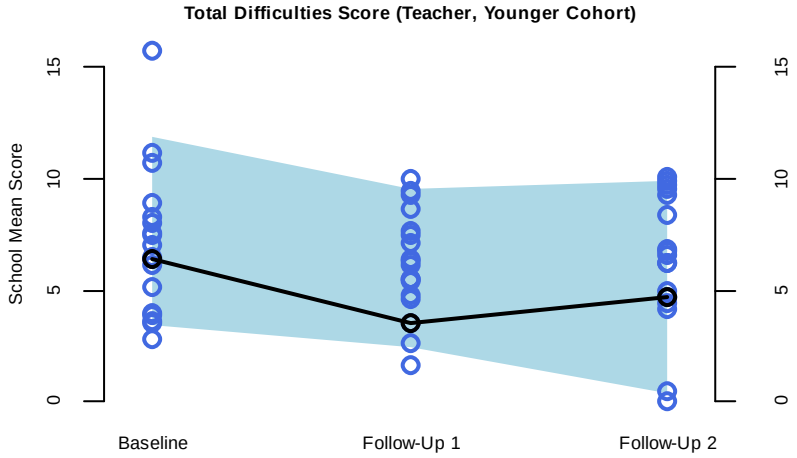
What might high scores on the 'Strengths' subscale mean?

Prosocial Behaviour:	Considerate of others' feelings, shares readily, helps/is kind to others.

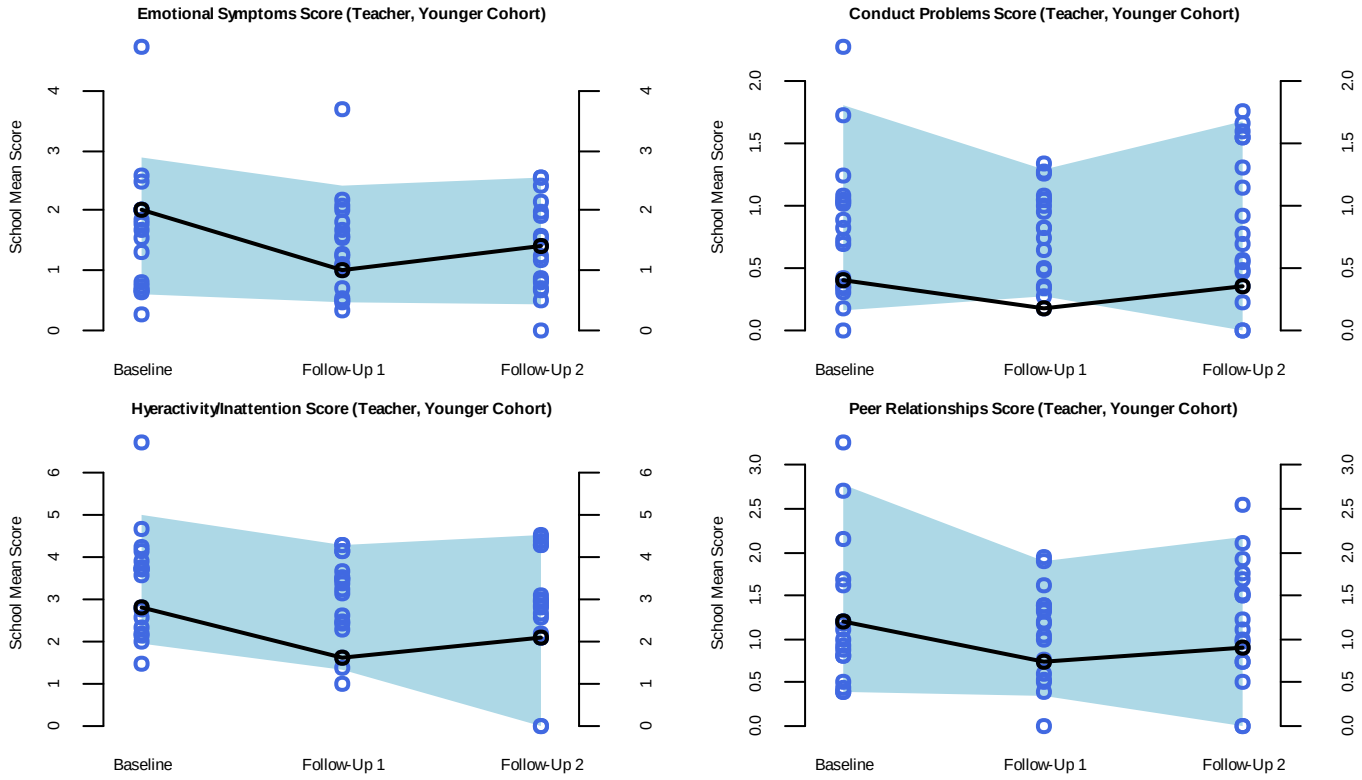
The subscales all have a possible range of 0-10 and the Total Difficulties scale has a possible range of 0-40.

Figure 1.1: Younger Cohort (P1 2013, P3 2015, P4 2016) Teacher Completed SDQs.

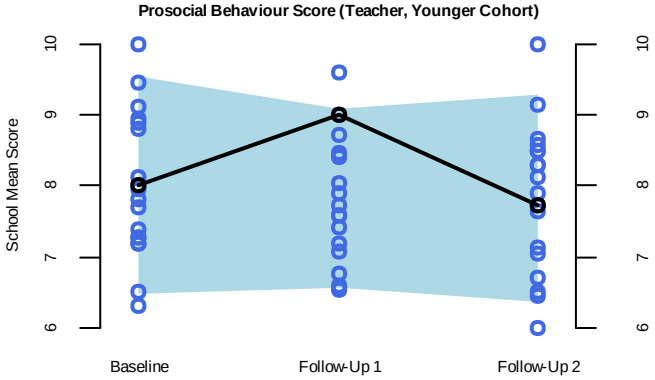
Total Difficulties Score (**lower** scores are more desirable)



Difficulties Subscales (**lower** scores are more desirable)



Strength Subscale (**higher** scores are more desirable)



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Section 2: Staff Data

Perceptions of Pupils

2.1	Pupil behaviour
2.2	Pupil confidence
2.3	Pupil engagement
2.4	Pupil relationships

Pupil Transition to Secondary School

2.5	Pupil transition to secondary school

School Ethos

2.6	School Ethos
2.7	Staff-Pupil relationships
2.8	Staff-Staff relationships

Management and Support

2.9	Perceptions of management
2.10	Staff Support
2.11	Access to Support
2.12	Training Opportunities
2.13	Feelings of being a valued team member
2.14	Learning community involvement
2.15	Community involvement

Staff Self Reflection

2.16	Impact of pupil behaviour
2.17	Self efficacy
2.18	Role definition
2.19	Staff Health and Wellbeing

Social and Emotional Wellbeing (SEWB) Approach

2.20	School approach to managing SEWB
2.21	Managing antisocial behaviour
2.22	School Support for SEWB
2.23	SEWB training

Staff Questionnaires

The following pages show information about responses from staff to the questionnaires that they completed and returned.

These results have been generated by grouping together items that are similar to give an overall view of staff responses within that area or 'domain'. The domain scores are presented in 6 different sections and a brief explanation of what each domain represents is given at the top of the individual figures on the following pages.

Where questions were new for 2016, or where they do not fit into a domain, they have been presented individually.

Perception of Pupils

Figure 2.1: Staff Questionnaires, Pupil Behaviour. Staff perceptions of pupil behaviour in own class (if teaching staff) or across school (if non-teaching staff), (includes 'Pupils in my class/school are well behaved', 'Pupils in my class/school engage in antisocial behaviour').

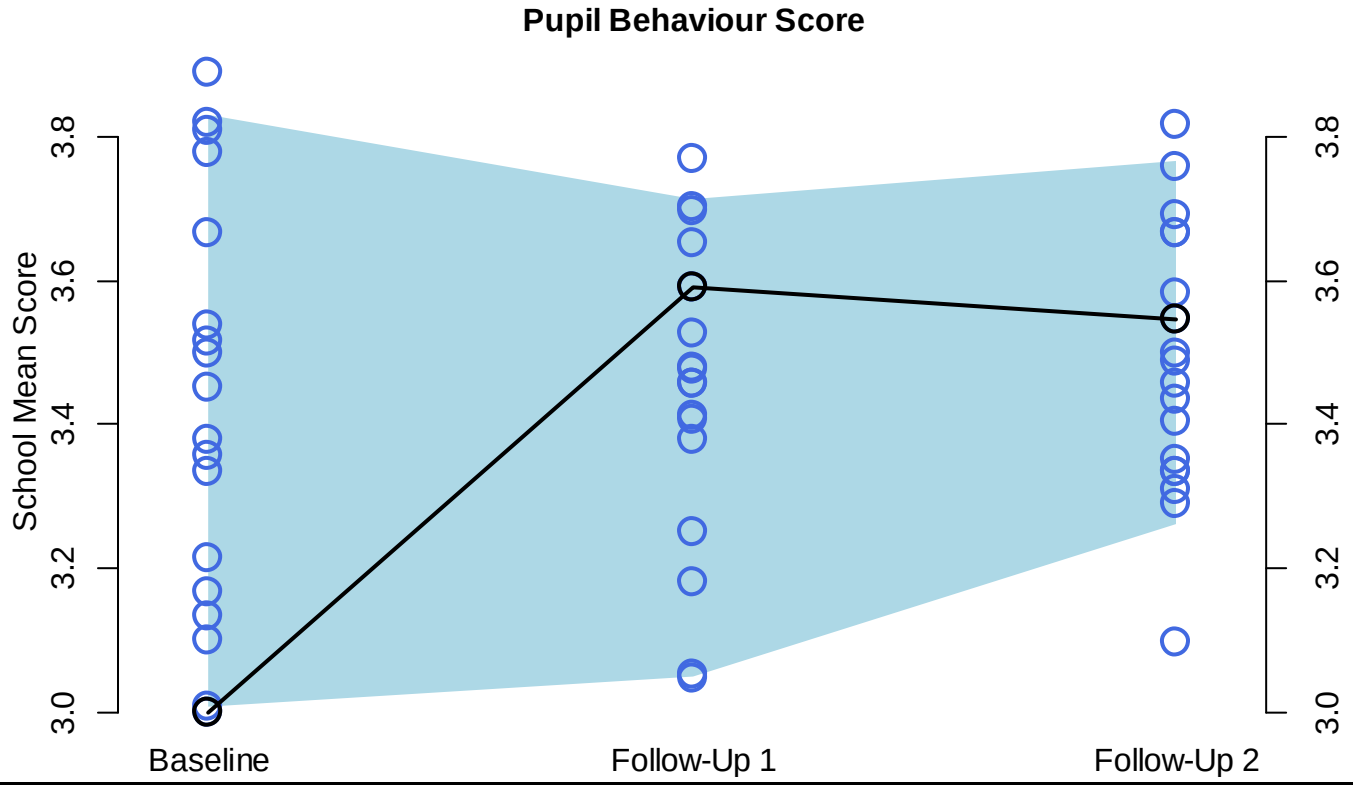

Figure 2.2: Staff Questionnaires, Pupil Confidence. Staff perceptions of pupil confidence in own class (if teaching staff) or across school (if non-teaching staff), (includes 'Pupils in my class/school are reluctant to try new things', 'Pupils in my class/school have confidence in relation to learning new activities').

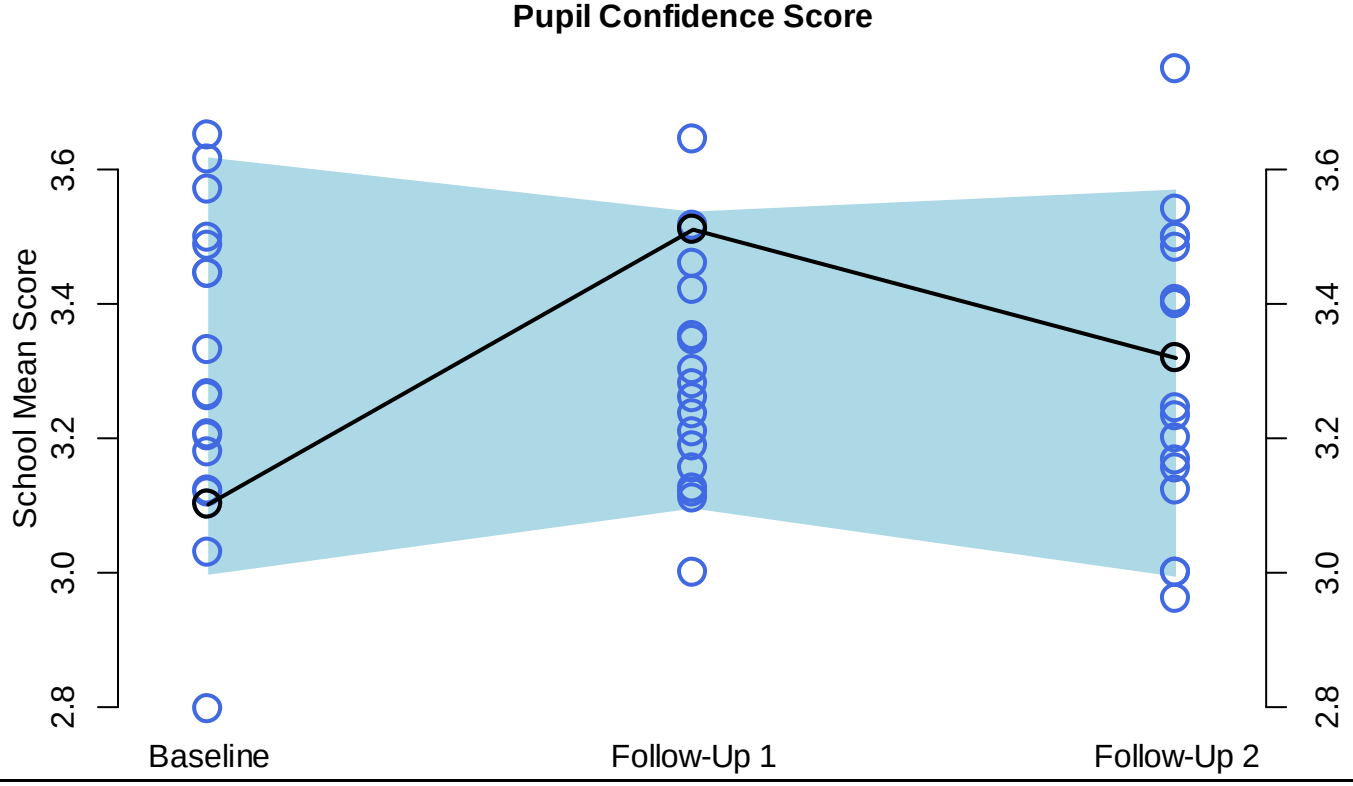

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Figure 2.3: Staff Questionnaires, Pupil Engagement. Staff perceptions of pupil's involvement in planning or participating in class/school activities and motivation to learn (includes 'Pupils in my class/school are motivated to learn', 'Pupils in my class/school have chances to help decide and plan activities').

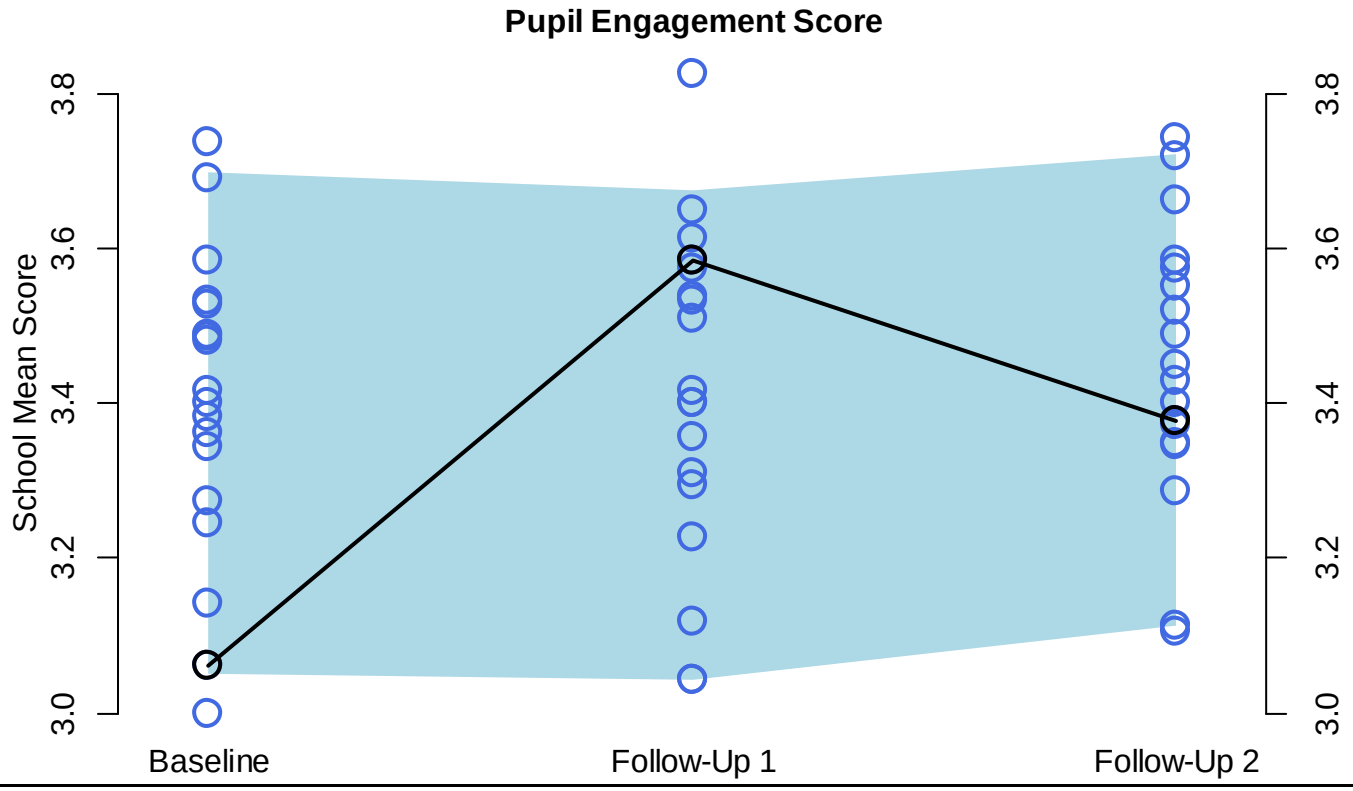
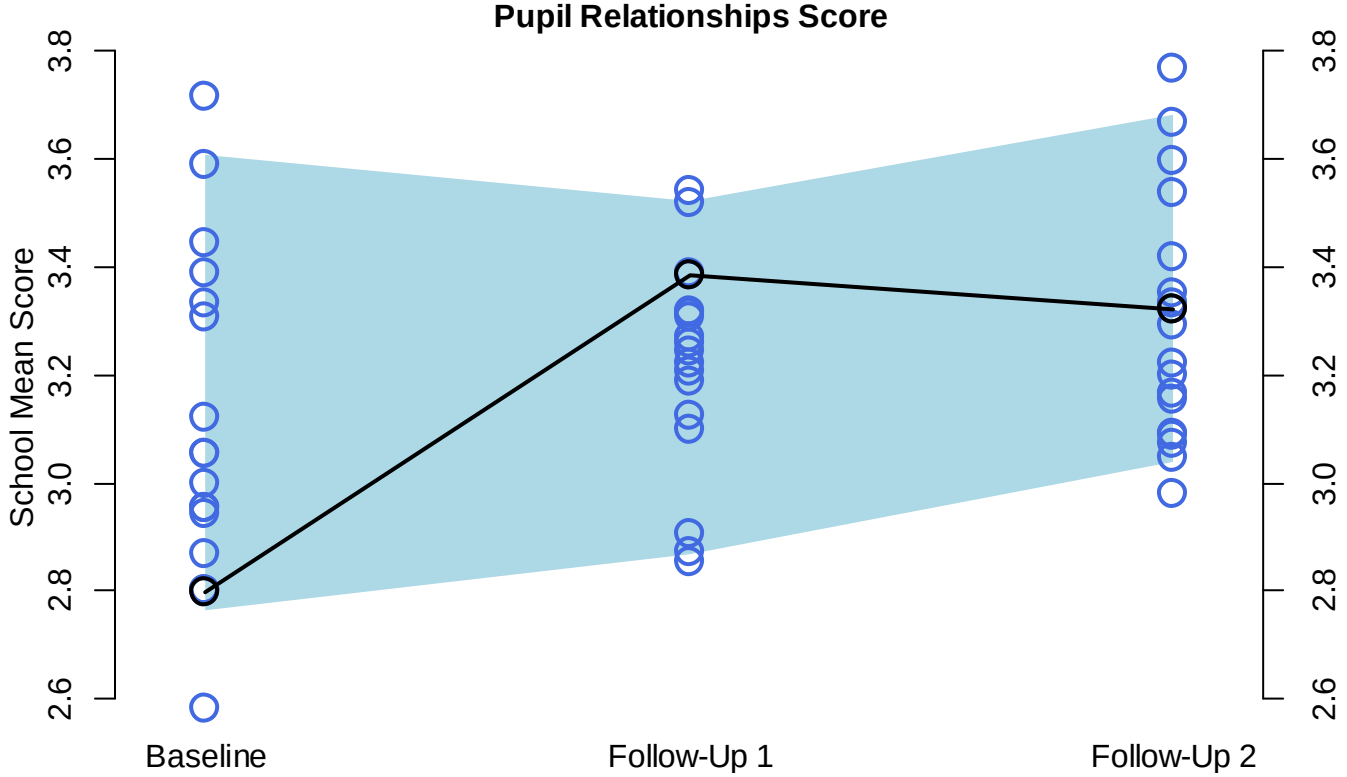


Figure 2.4: Staff Questionnaires, Pupil Relationships. Staff perceptions of pupil peer relationships and respect for self and others (includes 'Pupils in my class/school respect each other', 'Pupils in my class/school have developed good peer relationships').



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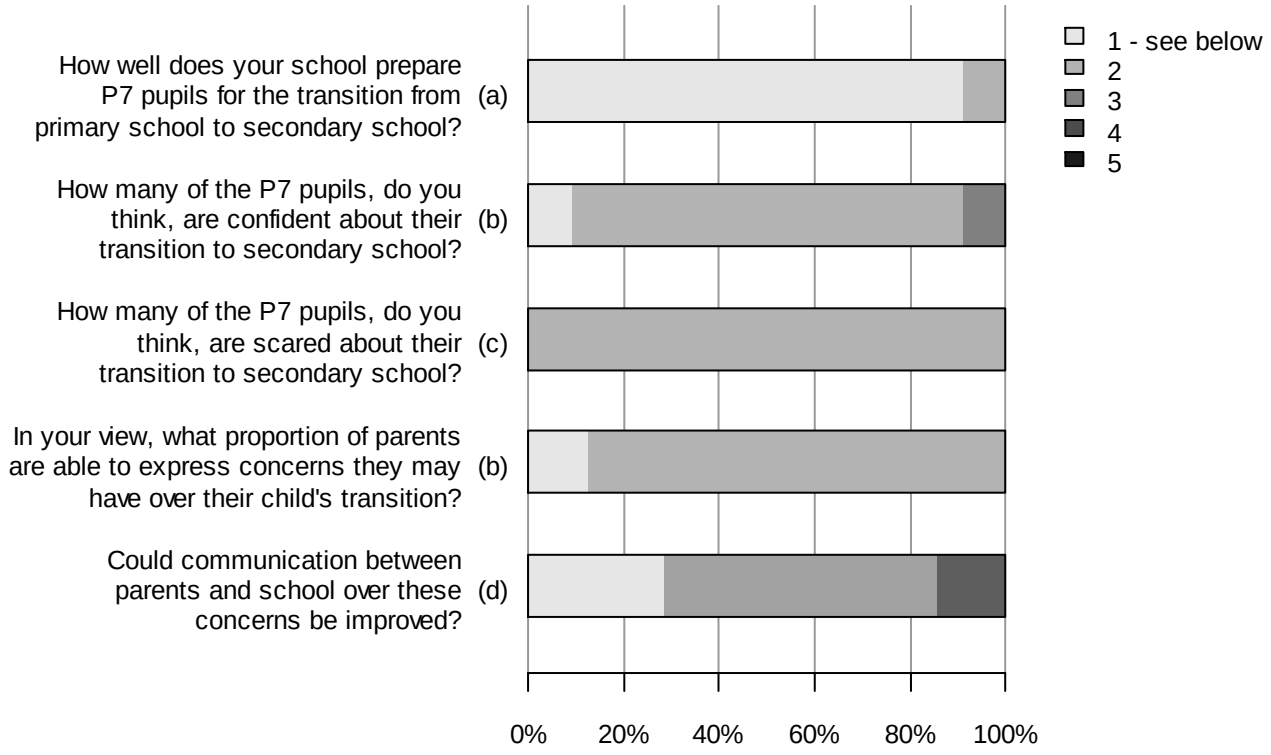
Pupil Transition to Secondary School

Figure 2.5: Staff Questionnaires - Primary 7 Pupils' Transition to Secondary School. These questions were only asked when the older cohort of pupils were in P7 in 2015.



(a): 1 = Very well; 2 = Well; 3 = Adequately; 4 = Poorly; 5 = Very Poorly
(b): 1 = All; 2 = Most; 3 = About half; 4 = Few; 5 = None
(c): 1 = None; 2 = Few; 3 = About half; 4 = Most; 5 = All
(d): 1 = No; 2 = A little; 4 = Quite a lot; 5 = A great deal

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School Ethos

Figure 2.6: Staff Questionnaires, School Ethos. Sense of morale, belonging, cooperation, safety, positive ethos and shared vision within school as a whole and also specifically within staff group (includes 'There is a sense of cooperation and trust in my school', 'At my school staff care about each other').

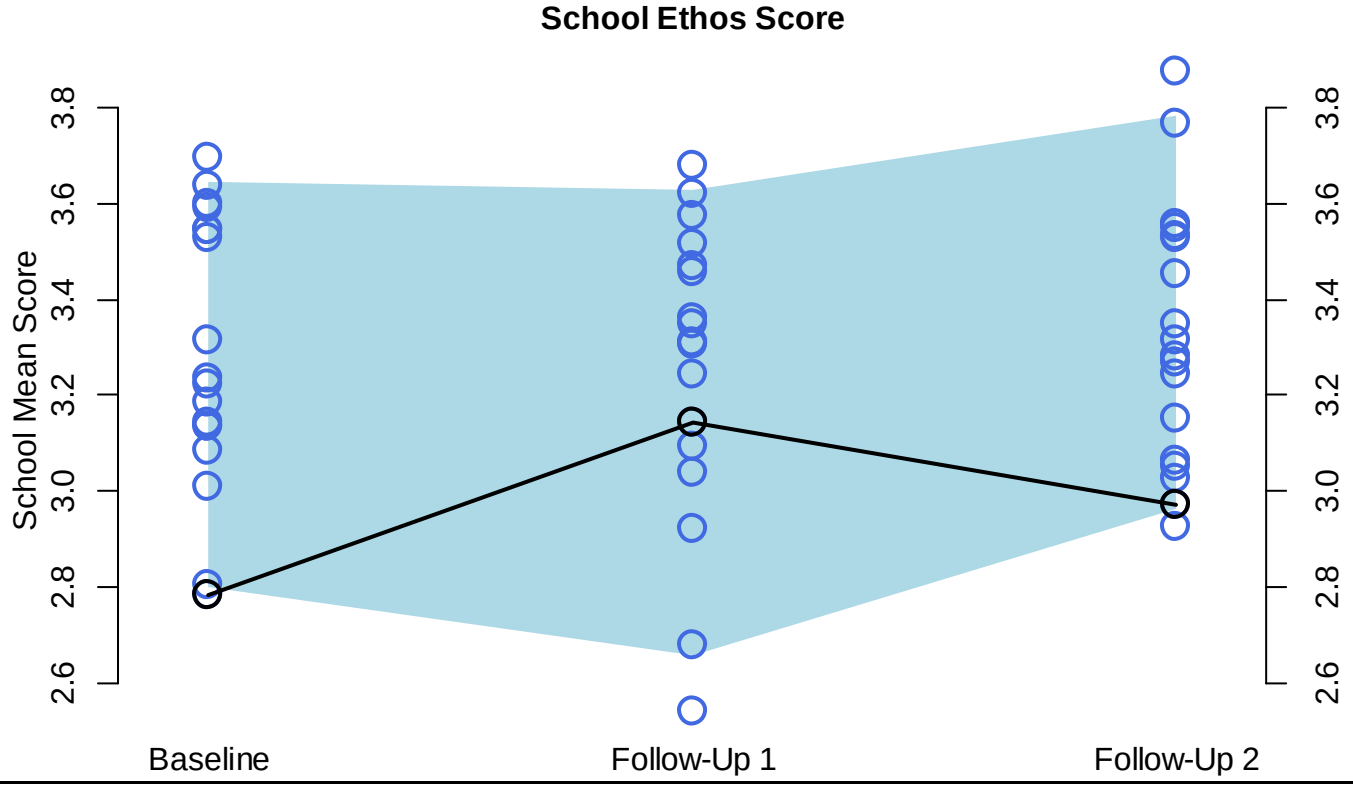

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Figure 2.7: Staff Questionnaires, Staff-Pupil Relationships. Staff perceptions of mutual respect between staff/pupils and communication in relation to learning/development (includes 'Pupils in my class/school have respect for school staff', 'Pupils in my class/school are asked by me for their views on how their learning experiences could be improved').

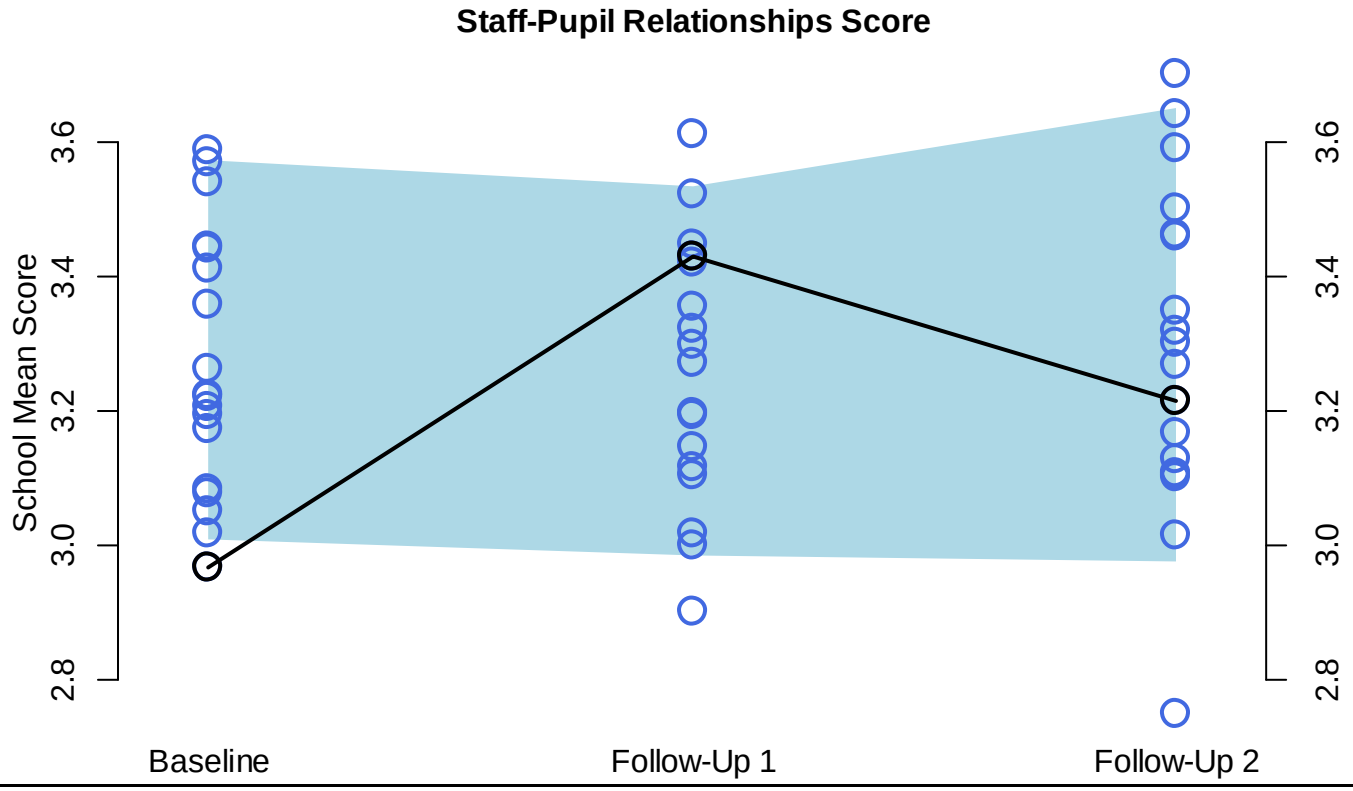
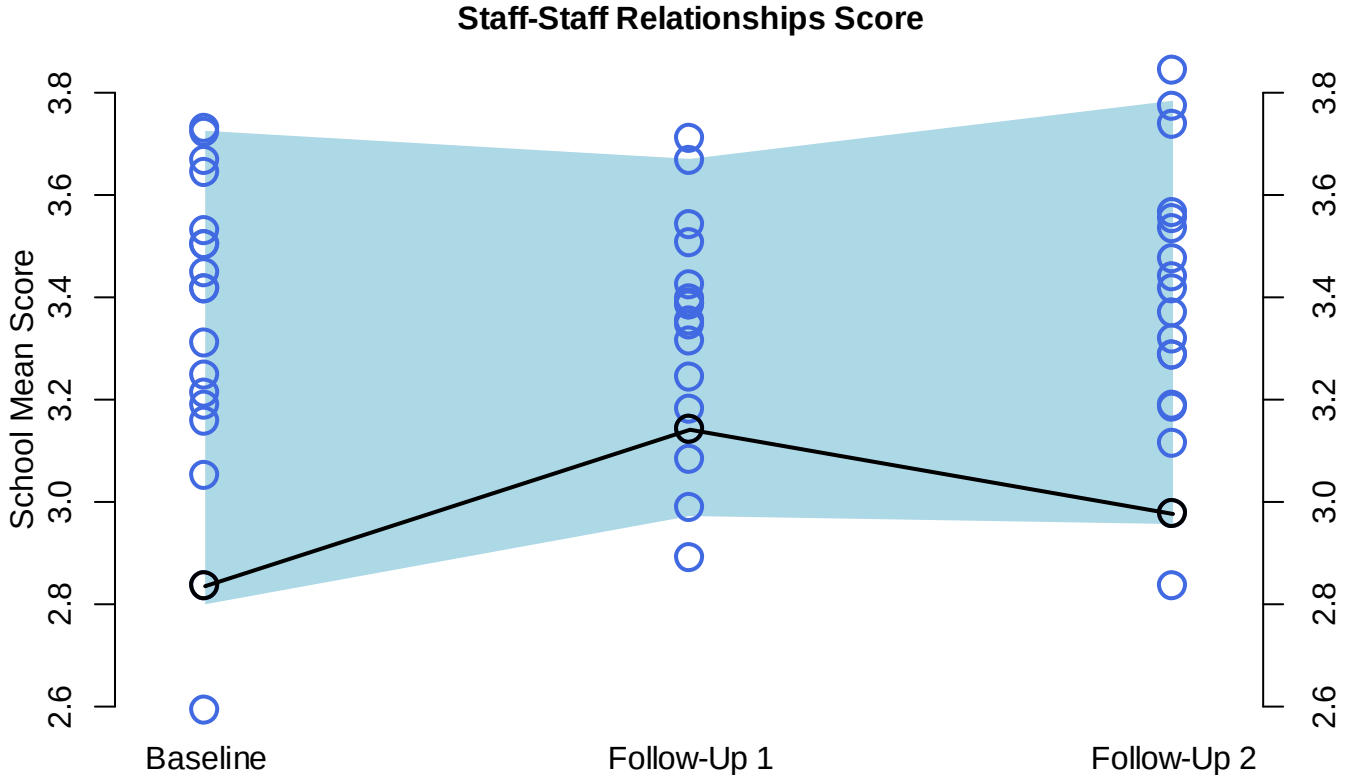


Figure 2.8: Staff Questionnaires, Staff-Staff Relationships. Sense of respect, communication, friendliness and positivity in relationships with colleagues (includes 'I get on with most staff in my school most of the time', 'Staff respect each other').



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Management and Support

Figure 2.9: Staff Questionnaires, Perceptions of Management (includes 'The demands made of me are manageable', 'School management act on the views of staff', 'In my school change is managed effectively').

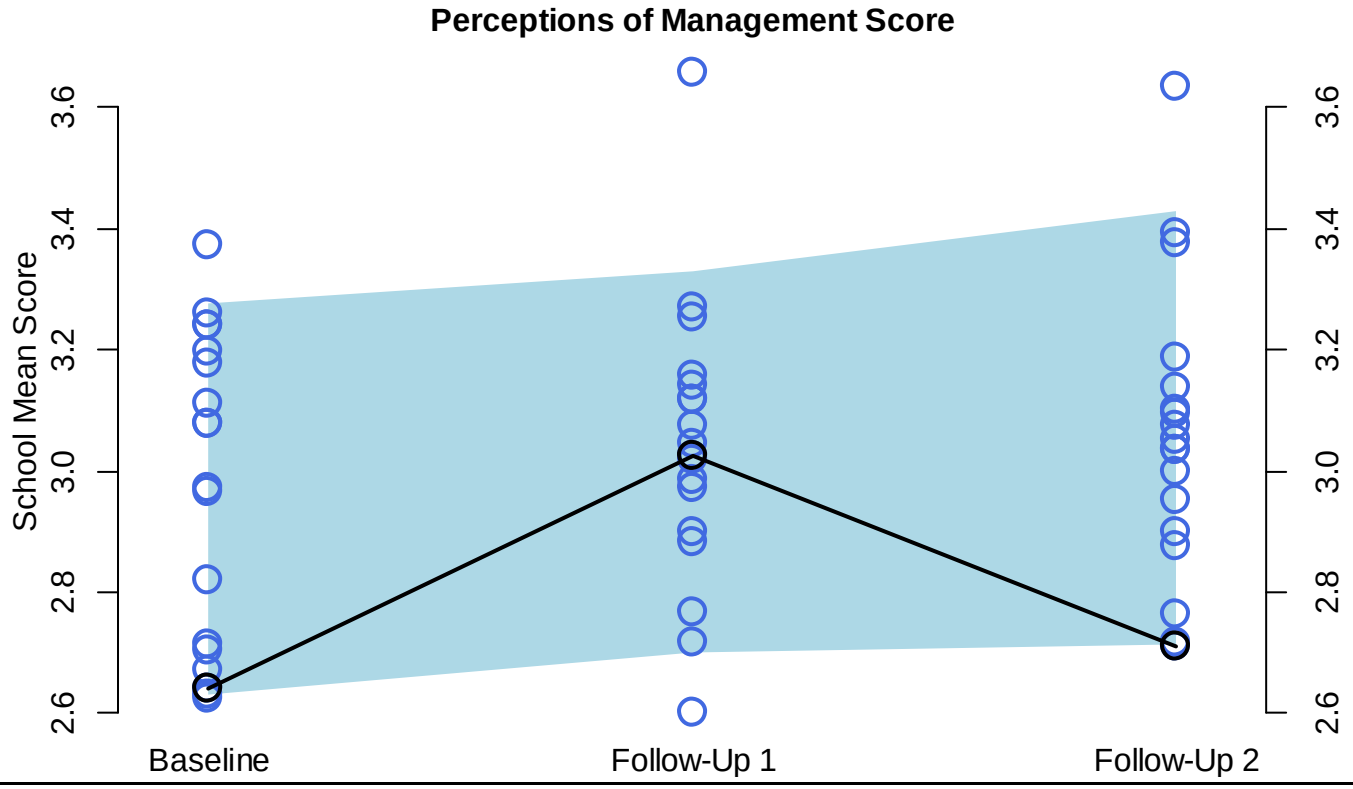

Figure 2.10: Staff Questionnaires, Staff Support. Experience of having appropriate support available, confidence to seek support and sense that staff wellbeing is considered within school (includes 'I have appropriate support from my line manager', 'This school does enough to look after my wellbeing').

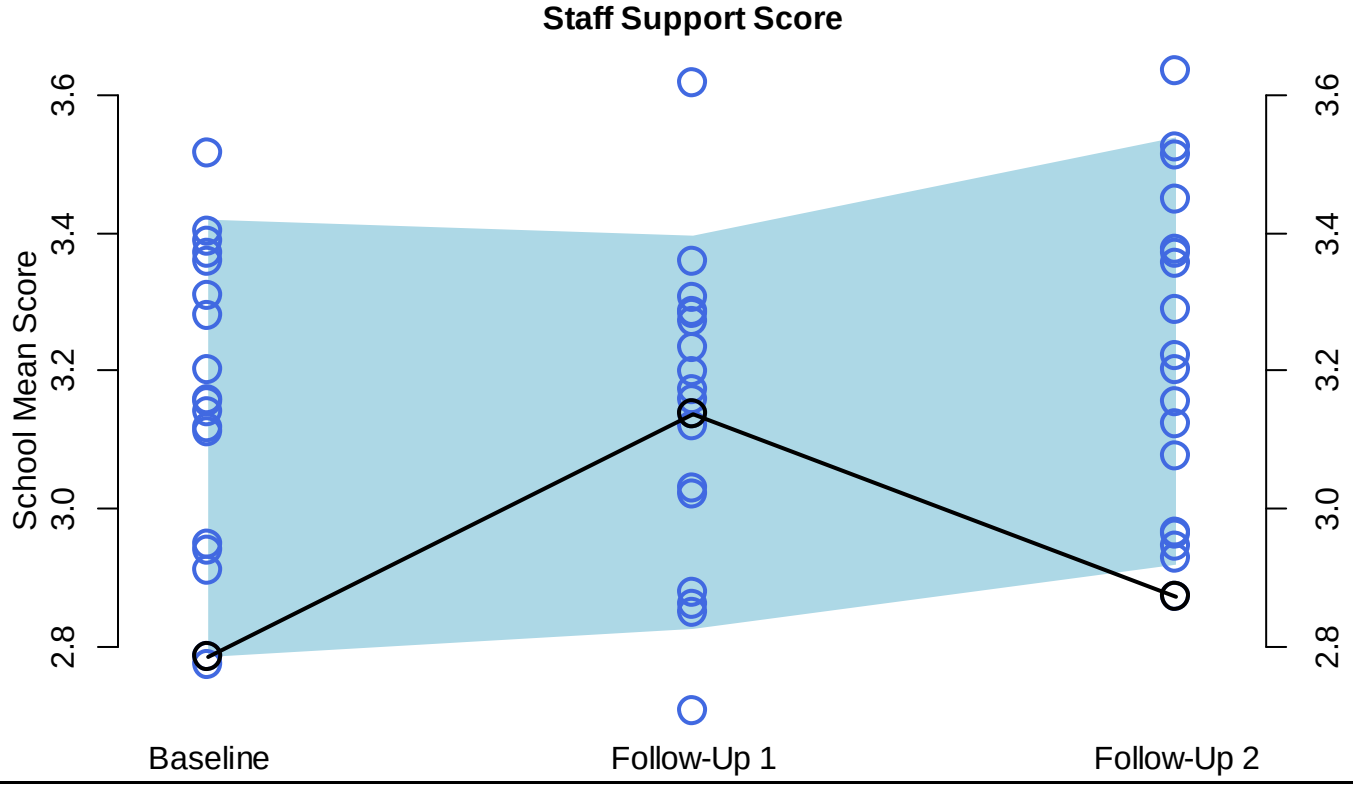

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Figure 2.11: Staff Questionnaires - Access to Support. Figure shows responses to question: 'I would know how to access counselling and advice support if needed' at 2013, 2015 and 2016 surveys.

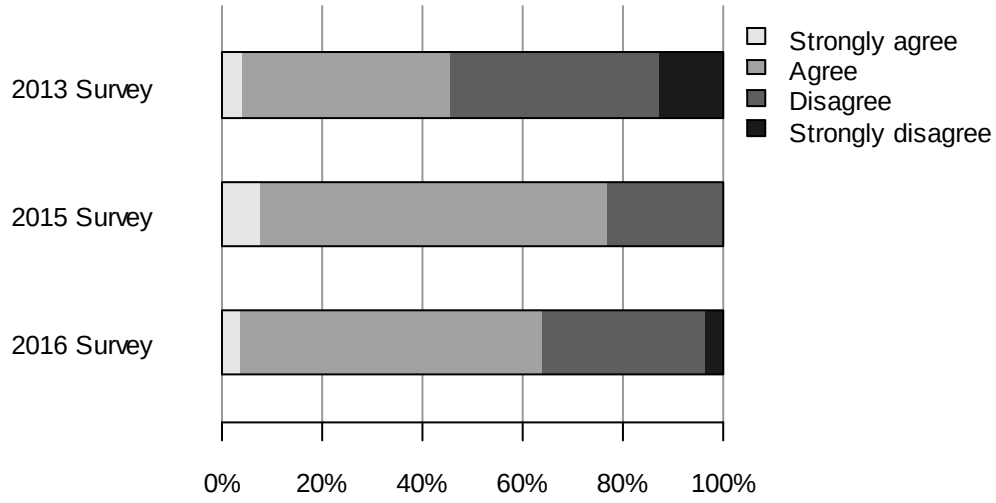

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Figure 2.12: Staff Questionnaires, Training Opportunities (includes 'I get the training I need to help me do my job well', 'I have good opportunities to take part in continuing professional development').

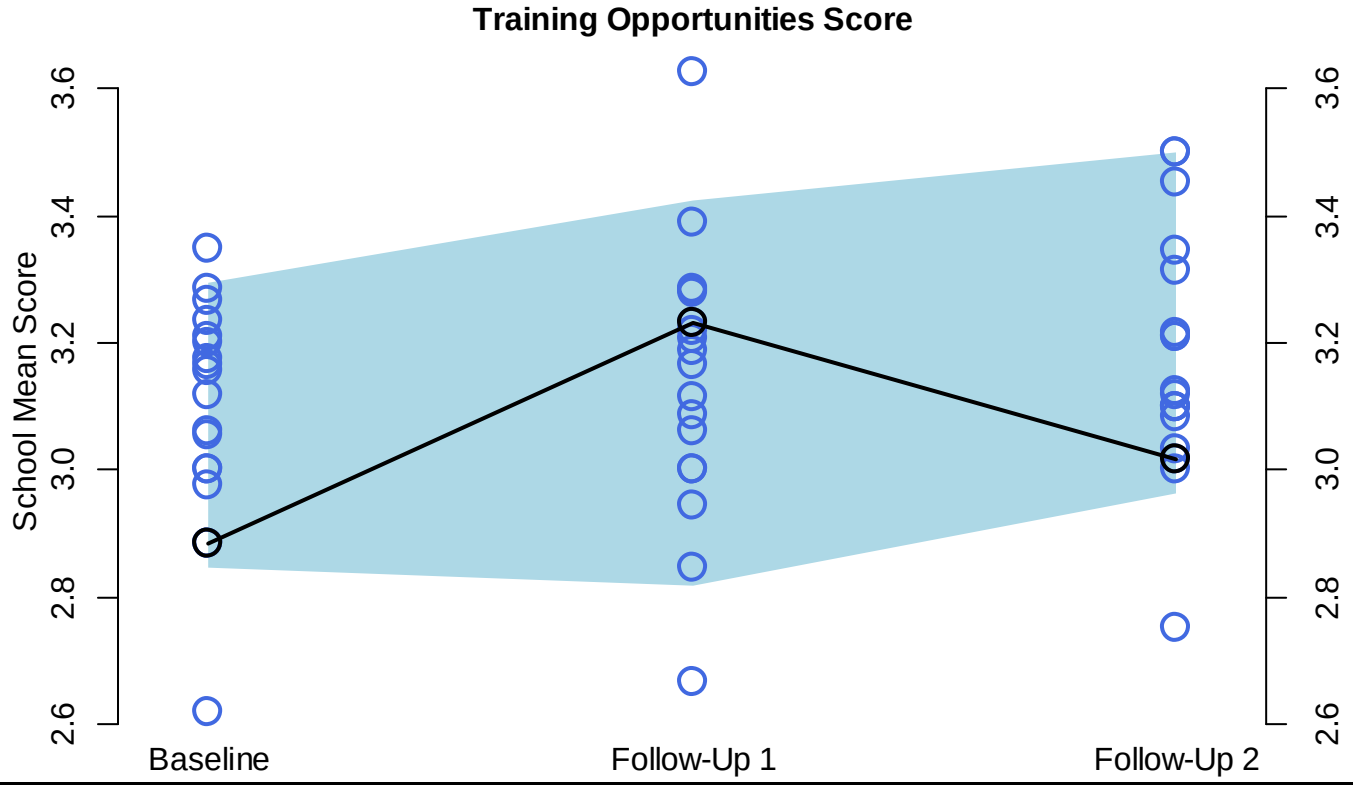

Figure 2.13: Staff Questionnaires, Feelings of Being a Valued Team Member (includes 'I feel part of the team at my school', 'I feel valued at school').

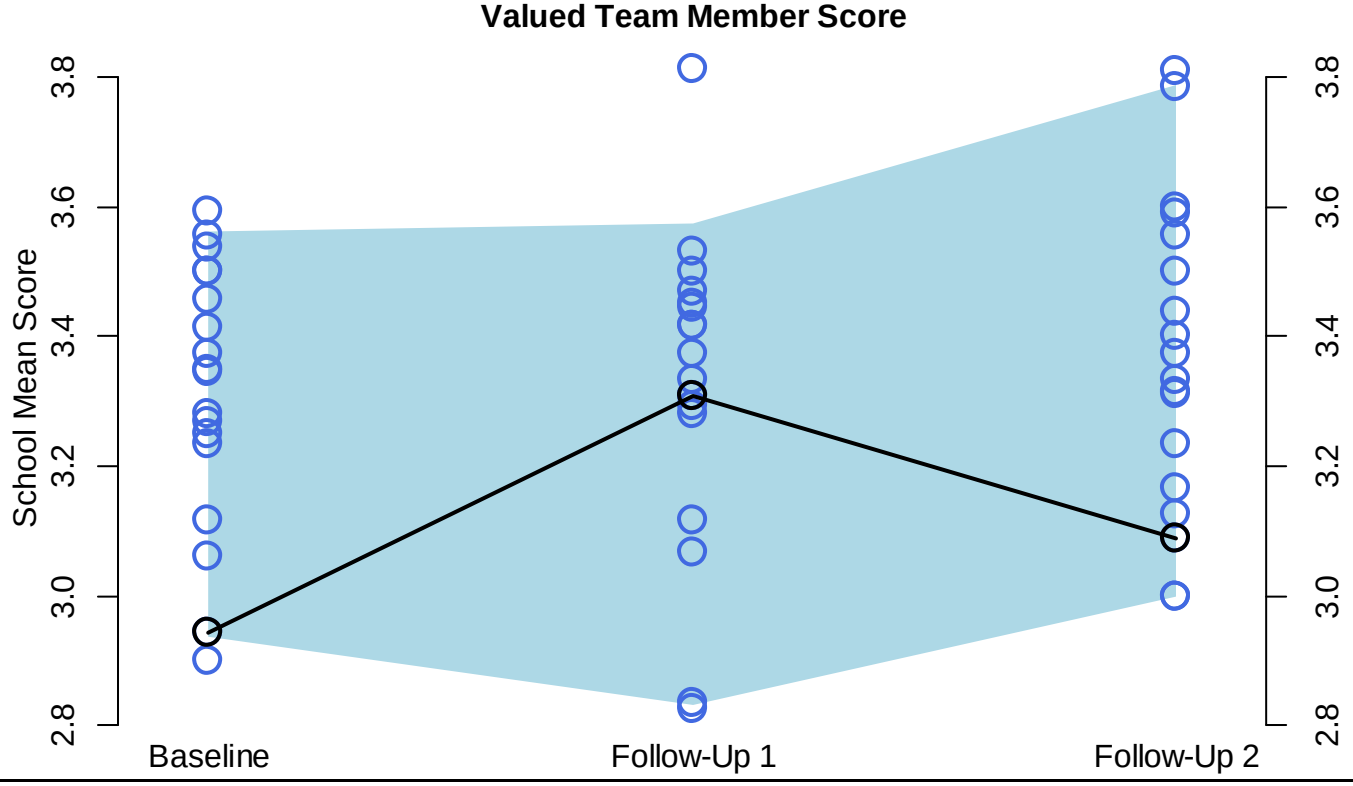

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Figure 2.14: Staff Questionnaires, Learning Community Involvement (includes 'The school optimises links with other cluster primary schools to improve pupil wellbeing', 'The school optimises links with our associated secondary schools to improve pupil wellbeing').

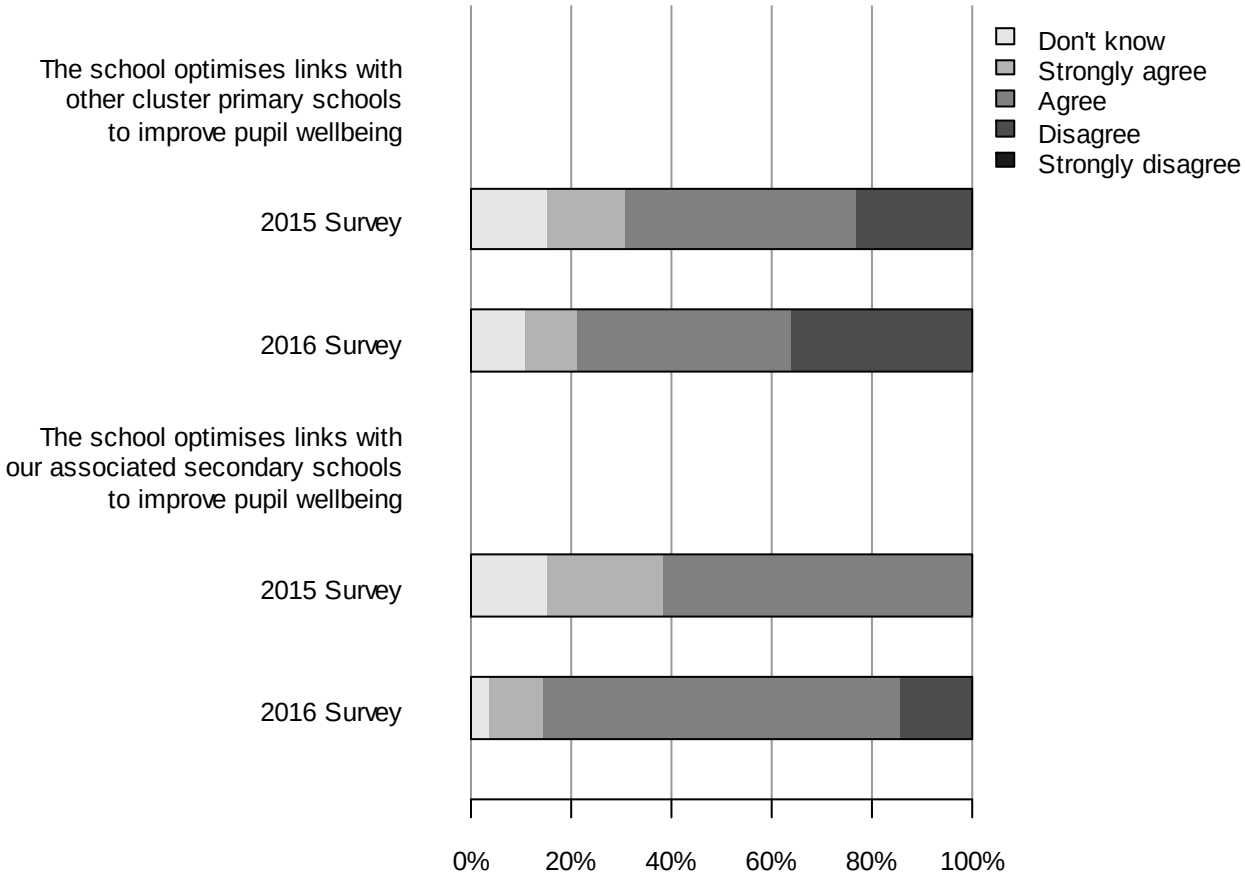

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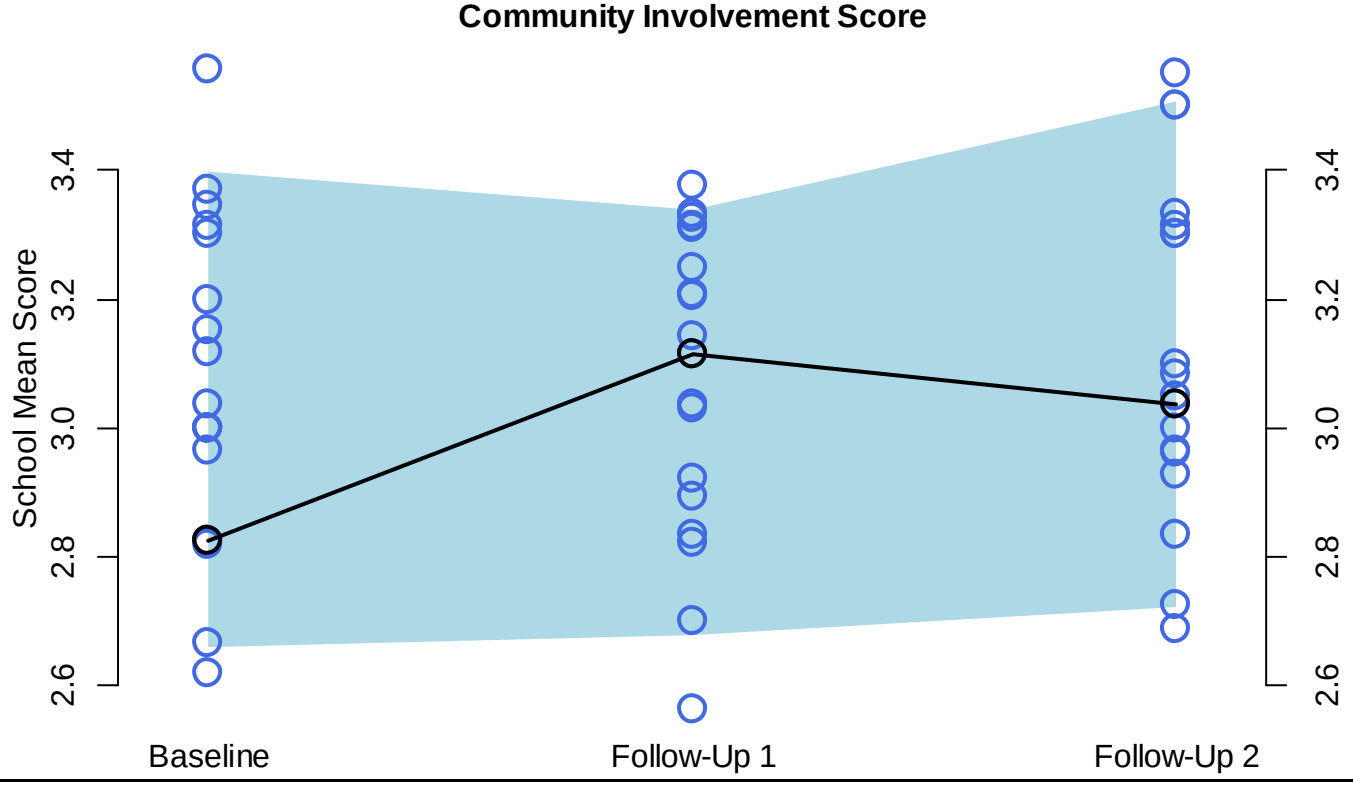
Figure 2.15: Staff Questionnaires, Community Involvement (includes 'The school has appropriate involvement from parents', 'The school has appropriate involvement from the community').



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Staff Self-Reflection

Figure 2.16: Staff Questionnaires - Impact of Pupil Behaviour. Figure shows responses to question: 'I usually take the time to reflect on how I have reacted in situations where children have upset me' at 2013, 2015 and 2016 surveys.

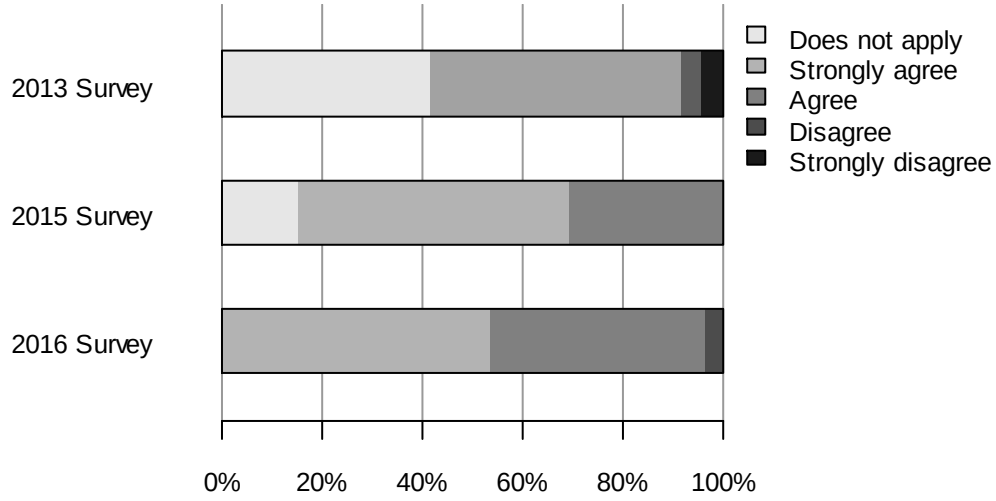

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Figure 2.17: Staff Questionnaires, Self Efficacy. Sense of having confidence in positively impacting wellbeing of pupils, promoting positive behaviour and social and emotional wellbeing, both on own and with other agencies (includes 'I am confident I am meeting my responsibilities under Curriculum for Excellence to promote the health and wellbeing of all pupils', 'I believe I make a positive difference to the children I work with').

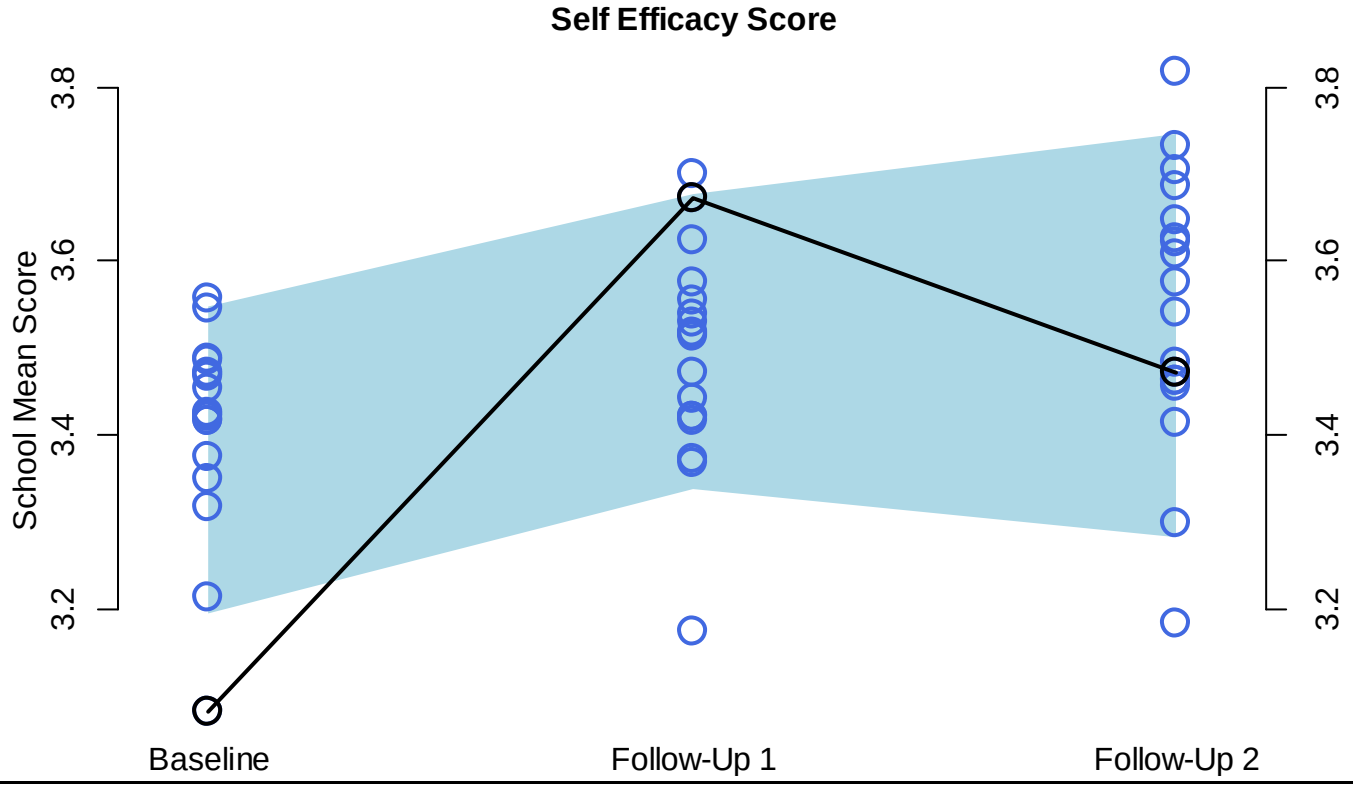

Figure 2.18: Staff Questionnaires, Role Definition (includes 'I have a clearly defined role at my school', 'I have a clear understanding of how I should carry out my job').

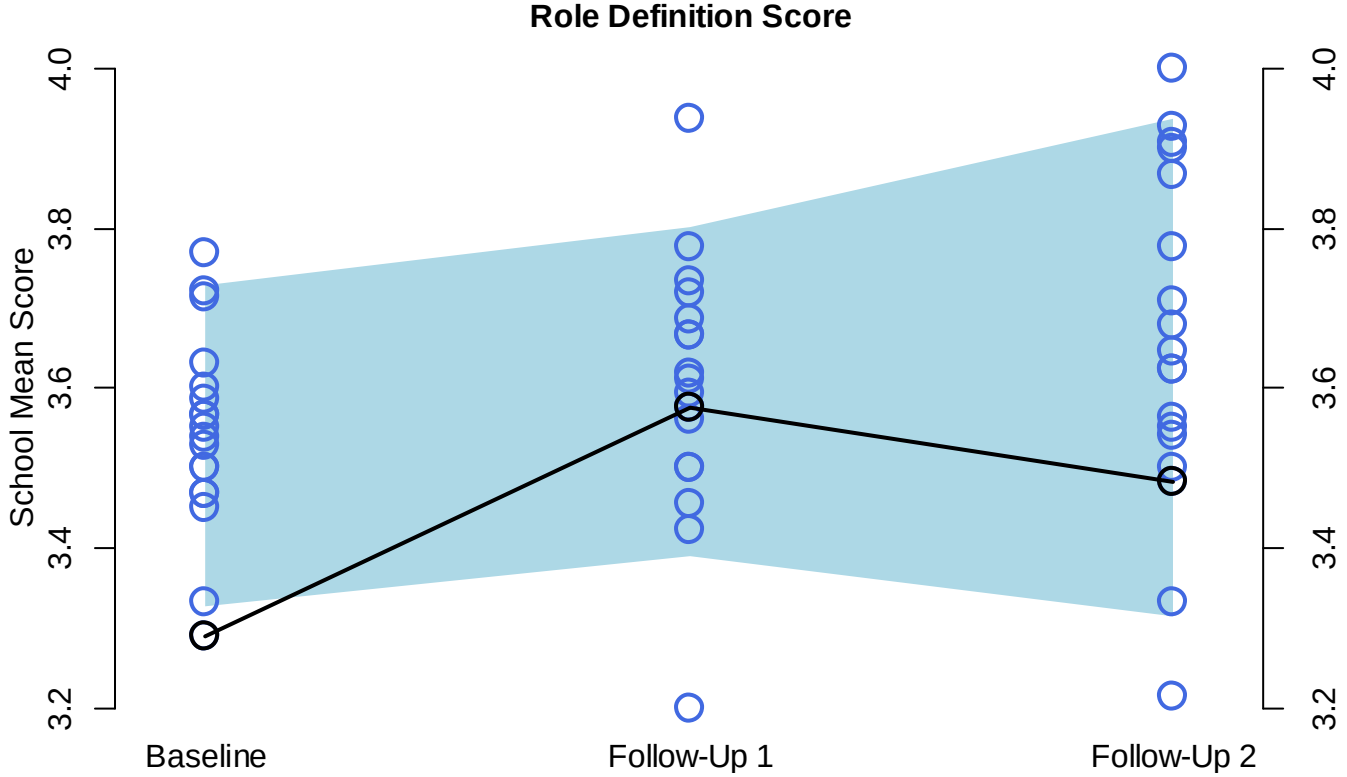

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Figure 2.19.1: Staff Questionnaires - Health and Wellbeing (Part 1). Figure shows responses to question: 'How would you rate your work-life balance?' at the 2015 and 2016 surveys. This question was new to the questionnaire in 2015 and so has no comparison with 2013 responses.

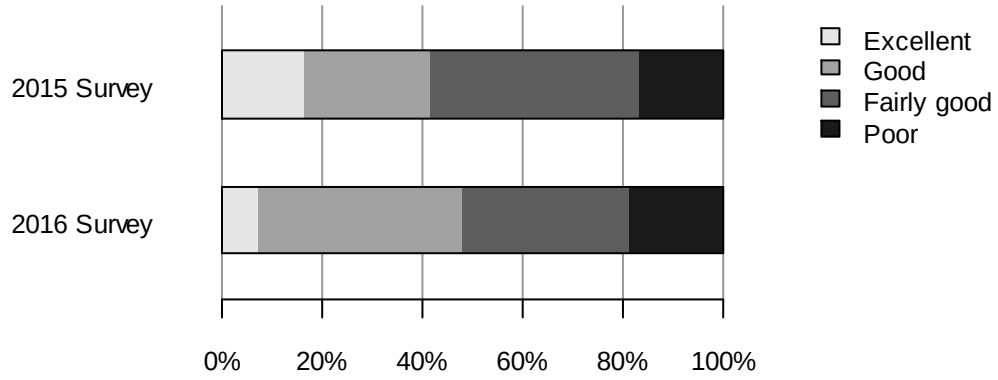

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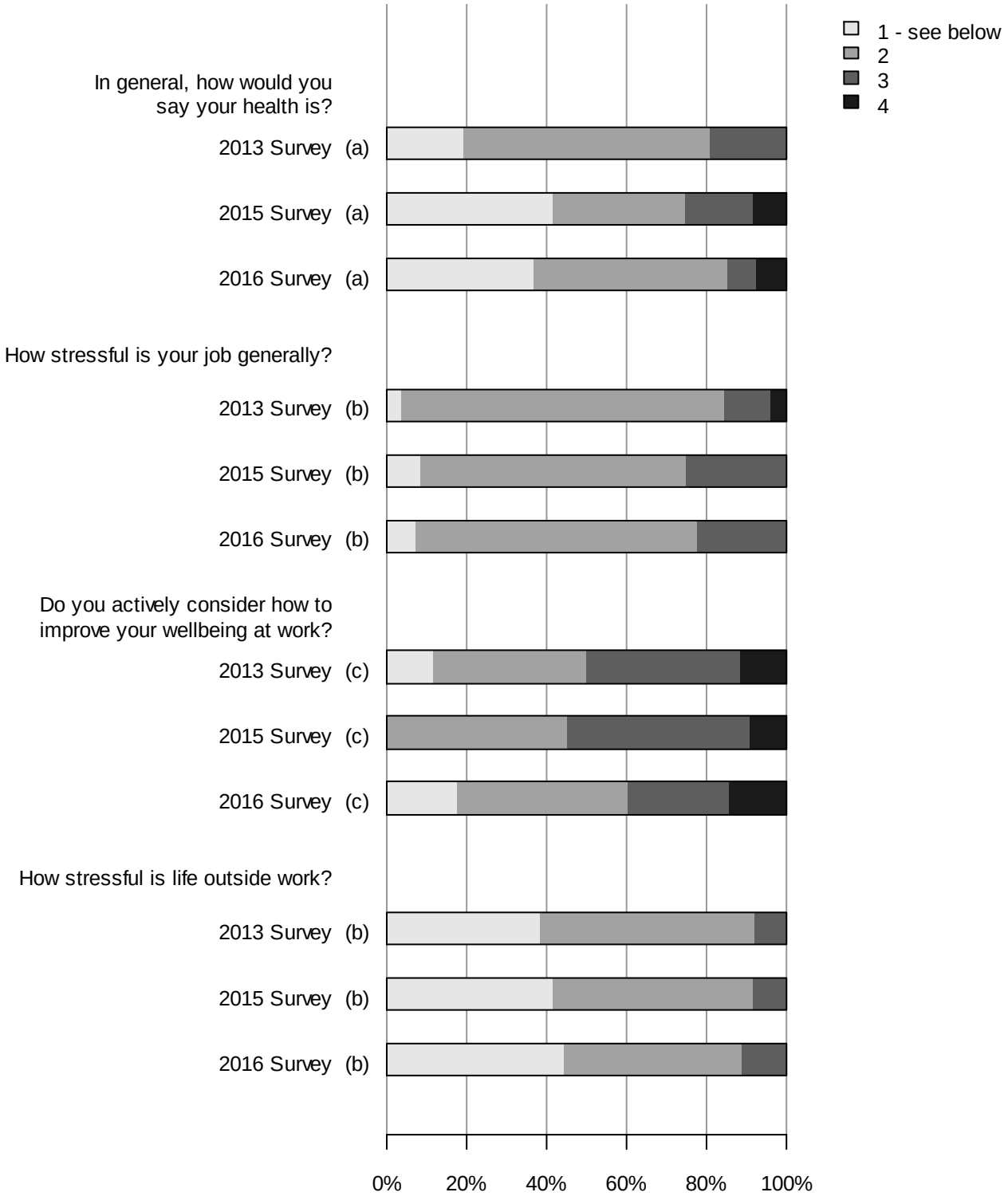
Figure 2.19.2: Staff Questionnaires - Health and Wellbeing (Part 2). Figure shows responses to questions asked at 2013, 2015 and 2016 surveys.

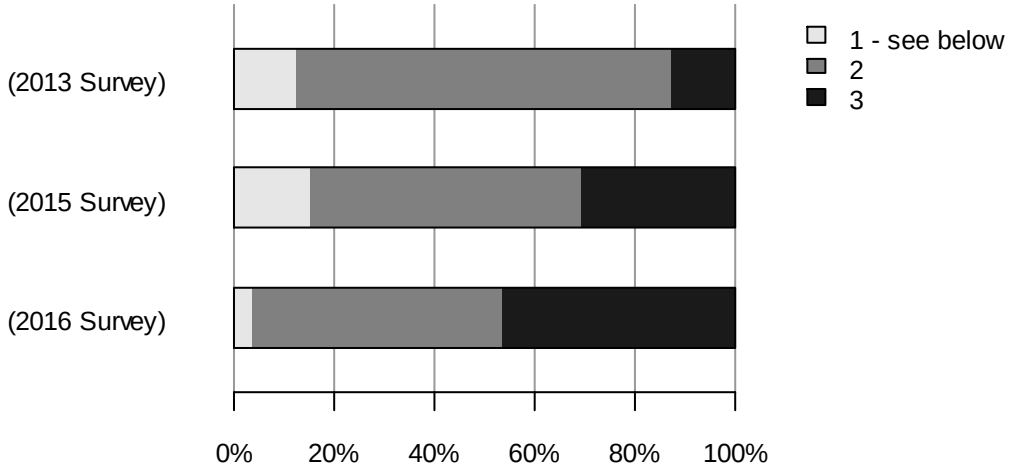


(a): 1 = Excellent; 2 = Good; 3 = Fairly Good; 4 = Poor
(b): 1 = Not at all stressful; 2 = Fairly stressful; 3 = Very stressful; 4 = Extremely stressful
(c): 1 = Frequently; 2 = Sometimes; 3 = Rarely; 4 = Never

Program: SEED_FollowUp2Reports_v1_0.R.R produced on Fri Oct 14 10:49:39 2016

Social and Emotional Wellbeing (SEWB) Approach

Figure 2.20.1: Staff Questionnaires - School Approach to Managing Social and Emotional Wellbeing (Part 1). Figure shows responses to the question: 'Who helps pupils with emotional and behavioural difficulties?' asked at each survey.

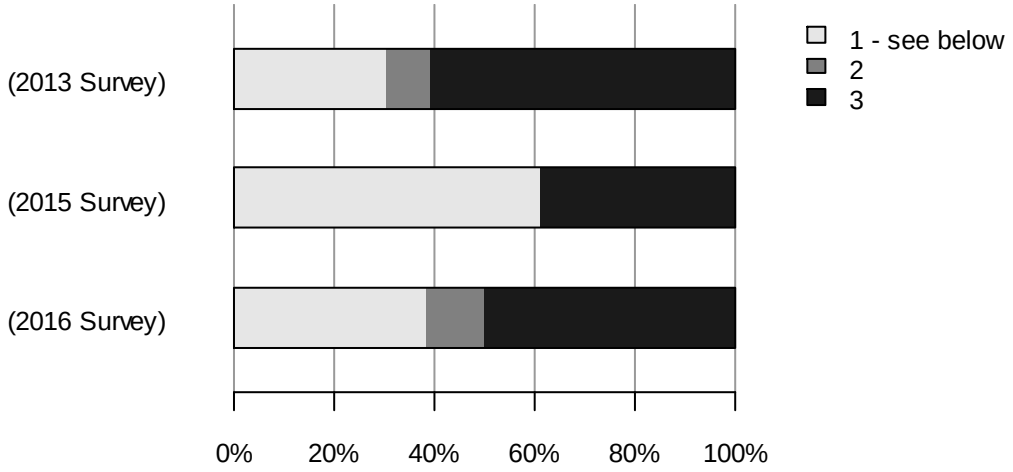


1: School staff with no specialist training
2: School staff with some specialist training
3: Specialists

Program: SEED_FollowUp2Reports_v1_0.R.R produced on Fri Oct 14 10:49:39 2016

Social and Emotional Wellbeing (SEWB) Approach

Figure 2.20.2: Staff Questionnaires - School Approach to Managing Social and Emotional Wellbeing (Part 2). Figure shows responses to the question: 'Who chose how to help pupils with emotional and behavioural difficulties?' asked at each survey.



1: School staff
2: Educational service/department
3: Jointly

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Figure 2.20.3: Staff Questionnaires - School Approach to Managing Social and Emotional Wellbeing (Part 3). Figure shows responses to questions about the focus of ways in which children with emotional and behavioural difficulties are helped, asked at each survey.

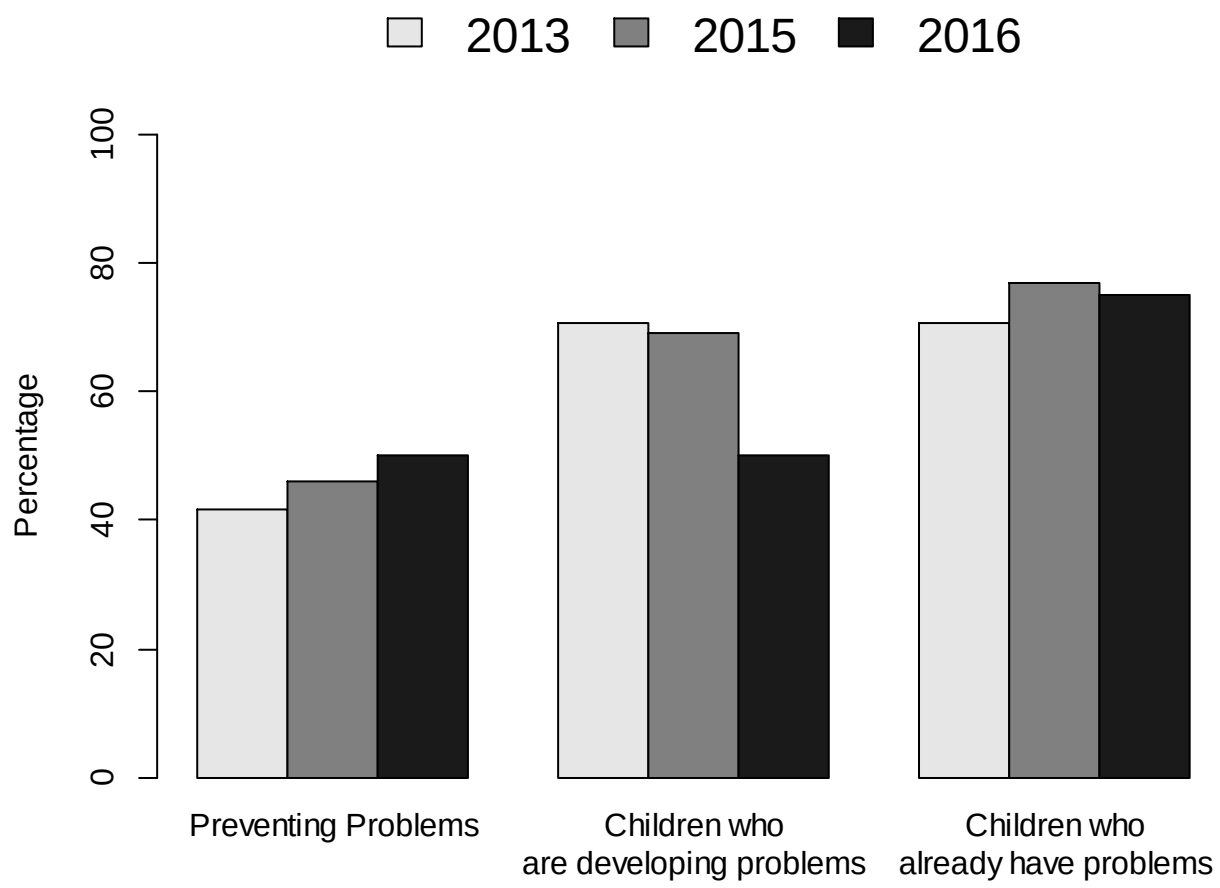

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Figure 2.21: Staff Questionnaires - Managing Antisocial Behaviour. Figure shows responses to question: 'My school manages bullying and anti-social behaviour effectively' asked at each survey.

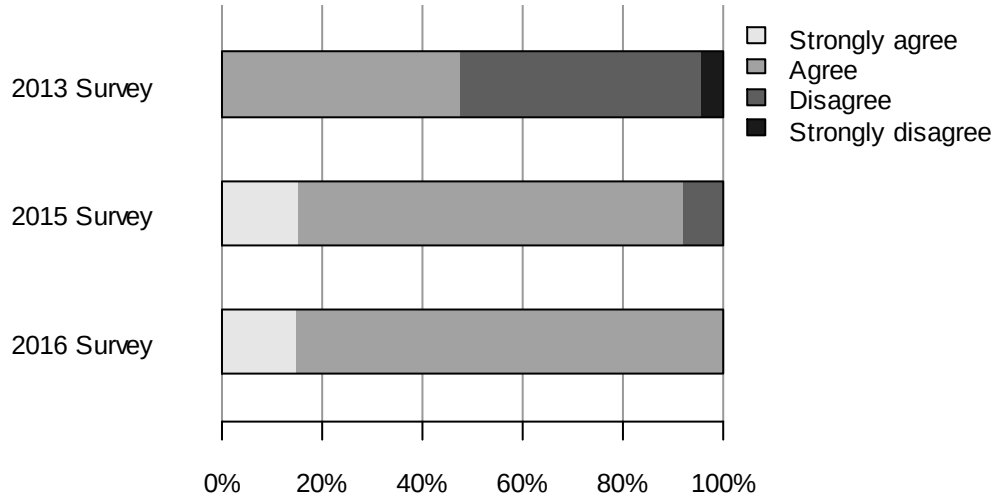

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Figure 2.22: Staff Questionnaires, School Support for Social and Emotional Wellbeing (SEWB). Sense of importance placed on teaching and modelling SEWB skills within school and response to SEWB difficulties (includes 'My school believes that teaching social and emotional skills is just as important as any other subject', 'My school aims to help pupils with emotional and behavioural difficulties').

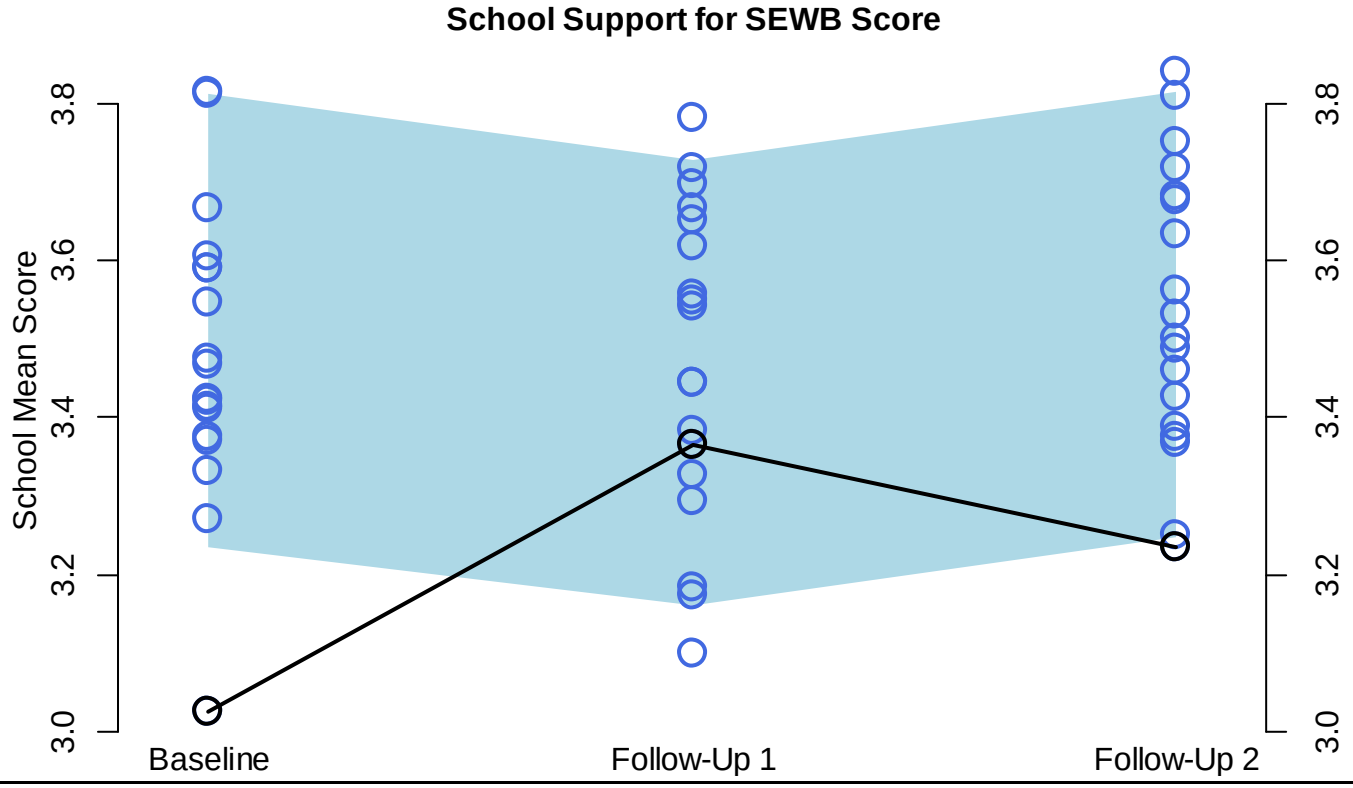
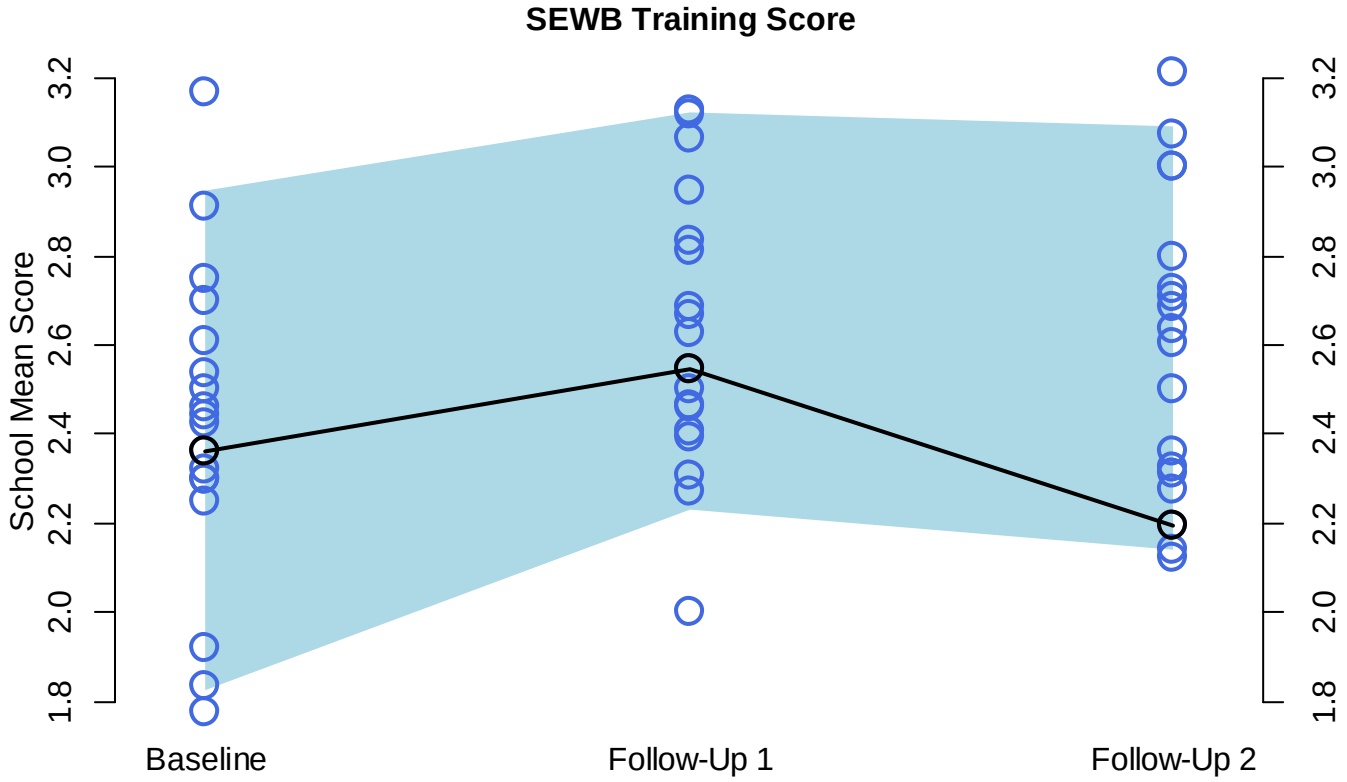


Figure 2.23: Staff Questionnaires, Social and Emotional Wellbeing (SEWB) Training (includes 'I have received initial teacher training on personal development in terms of my own social and emotional wellbeing', 'I have received in-service training on personal development in terms of my own social and emotional wellbeing').



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