Online Pupil Survey Analysis

December 2021

High level Summary

The following analysis takes a high level view of the data across the Local Authority and drills down into age, gender, ethnicity and identity. It covers some key elements of the education and life experiences of our CYP in the areas of:

- Well-being
- School experience
- Inclusion within the school community
- Incidents of bullying
- For some groups, the level of support that they perceive is available for their mental health

WEMWBS

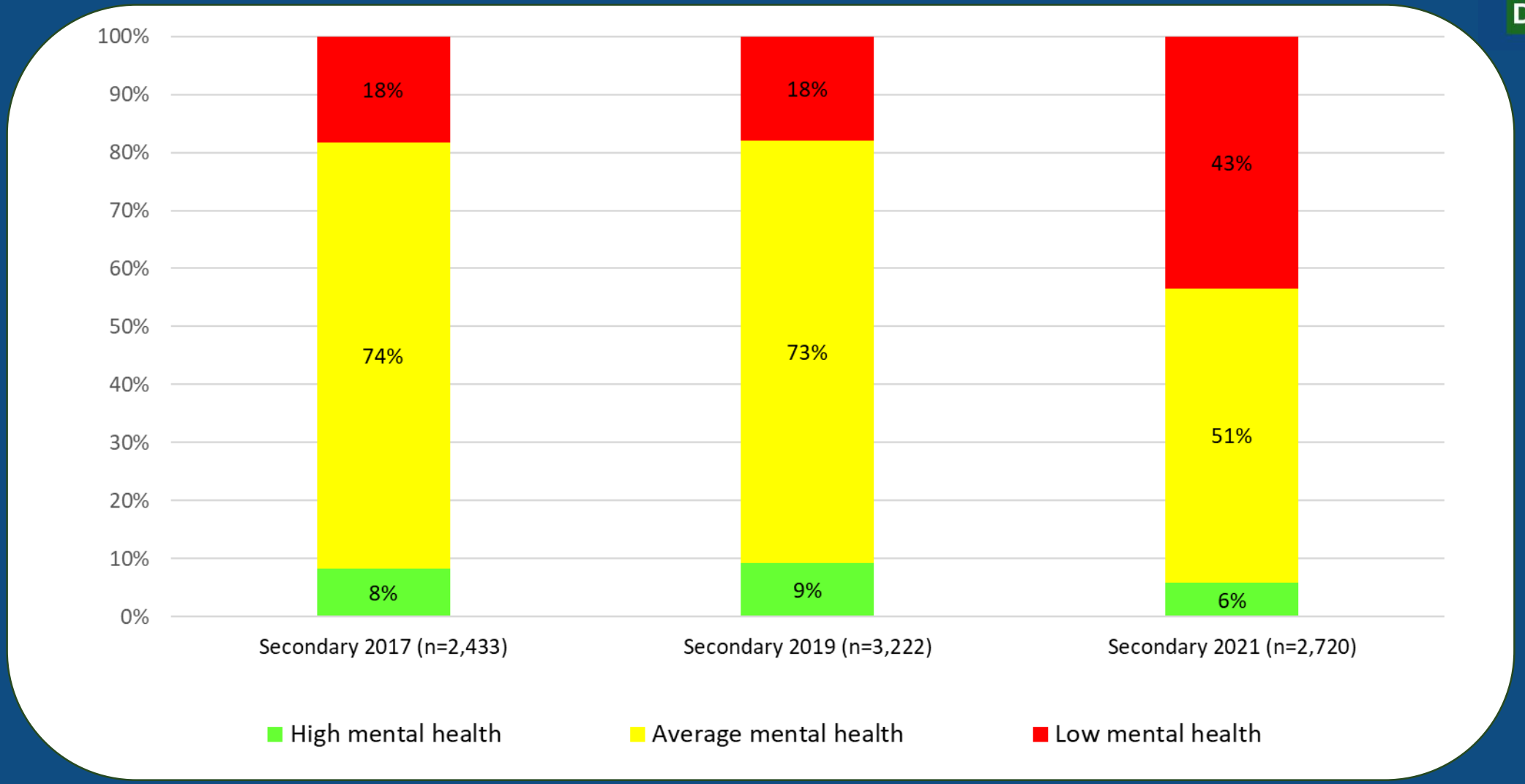
The Warwick-Edinburgh Mental Wellbeing Scale was developed to enable the measuring of mental wellbeing in the general population and the evaluation of projects, programmes and policies which aim to improve mental wellbeing.

The 14-item scale WEMWBS has 5 response categories, summed to provide a single score. The items are all worded positively and cover both feeling and functioning aspects of mental wellbeing, thereby making the concept more accessible. The scale has been widely used nationally and internationally for monitoring, evaluating projects and programmes and investigating the determinants of mental wellbeing

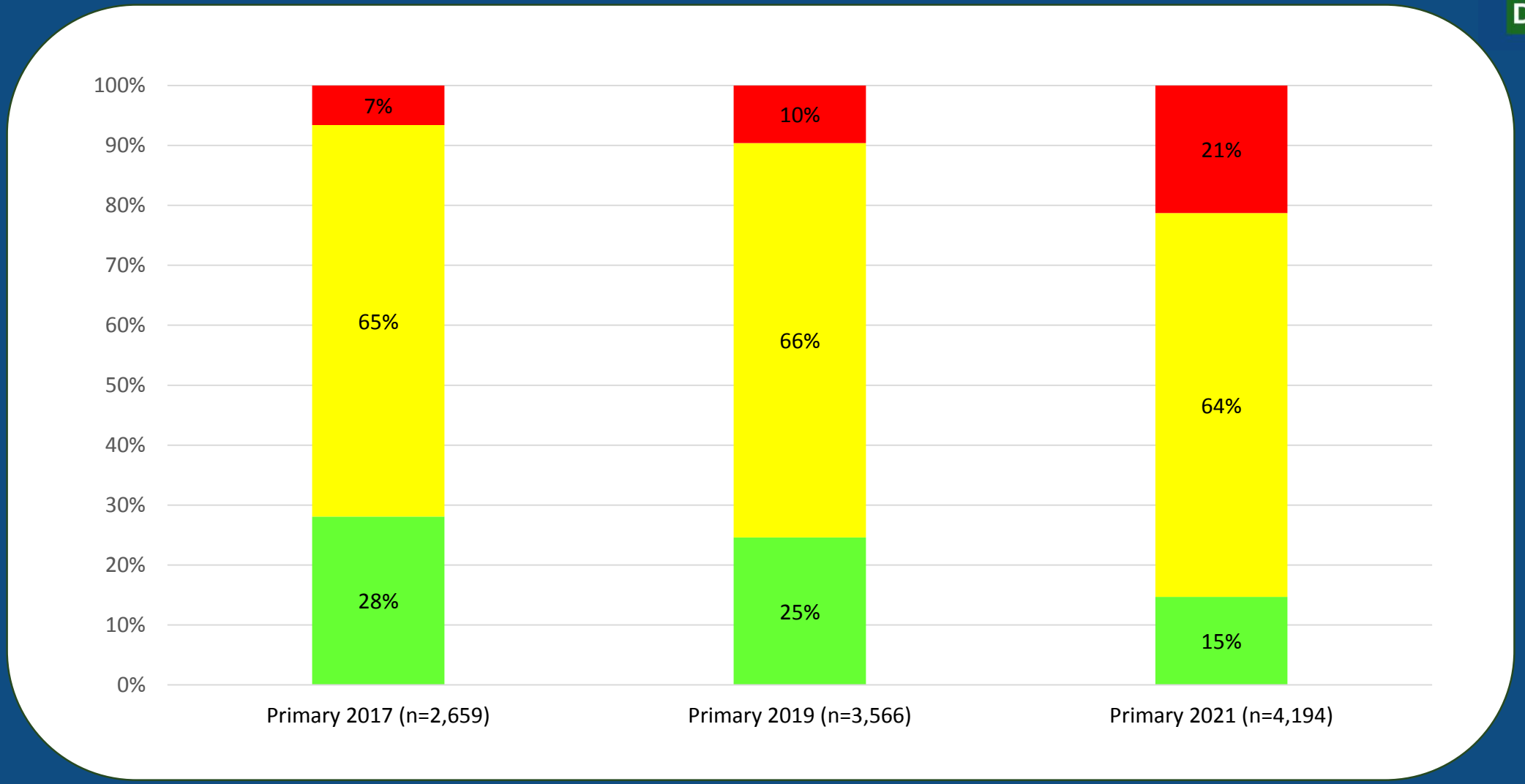
Headline Information – Well being WEMWBS

- The well-being of Primary and Secondary age pupils has declined significantly since 2019, with girls at Secondary recording a low MH profile. The level of decline is an area of focus for BSIL, the OPS Board and #SGCPB
- Pupils who identify their gender other experience the lowest mental health of any group
- The mental health of students that would identify as LGBTQ+ is a real concern
- Pupils from a mixed ethnic and dual heritage backgrounds record lower mental health scores when compared to those from all other ethnic groups
- Our GRT CYP record comparatively higher well-being scores but this does not translate thereafter into their school experience which isn't seen as positive
- Those identifying as Pakistani have an overall more positive well-being score and this correlates to their school experience which is more positive than for other groups

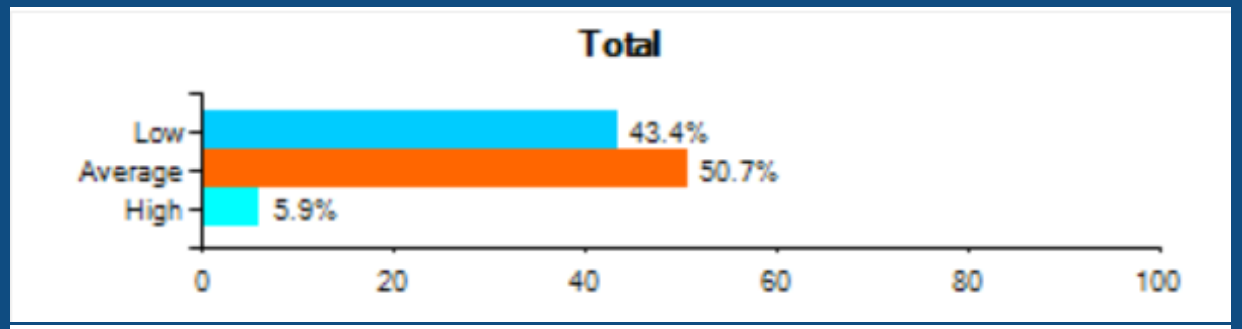
Mental wellbeing status of Secondary pupils in South Gloucestershire, trend data

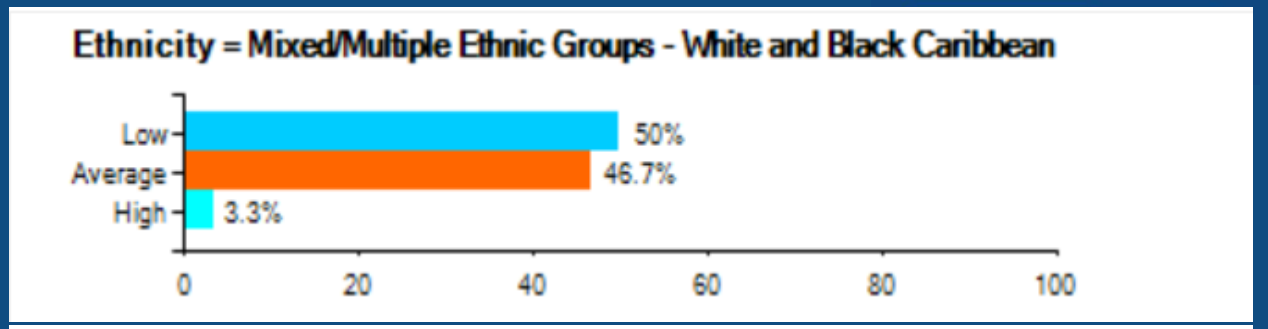


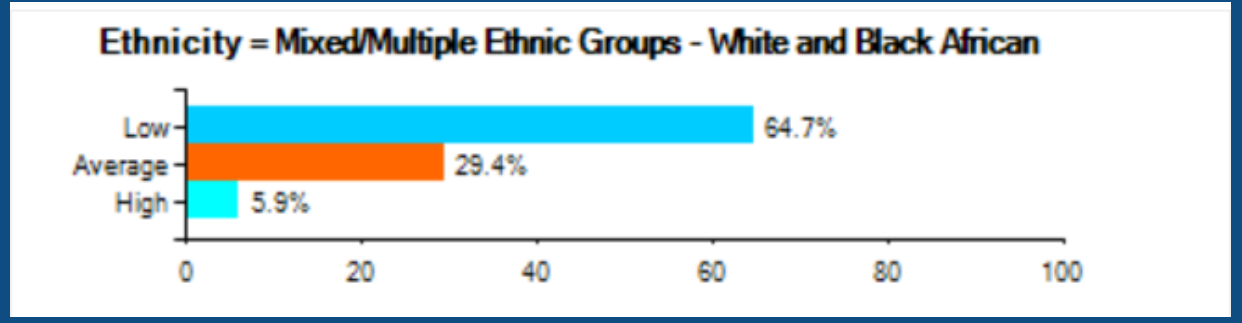
Mental wellbeing status of Primary pupils in South Gloucestershire, trend data

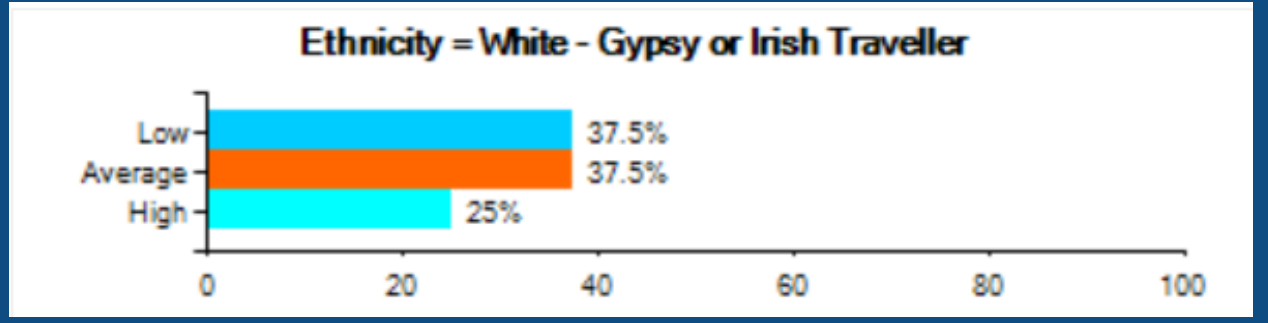


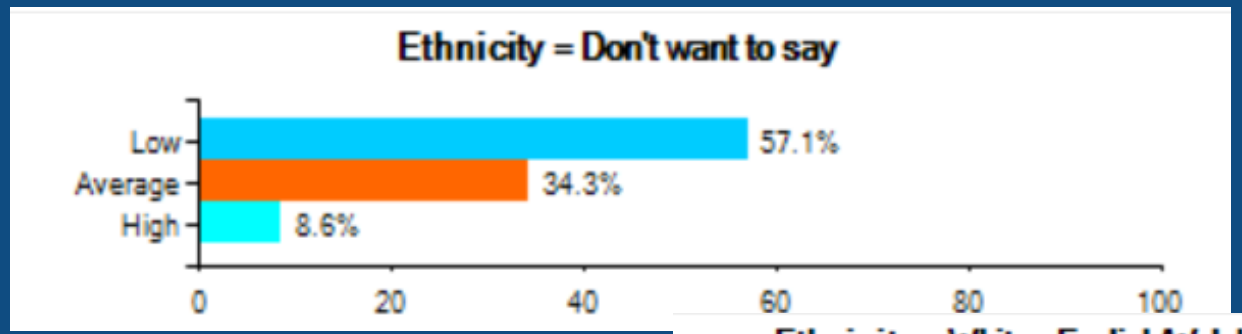
WEMWBS Well-Being Score (Secondary - Ethnicity)

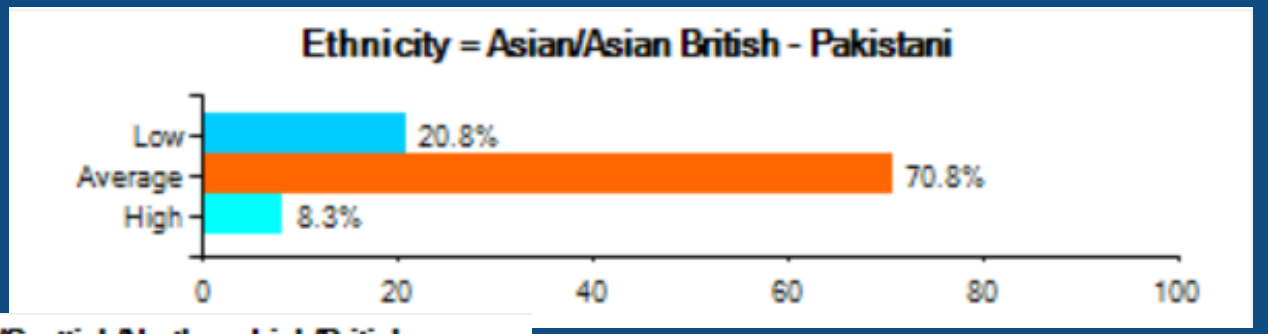


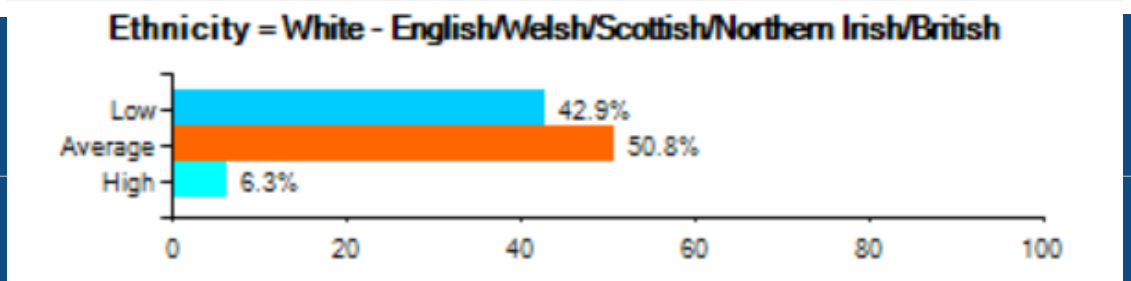












WEMWBS Well-Being Score (Secondary - Gender)

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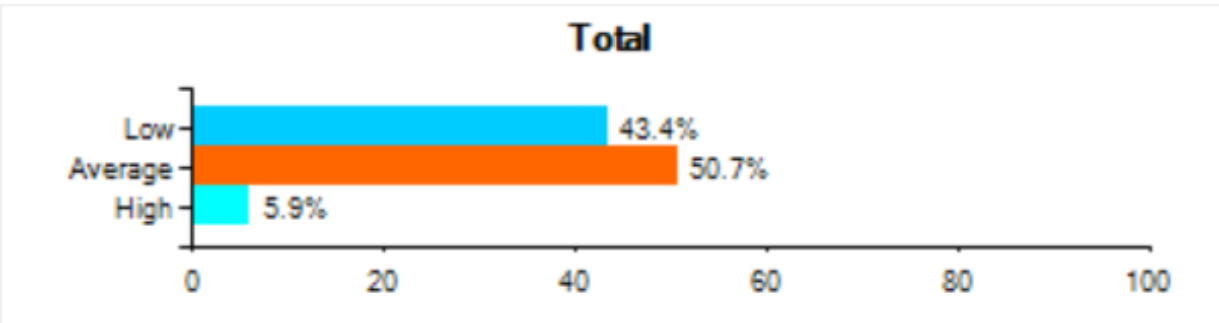

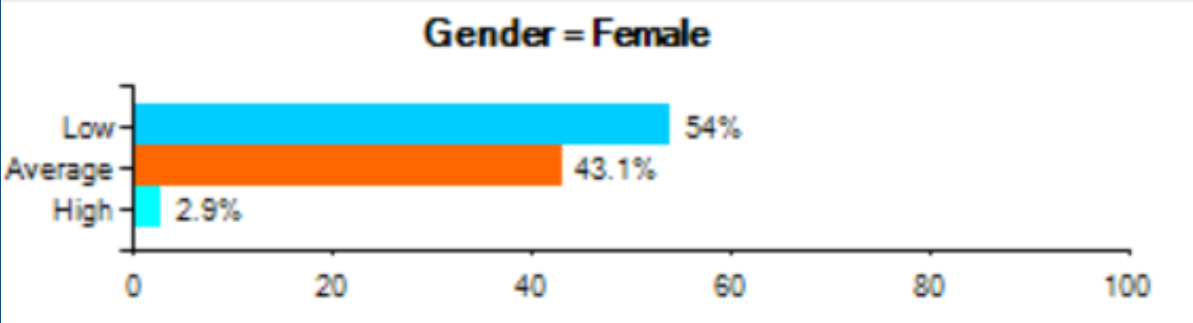

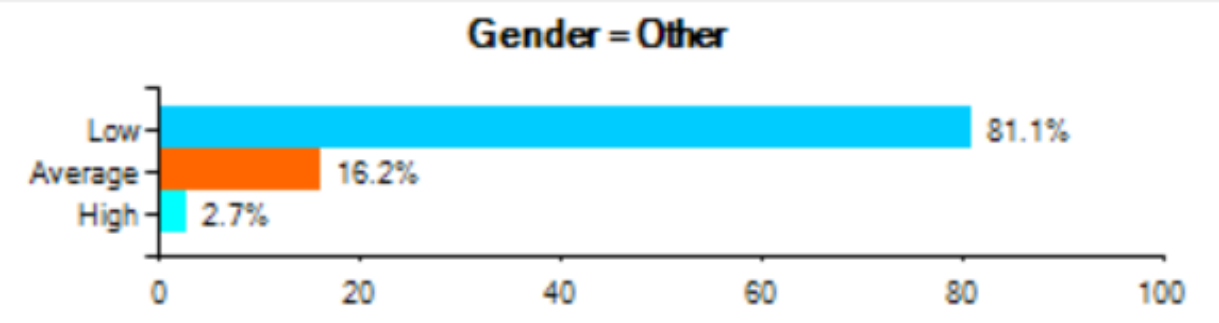

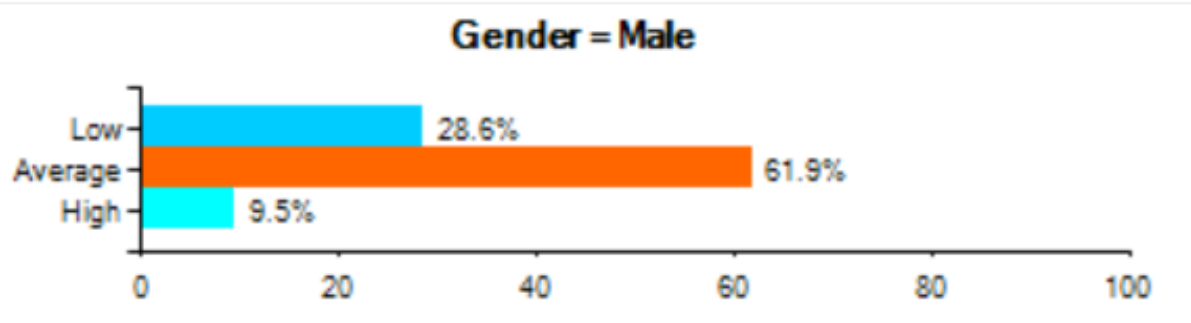

WEMWBS Well-Being Score (Secondary - Identity)

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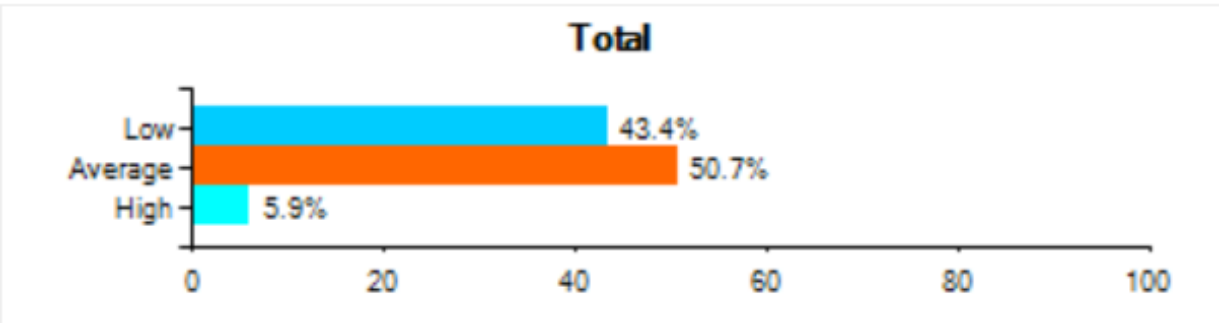
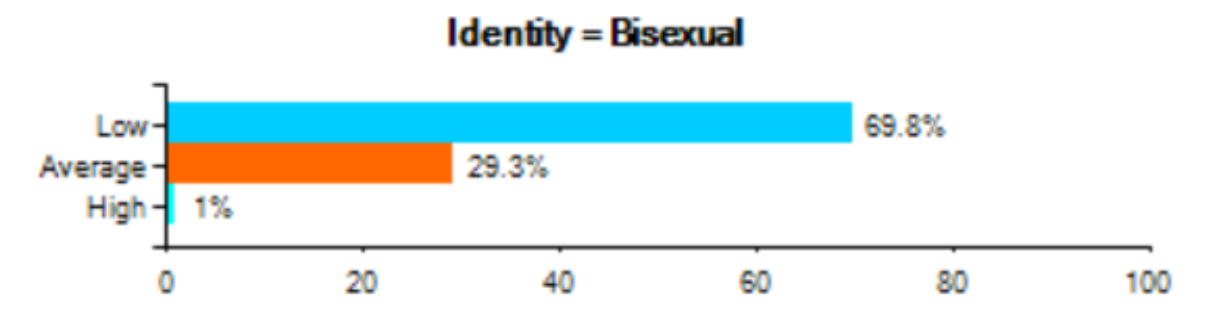
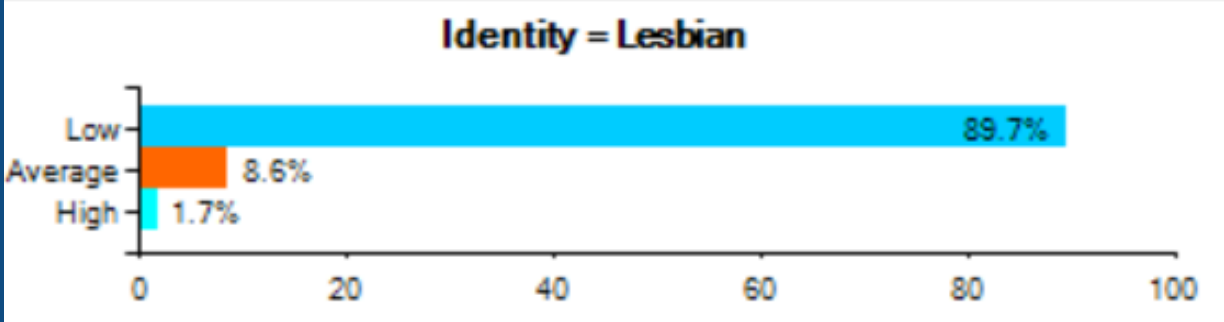
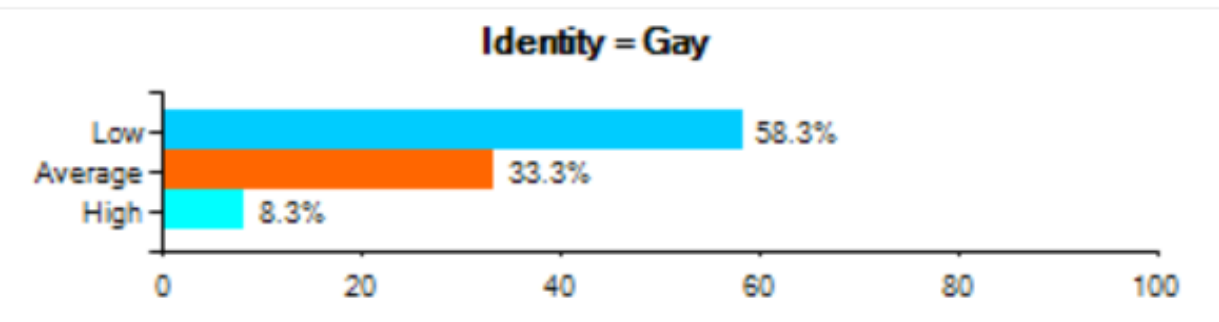
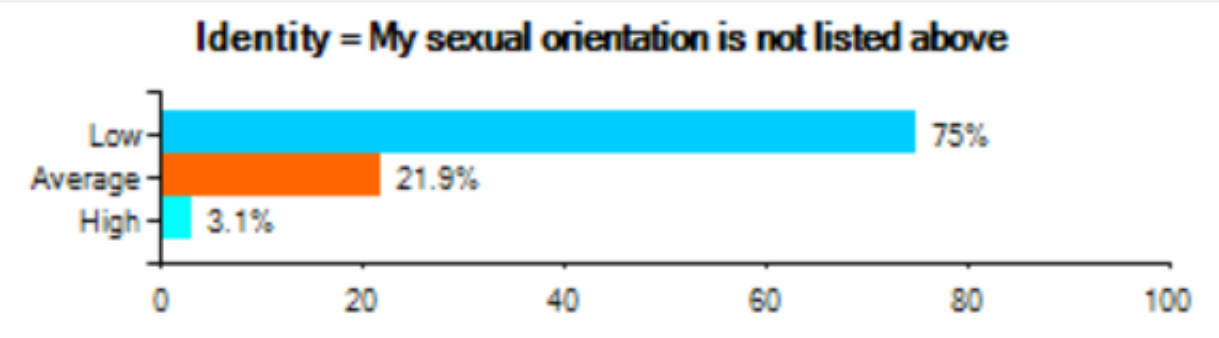
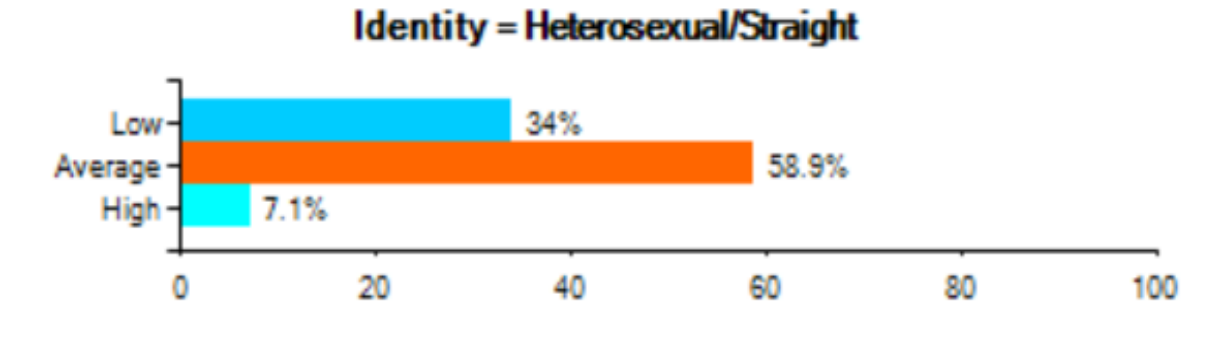




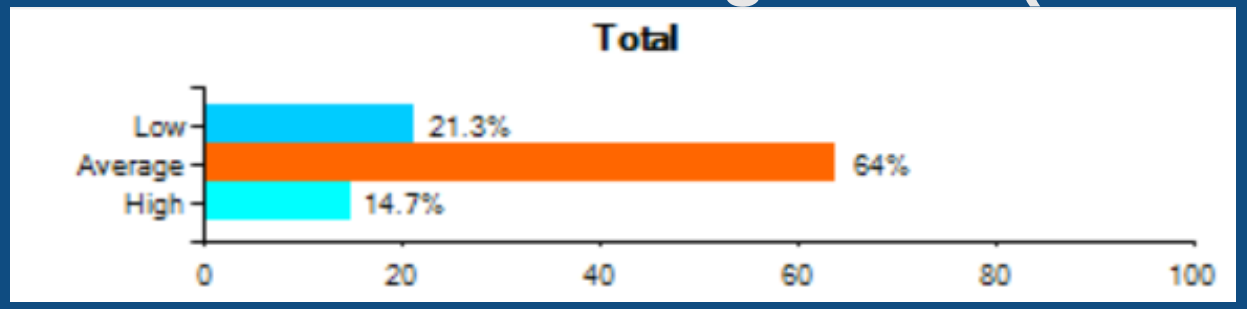


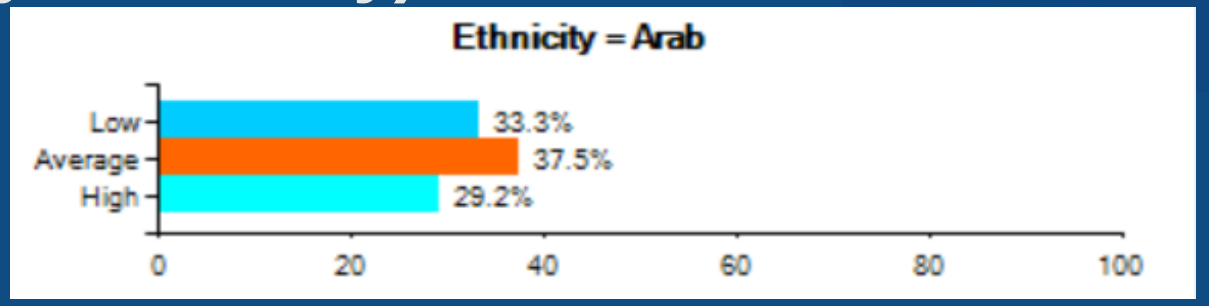


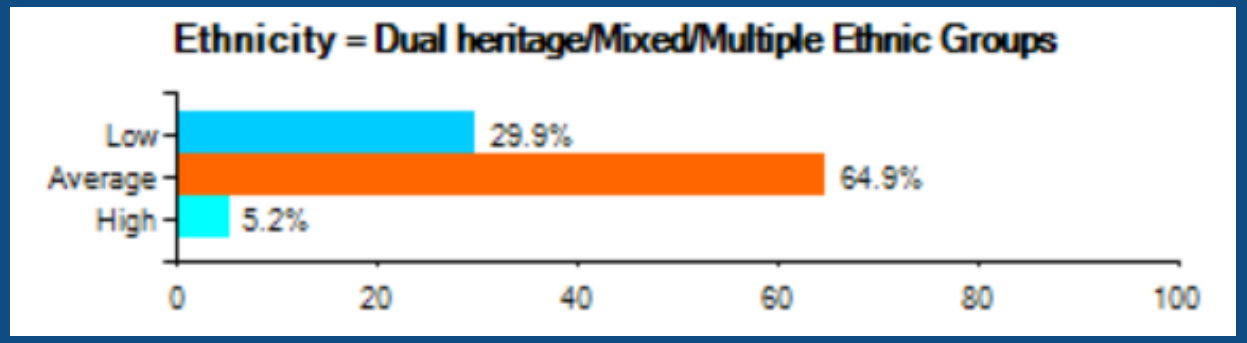


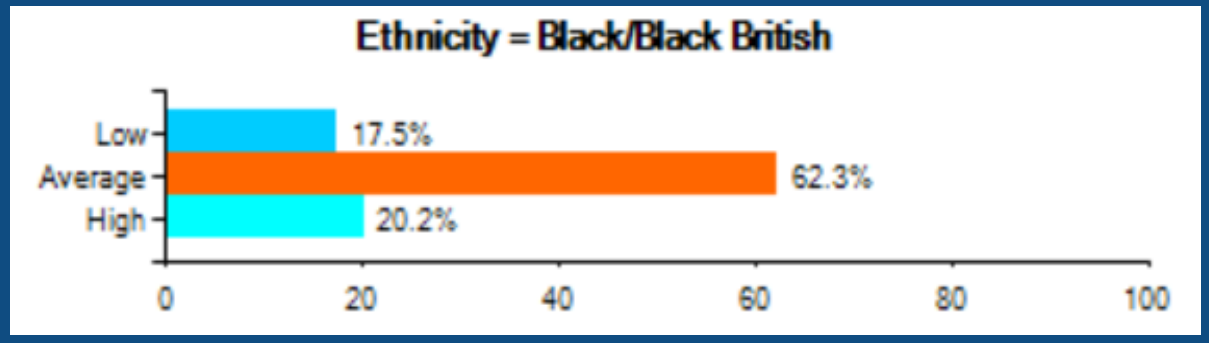


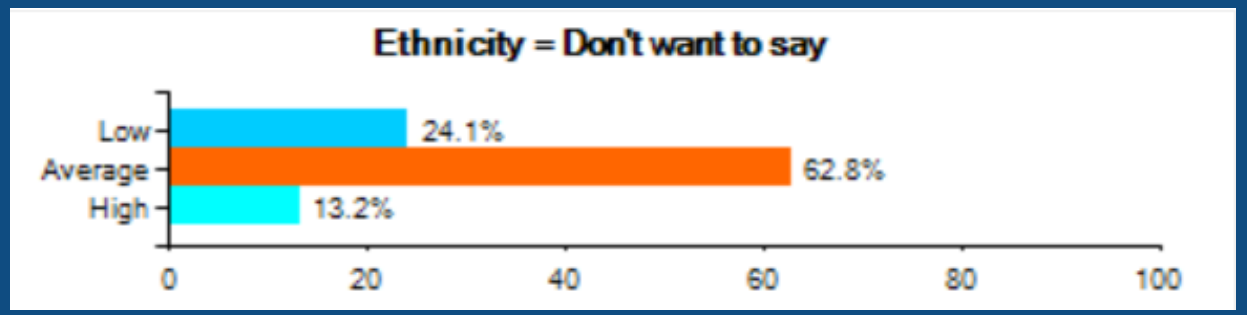
WEMWBS Well-Being Score (Primary- Ethnicity)

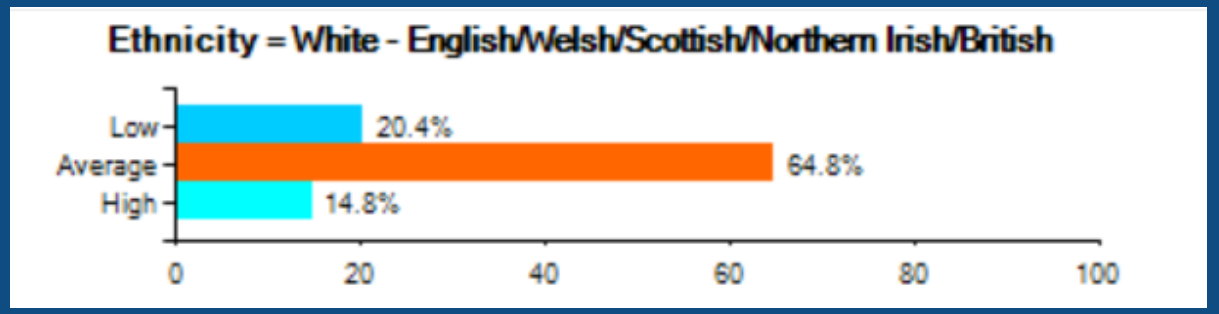


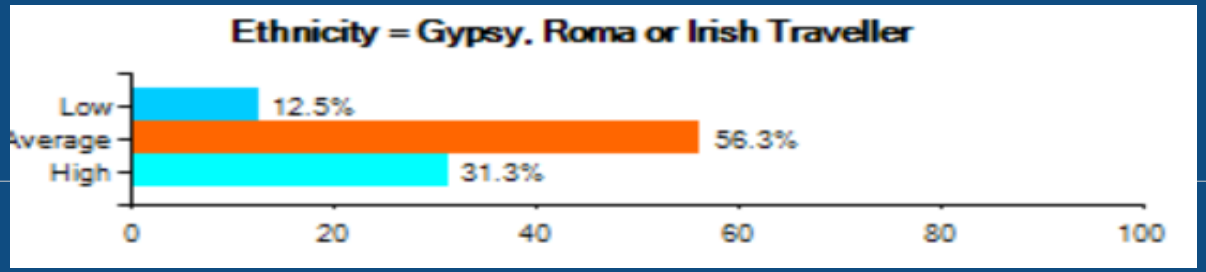




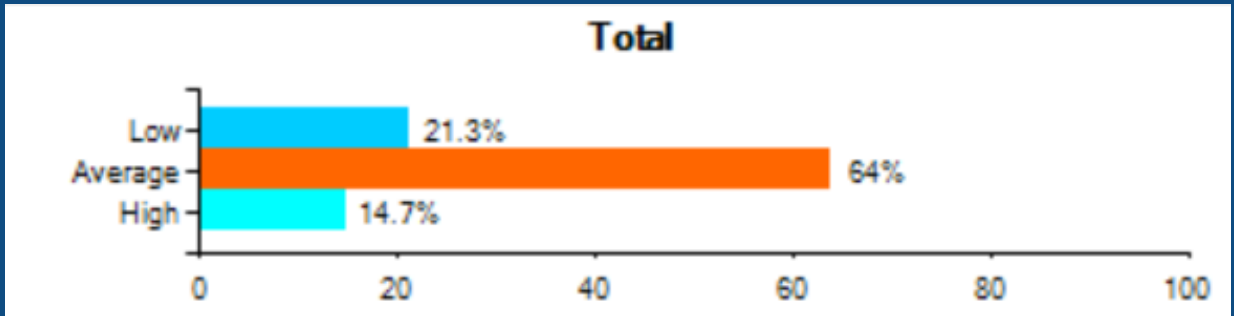


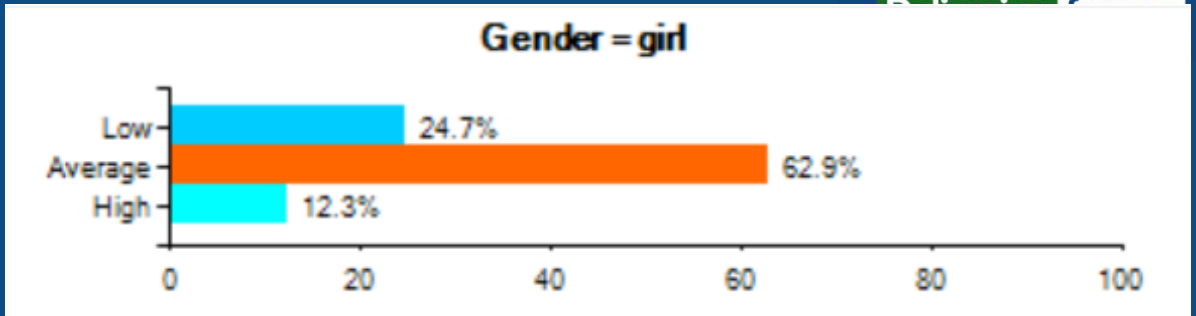


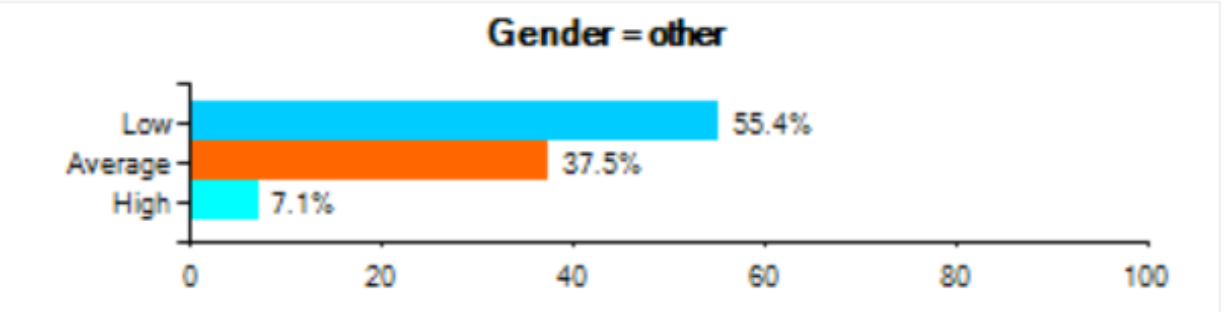


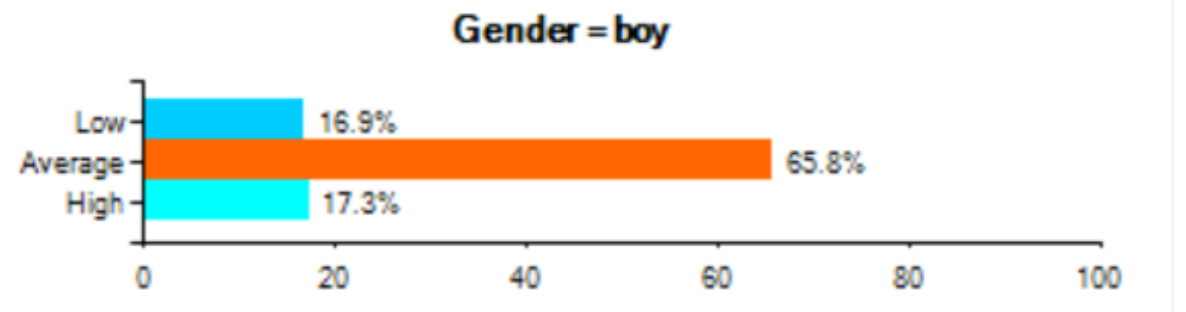


WEMWBS Well-Being Score (Primary - Gender)









School Experience

The next area of data analysis was in relation to questions pertaining to school experience and the extent to which CYP enjoyed school. It was designed therefore to look at any correlation with the WEMWBS data. The data shows the extent to which pupils view their experience of school positively and whether they actually enjoy being there.

Headline Information – School Experience

- Age is a defining characteristic of school experience, with CYP enjoying their experience more at Primary than at Secondary
- The experiences of pupils from a GRT and Black Caribbean are less positive
- CYP from Chinese and British Asian backgrounds have a more positive experience of school life, which is interesting given the increase in Hong Kong nationals. It would be useful to ascertain their on entry support to education.
- There are parallels with the WEMWBS data for those who identify their gender as other which would correlate to a more negative school experience
- Experiences of school are not as positive for those identifying as LGBTQ+ with those identifying as Lesbian having the most negative experience of school overall which correlates with the WEMWBS data.

Positive School Experience (Secondary – Ethnicity)

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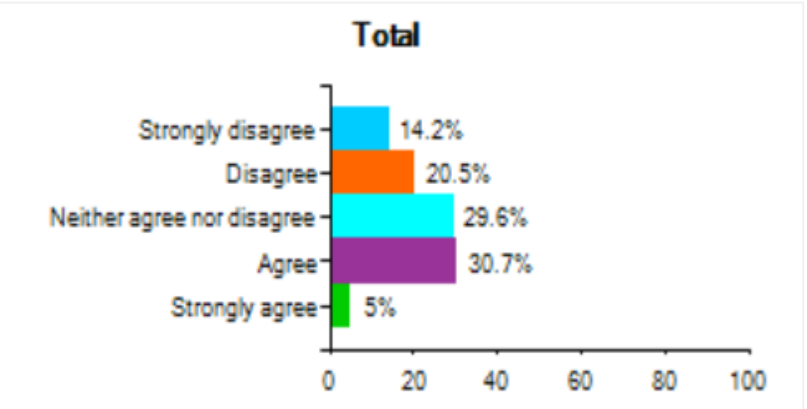
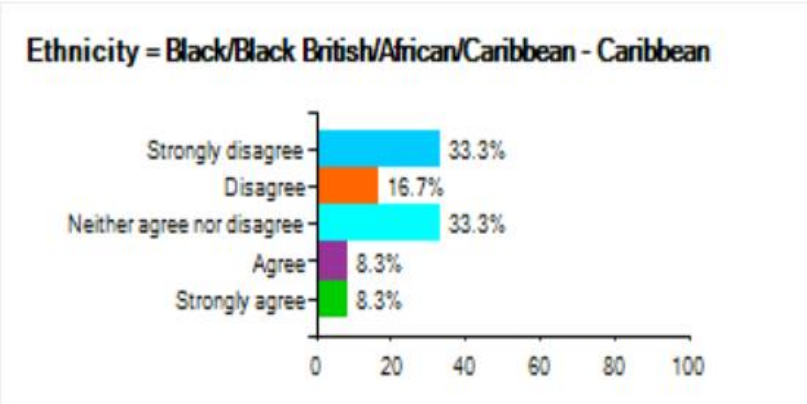
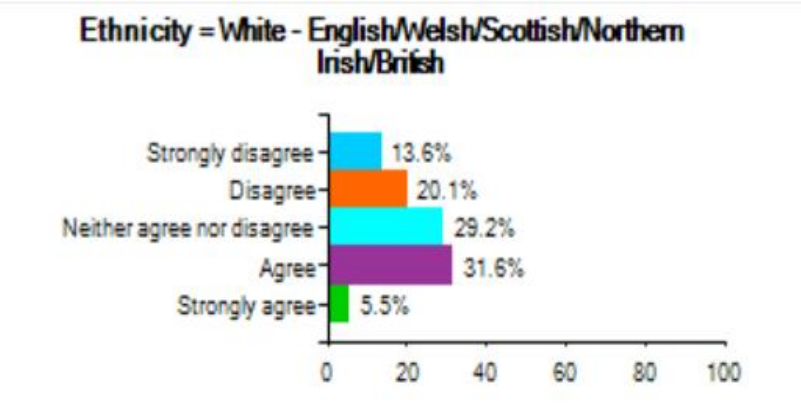
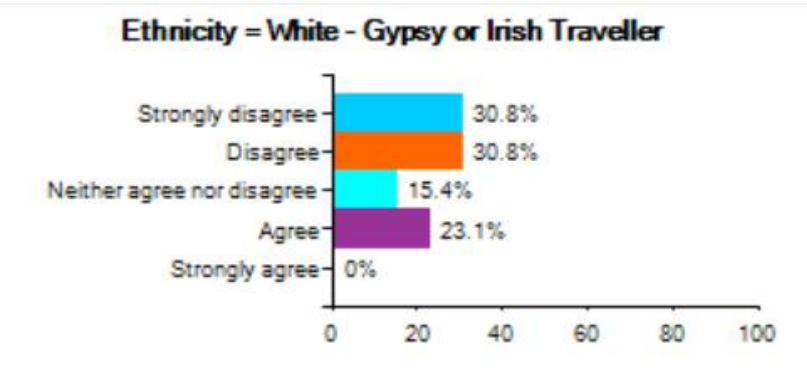
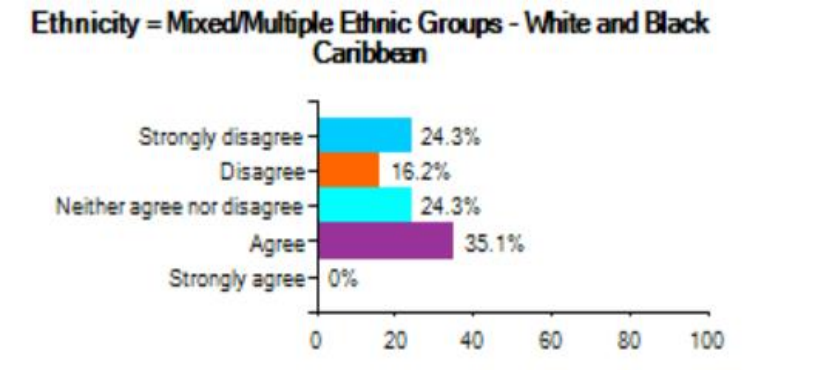
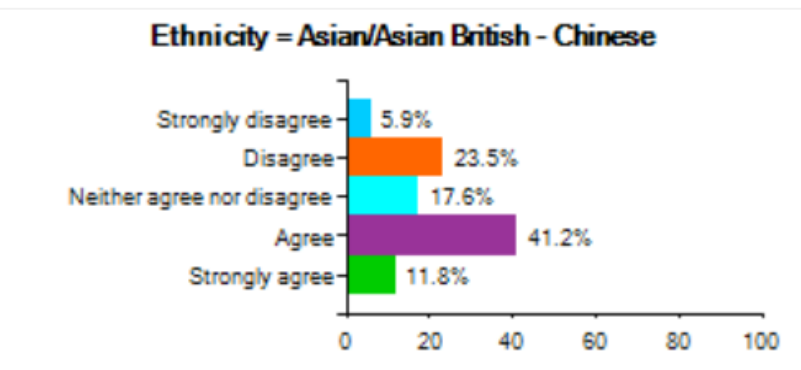




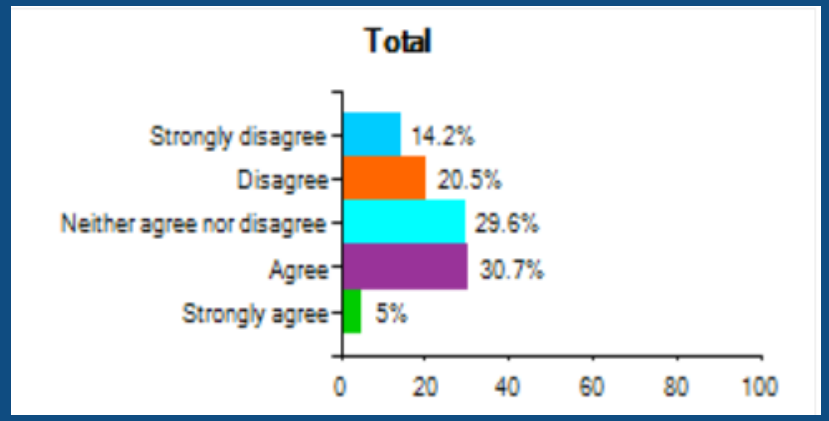


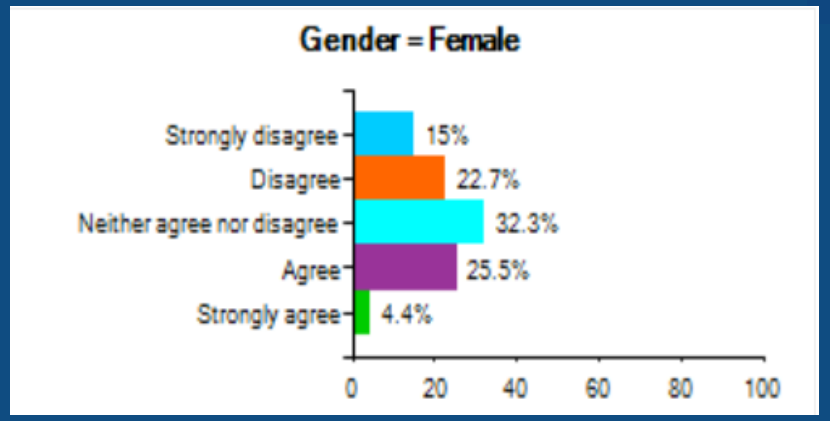


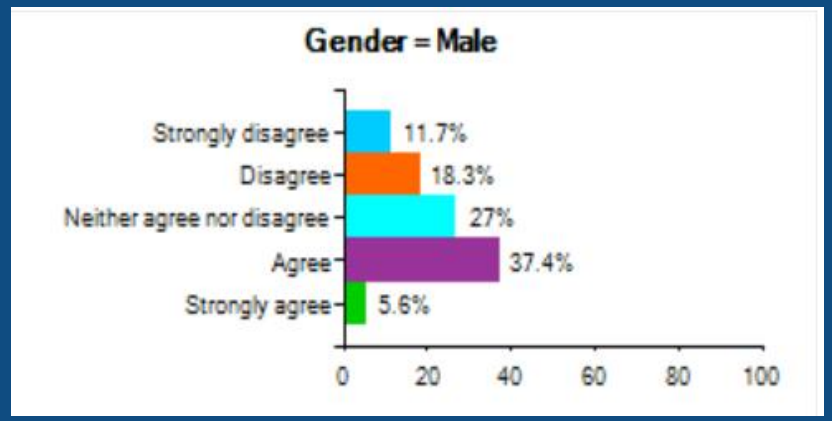


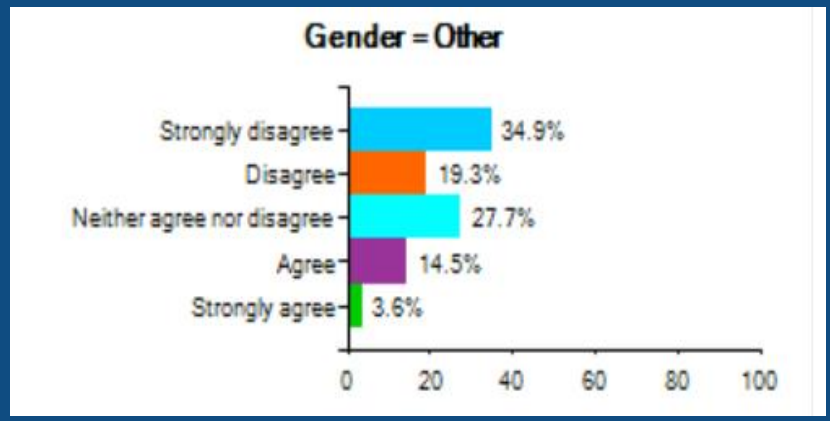


Positive School Experience (Secondary – Gender)









Positive School Experience (Secondary – Identity)

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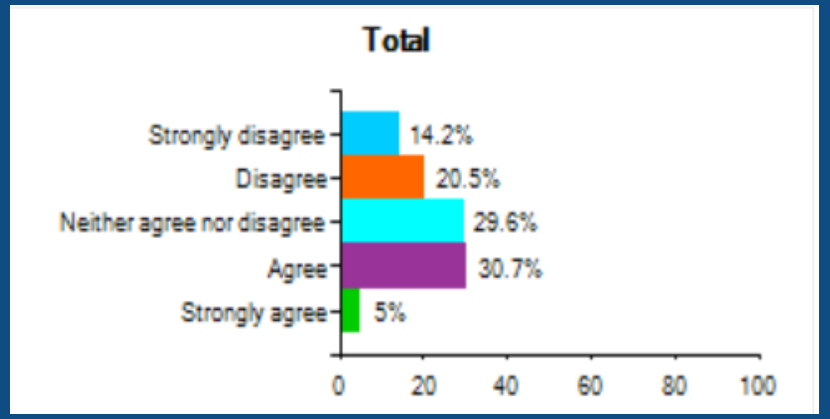
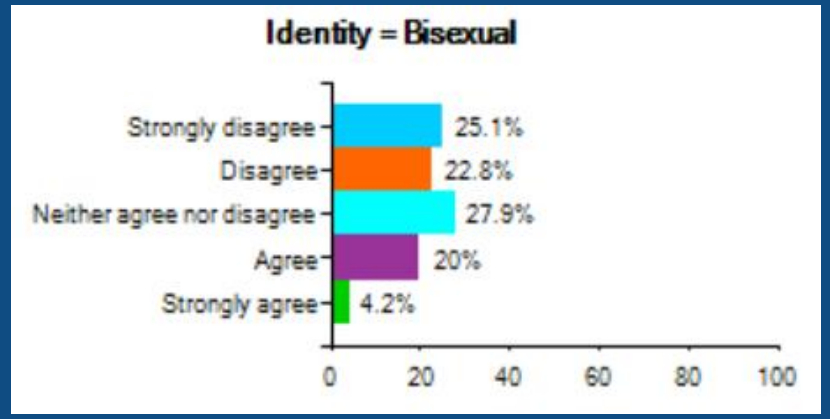
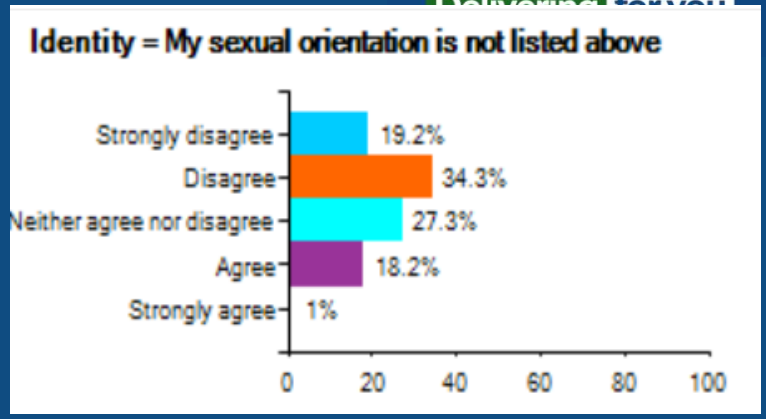
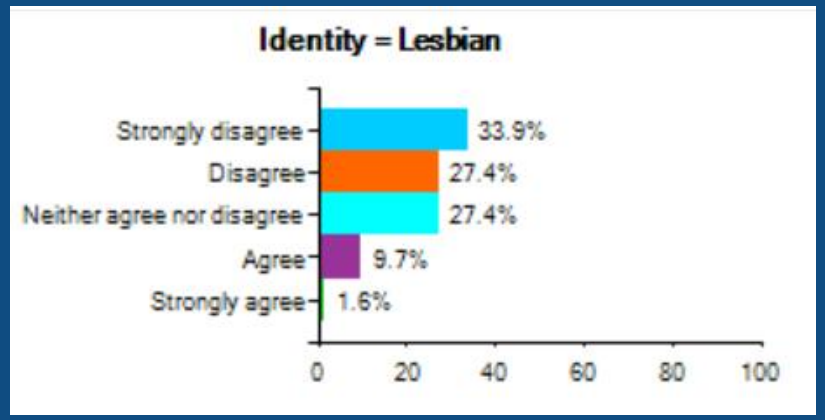
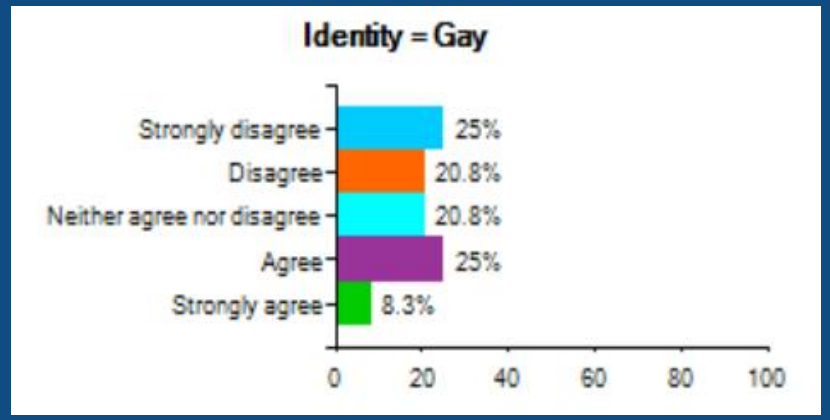
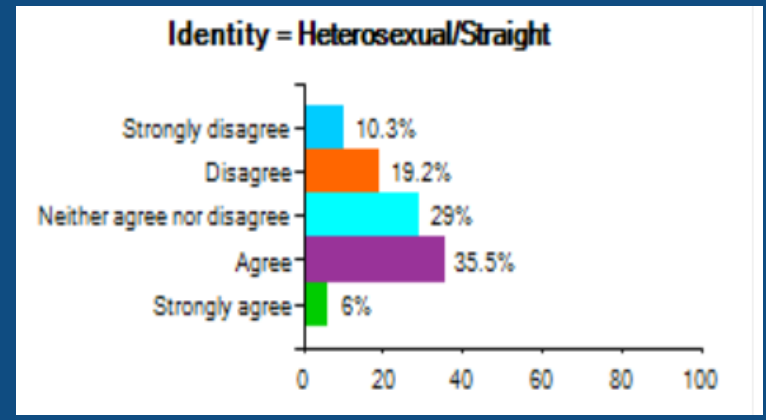




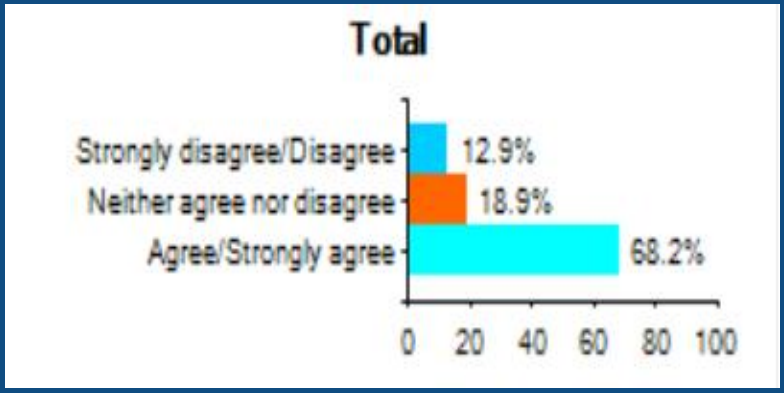


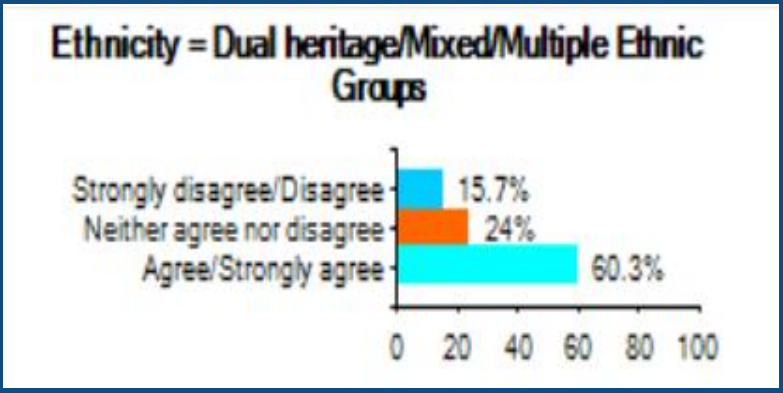


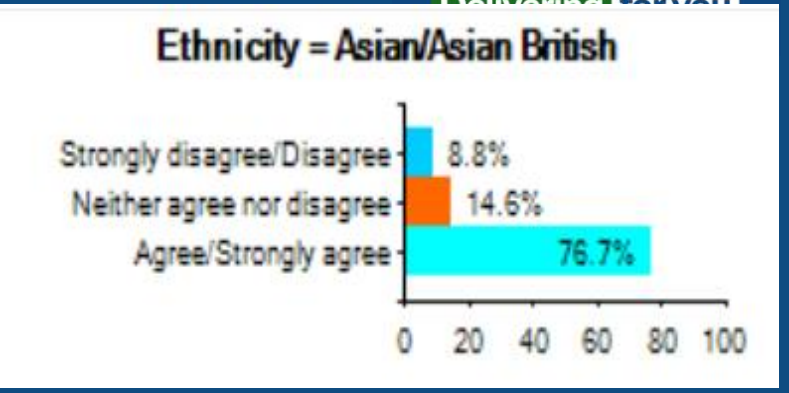


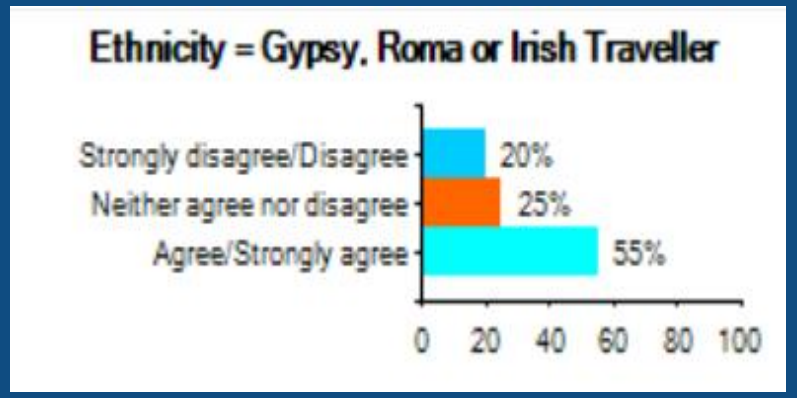


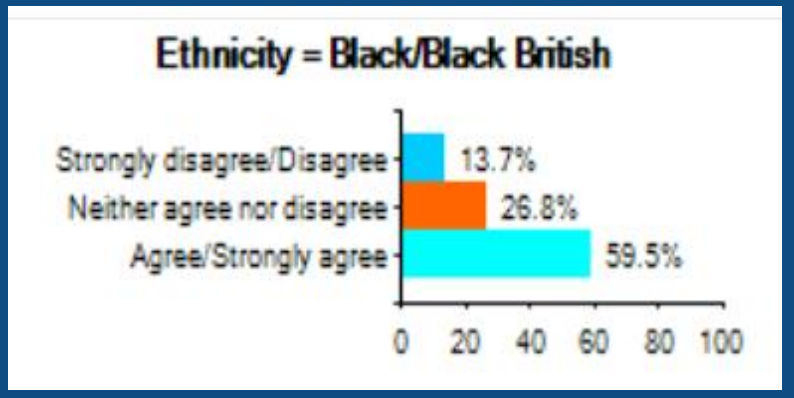
Positive School Experience (Primary – Ethnicity)

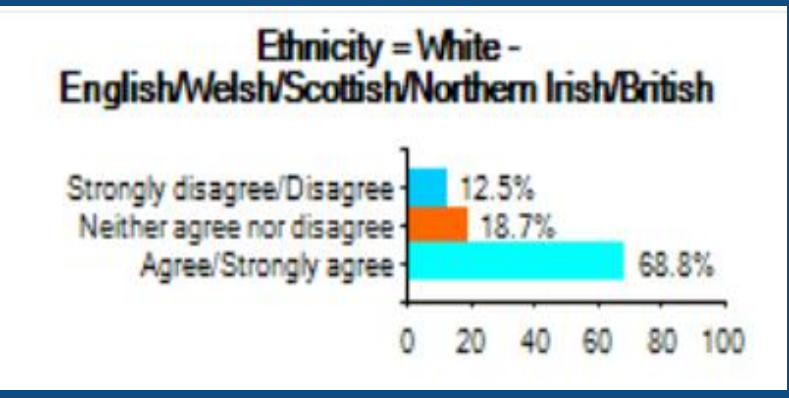


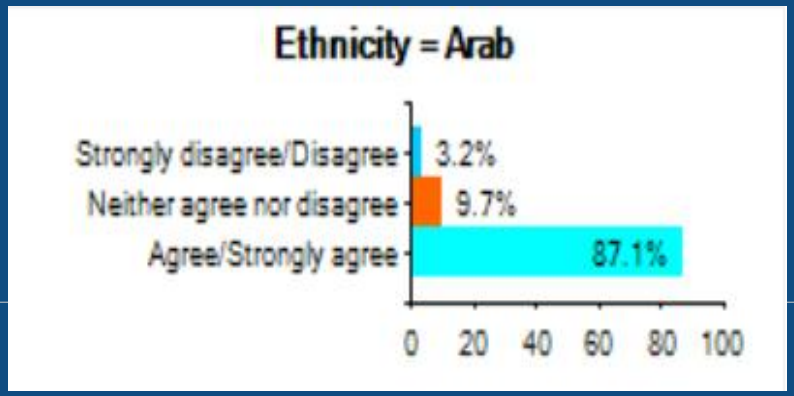




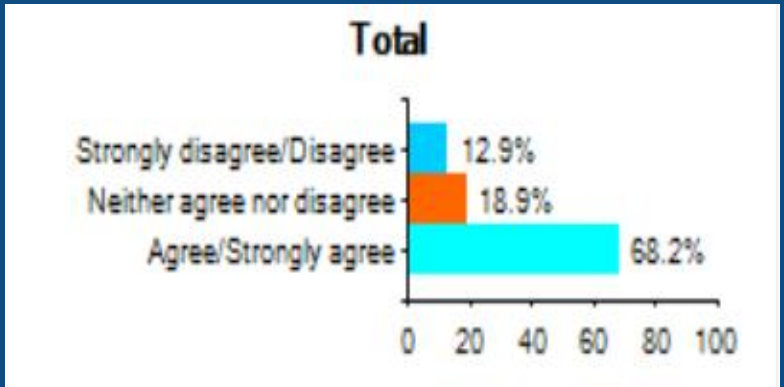


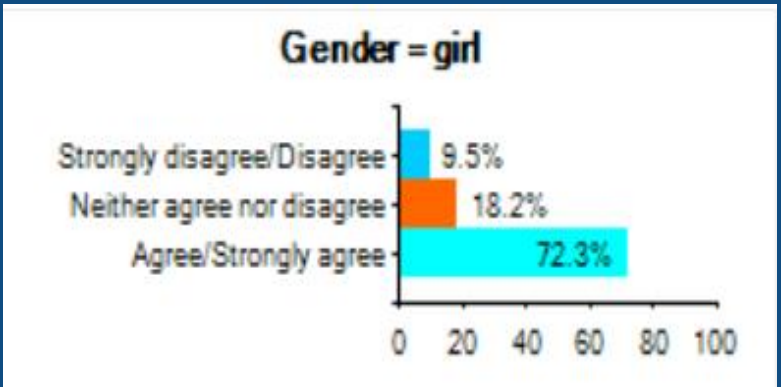


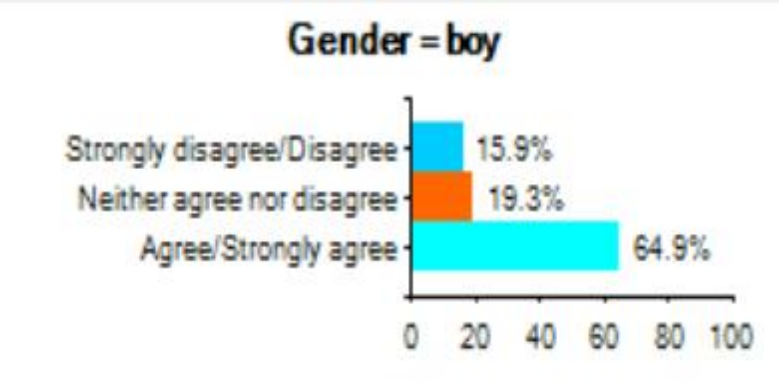


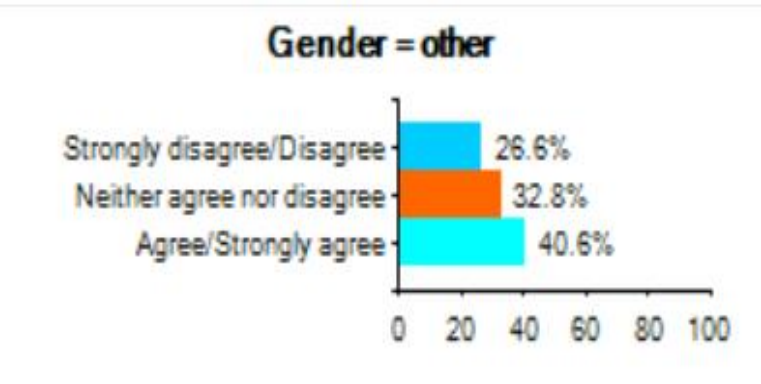


Positive School Experience (Primary – Gender)









Inclusion in the school community

One of our key priorities in 2021-2022 has been looking in more detail with schools as to how they address equality, diversity and inclusion; with a focused piece taking place with 20 schools through Representation Matters. The following provides a view of how included our different groups feel in the life of the school.

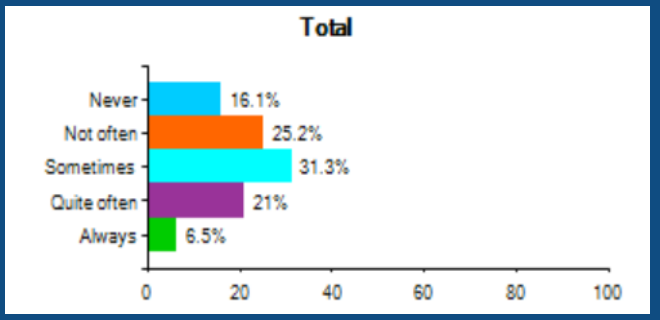
Headline Information – School Community

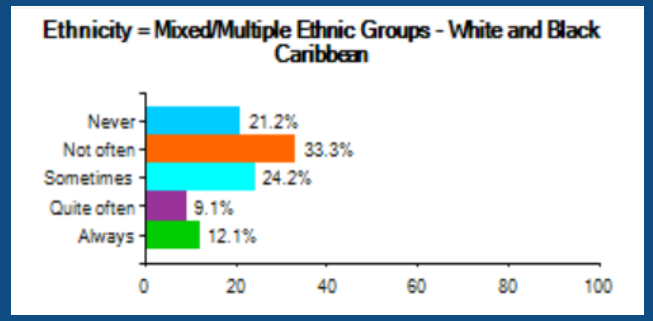
- Schools talk confidently about how inclusive they are yet the data is mixed and shows a disparity between Primary and Secondary which may dovetail with previous work identifying ‘Belonging’ as an area of Primary strength and a secondary AOD
- There are some interesting statistics that show the difference between Primary and Secondary for different ethnic groups, with GRT CYP feeling less included in Secondary in comparison with Primary
- The level of inclusion of Arab CYP in Primary and Bangladeshi CYP in Secondary is an area of concern, Chinese pupils in contrast feel much more included and again is there some learning here from their experiences?
- Lesbian and Gay students at Secondary feel the least included in the context of the school community alongside those who identify their gender as other

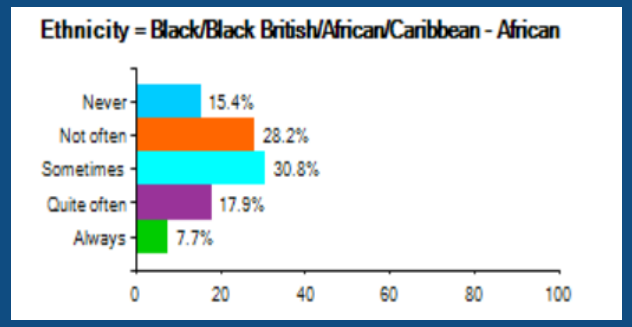
Inclusion in School Community (Secondary – Ethnicity)

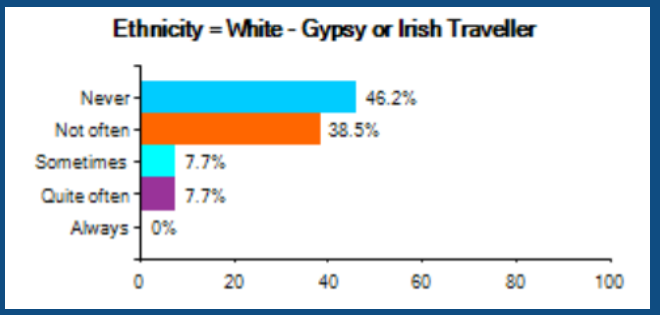
South Gloucestershire Council

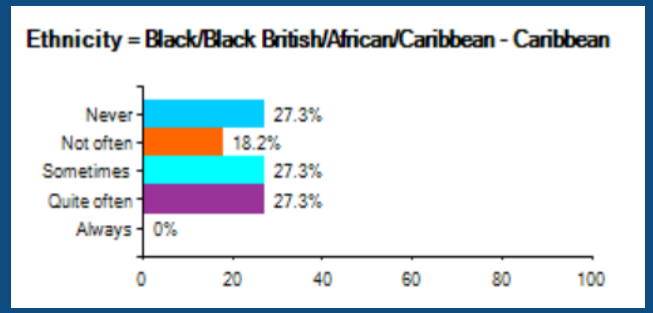
Delivering for you

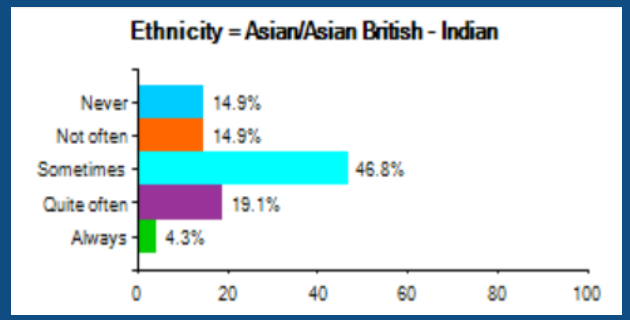


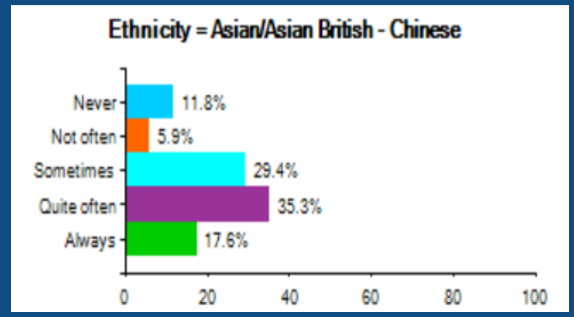


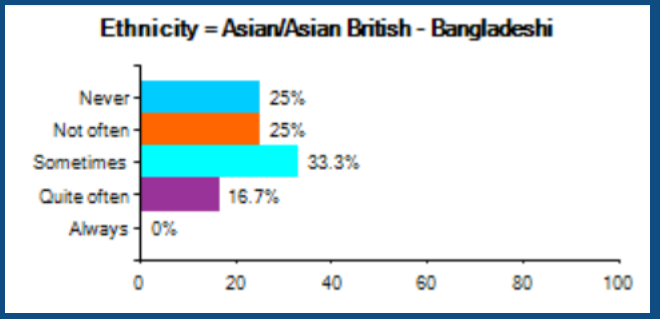


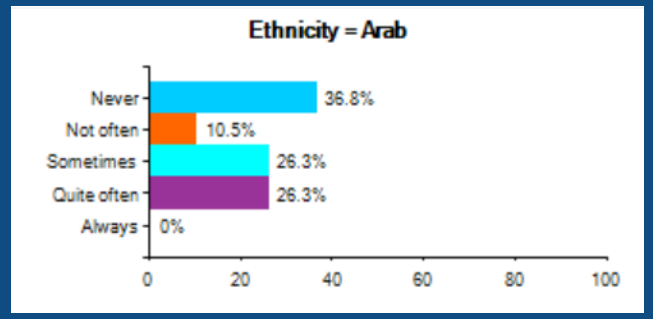


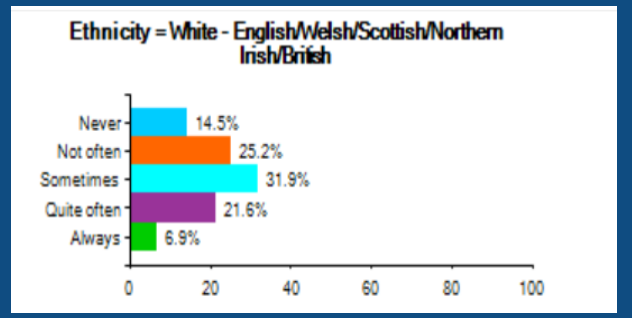




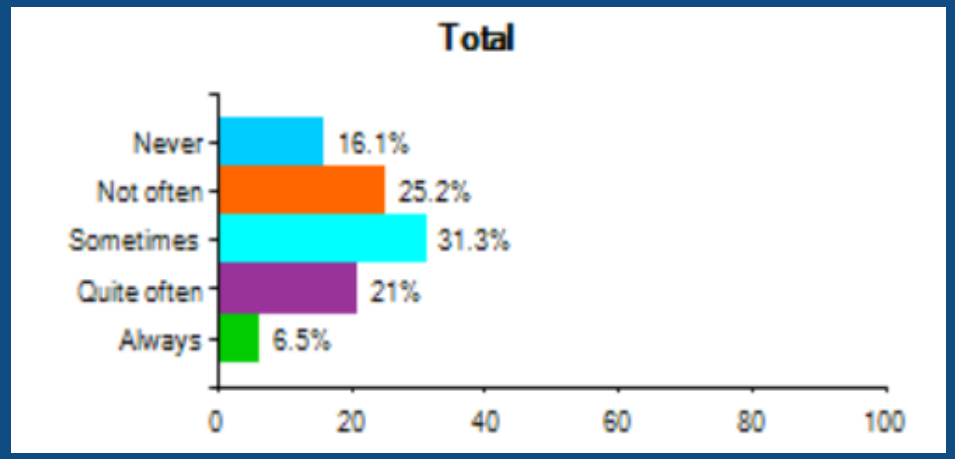


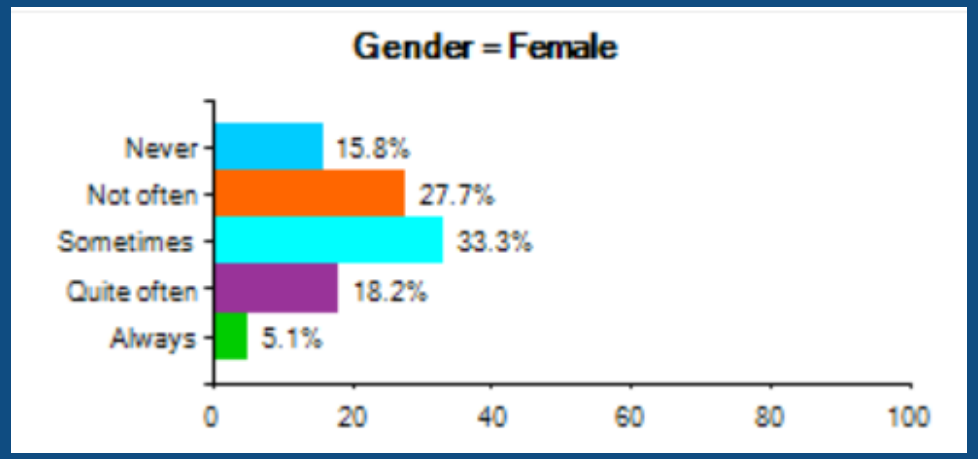


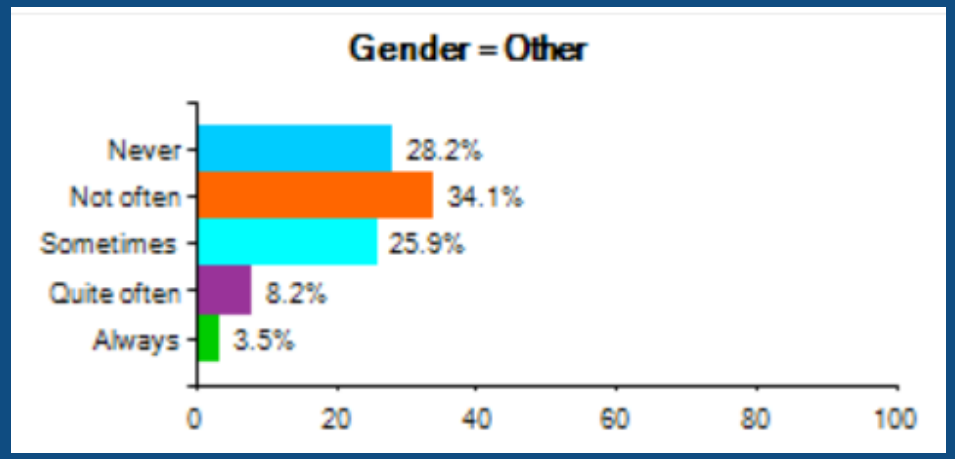


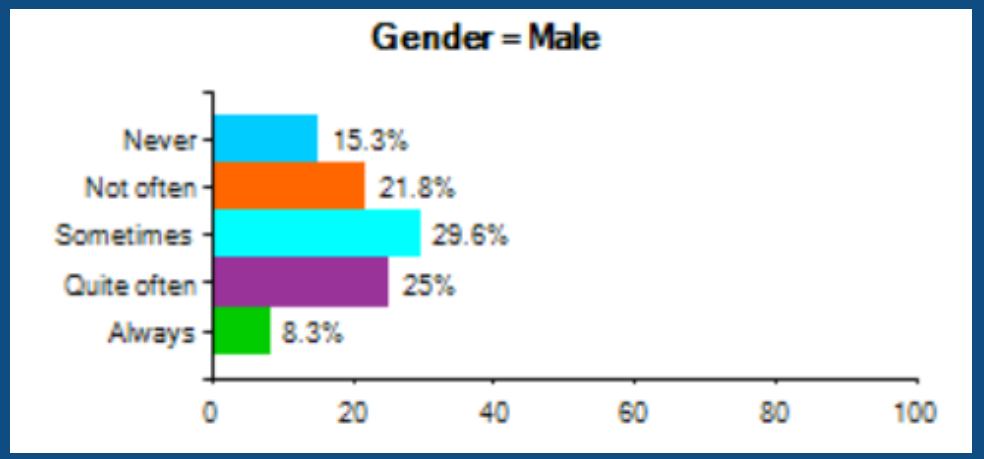


Inclusion in School Community (Secondary – Gender)

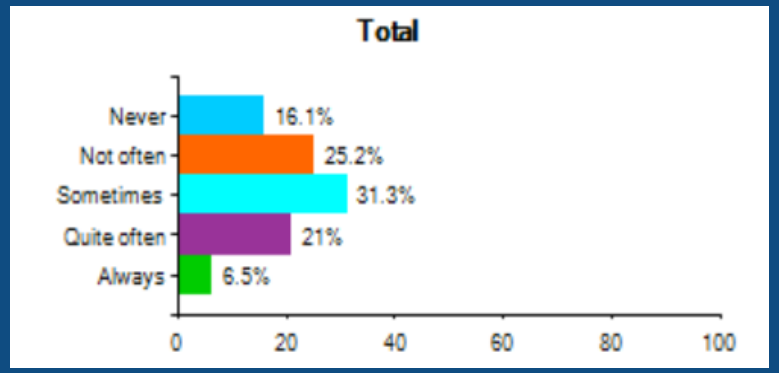


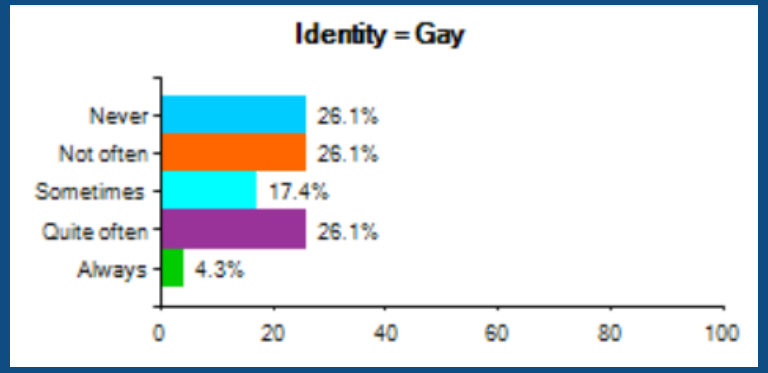


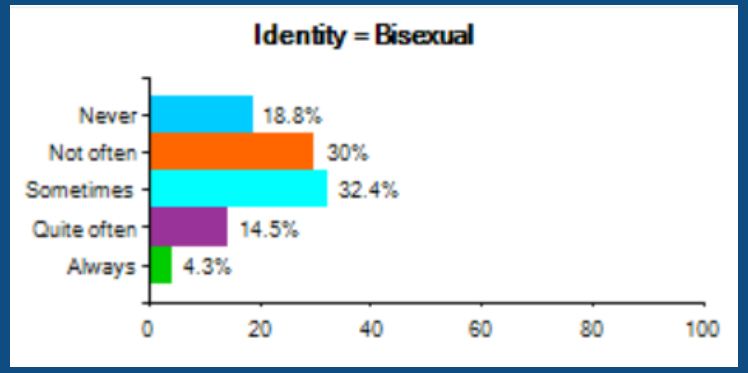


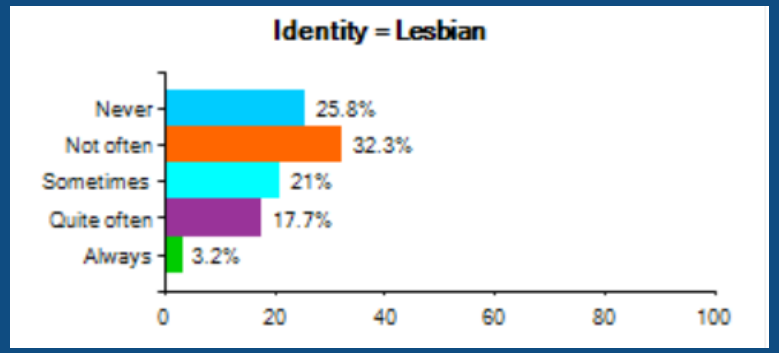


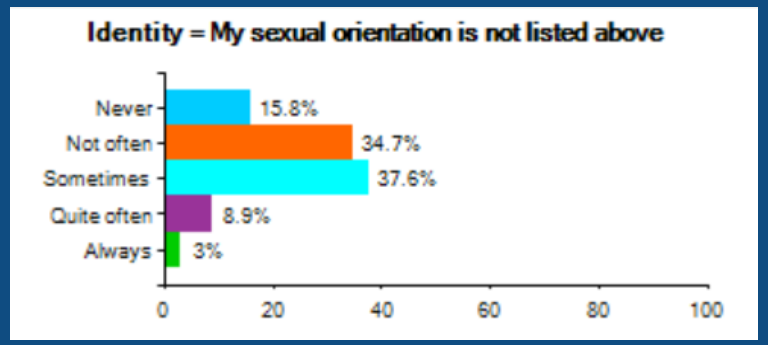
Inclusion in School Community (Secondary – Identity)

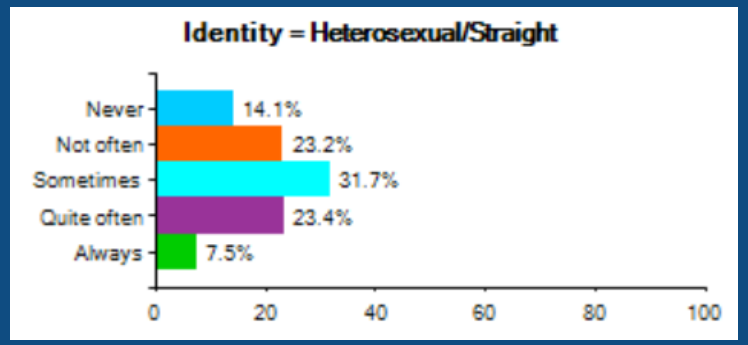




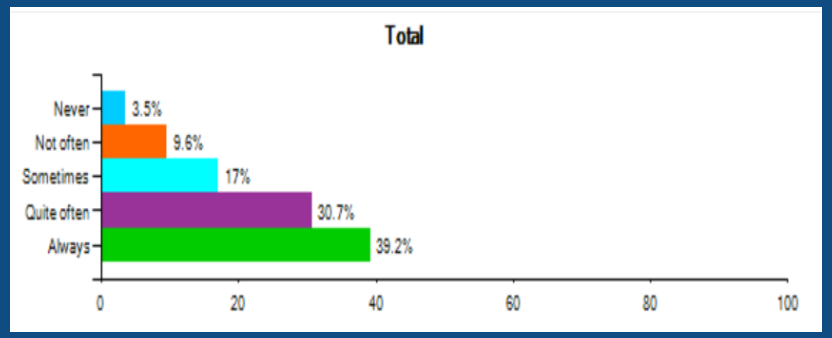


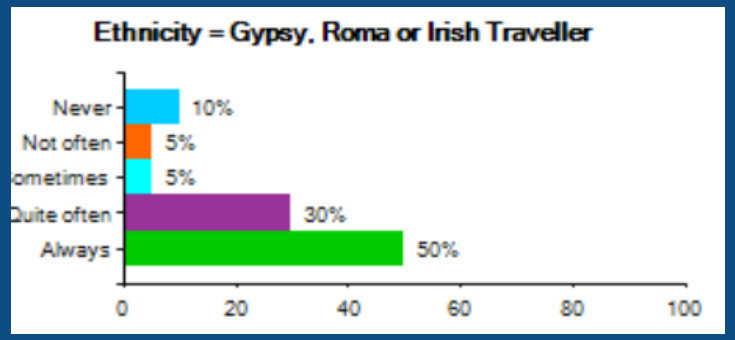


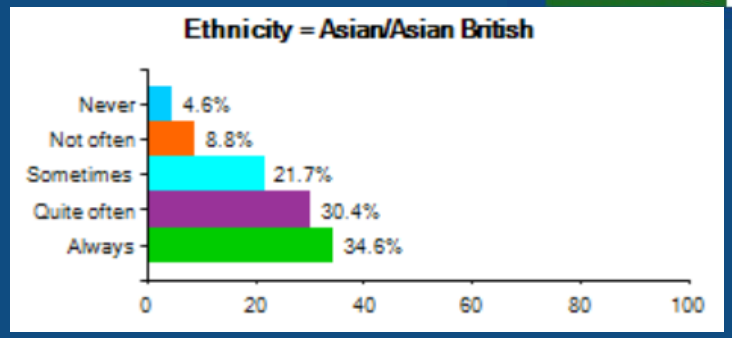


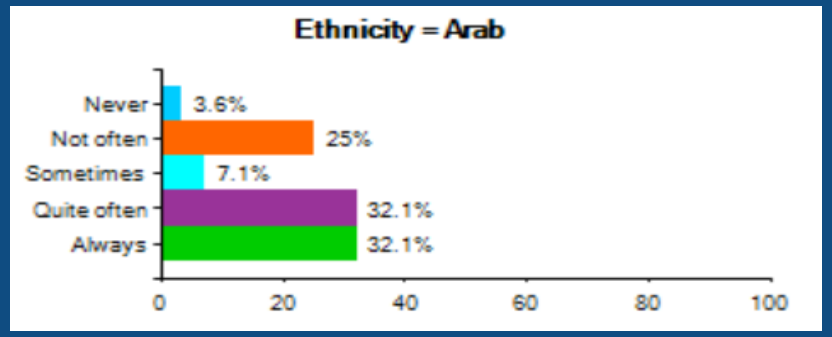


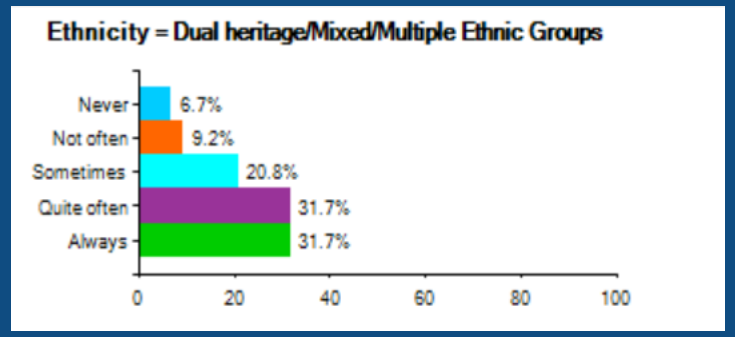
Inclusion in School Community (Primary – Ethnicity)

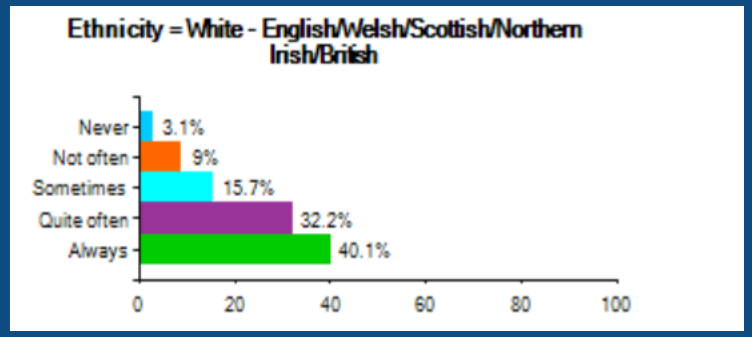




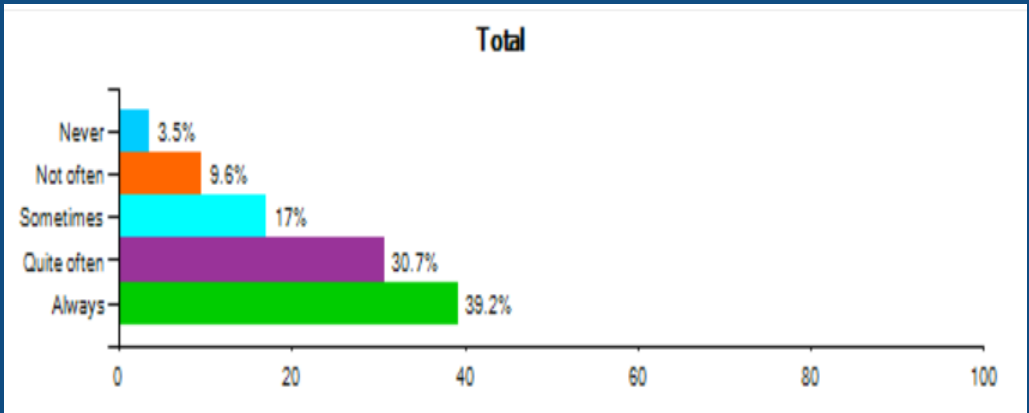


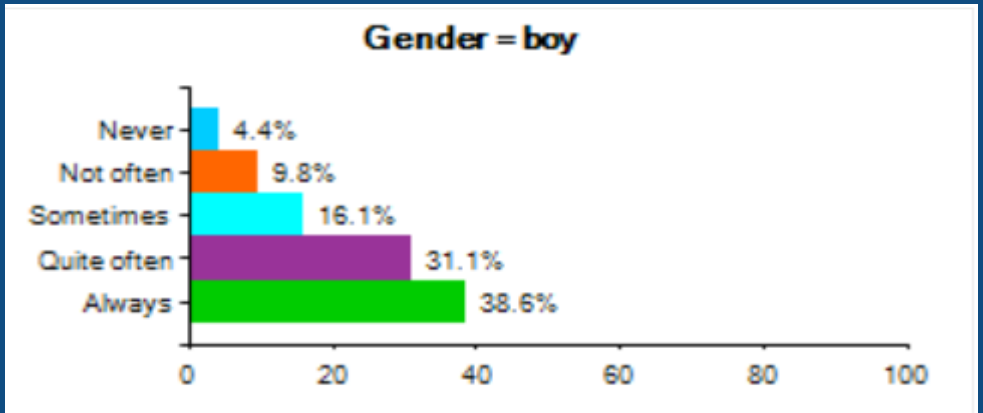


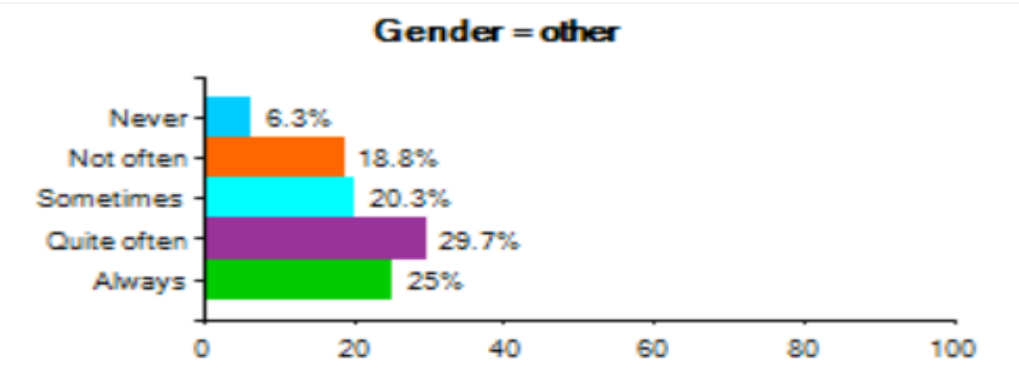


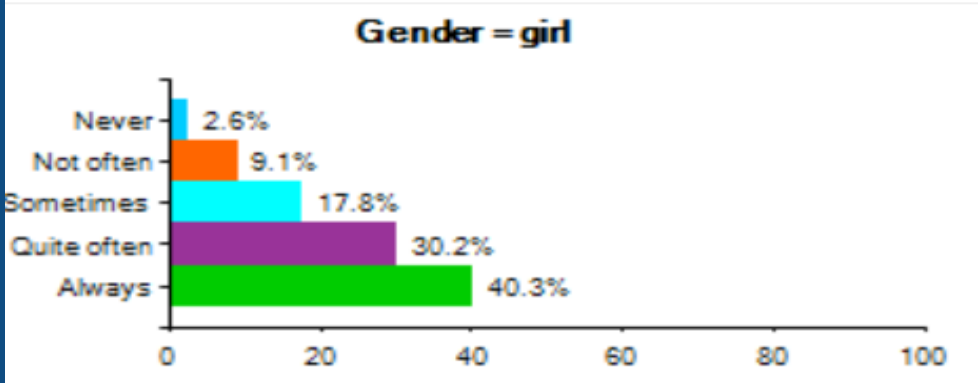


Inclusion in School Community (Primary – Gender)









Group numbers

	Secondary	Primary		Secondary	Primary
Gender			Ethnicity		
Total	2074	4194	Black/Black Br African	39	
Boys	955	2057	Black/Black Br Caribbean	8	
Girls	1037	2073	Black/Black Br Other	6	
Other	74	56	Black/Black Br Total	53	114
Ethnicity			White and Asian	15	
Arab	15	24	White and Black African	17	
Asian/Asian Br Bangladeshi	10		White and Black Caribbean	30	
Asian/Asian Br Indian	38		Mixed other	17	
Asian/Asian Br Pakistani	24		Dual/mixed/multiple heritage T	79	97
Asian/Asian Br Chinese	15		White British	1567	2559
Asian/Asian Br Other	30				
Asian/Asian British Total	132	213			

Group numbers

	Secondary	Primary		Secondary	Primary
Ethnicity			Sexual Orientation		
Gypsy/Irish Traveller	9		Heterosexual	1466	
Roma	6		Lesbian	58	
Gypsy/Roma Trav. Total	15	16	Gay	24	
White Irish	8	37	Bisexual	205	
White Other	203	573	Not listed	96	
Ethnicity not listed/other	33	110	Prefer not to say	119	
Prefer not to say	35	403			

Reflections

- As a Council we need to distil all our offers around mental health and well-being for our children and young people and look at what is available. There is a lot happening, but are we as clear as we can be around what is in offer for the different phases?
- This reinforces the evidence of a need for the Equalities Toolkit (Diversity Trust/Rep. Matters)
- There are a range of offers that exist within the Recovery and Innovation programme, so it will be about assessing the impact of these: ‘Bossing It’, Family Learning Resilience’, ‘Equalities Work’ etc.…
- Are we signposting enough to organisations such as the Diversity Trust and SARI – in terms of providing practical support on the ground to schools?
- The ask of schools is to reflect on the data in the context of your own schools. Does the picture shared reflect your own views around the lived experiences of CYP? Is there anything you can do to further support those pupils with protected characteristics?