



BeeWell Pupil Survey Report

2024/25

Hampshire, Isle of Wight, Portsmouth and Southampton (HIPS)

The Cowplain School

In collaboration with a team of experts, 200 young people from 15 pathfinder schools co-designed the survey to ensure it captures what matters to them.

Consideration was given to psychometrics as well as ease of reading and accessibility, to ensure that the questionnaire was appropriate for secondary school students and could be completed during a lesson (average completion time: 22 minutes).

The #BeeWell survey is divided into two sections: the Domains and Drivers of Wellbeing.

Domains

- Meaning, Purpose, and Control
- Understanding Yourself
- Emotions

Drivers

- Health and Routines
- Hobbies and Entertainment
- School
- Environment and Society
- Relationships
- Wellbeing Support

Data overview across Years 8 and 10 combined

Funnel plots were used to present 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. The funnel plot displays our school's average score on a selected measure against other comparable schools, and all other mainstream #BeeWell schools.

The comparable schools are based on a combination of factors: school size, ethnic diversity, and FSM percentage. They are the (up to 20) closest schools when looking at those factors amongst the BeeWell schools.

Data Analysis

- Life Satisfaction - Possible scores from 0-10 with higher scores indicating higher levels of life satisfaction. Our mean of 7.46 is higher than the average mean of for comparable schools (7.45), but not significantly. This concludes that students show levels of life satisfaction that are not discernibly different from the average, suggesting that they feel as satisfied with their lives as other students.
- Self-Esteem – Possible scores 5-20 with higher scores indicating higher levels of self-esteem. Our mean of 14.19 is higher than the average mean of for comparable schools (14.03), but not significantly. This concludes that we are not discernibly different from the average, suggesting that our students evaluate themselves as positively as others.
- Psychological wellbeing - Possible scores for this measure range from 7 to 35, with higher scores indicating higher levels of psychological wellbeing. Our mean of 22.89 is higher than both means for comparable schools (21.94) and all BeeWell schools (22.46). We are one of only two schools that scored above the average mean, suggesting that our students perceive significantly higher levels of psychological wellbeing than that of other students, in comparable and all BeeWell schools.
- Stress and Coping – Possible scores from 0-16. 16 indicating the higher level of perceived stress. Our mean of 7.59 is higher than the mean value of comparable schools (7.41), but not significantly. We are

within the funnel of best fit, concluding that students show levels of perceived stress that are not discernibly different from the average, suggesting that they feel no more or less stressed than other students.

- Emotion Regulation - Possible scores for this measure range from 3 to 9, with higher scores indicating higher levels of emotion regulation. Our mean of 5.83 is higher than both means for comparable schools (5.74) and all BeeWell schools (5.60). Whilst we remain in the funnel of best fit, we are significantly higher suggesting that our students manage their emotions better than others in comparable and BeeWell schools.
- Appearance - Possible scores for this measure range from 0 (very unhappy) to 10 (very happy). Our mean of 4.93 is significantly lower than comparable schools (5.58) meaning that our students are less happy than average about their appearance. However, we follow the trend of comparable schools falling below the average mean.
- School connection - Possible scores for this item range from 1 to 5, with higher scores indicating higher levels of school connection. Our mean of 3.26 is higher than the average mean of comparable schools (3.16), but not significantly. This concludes that our students show levels of school connection that are not discernibly different from the average and that they feel like they belong at school as much as other students.
- Happiness with attainment - Possible scores for this item range from 0 to 10, with higher scores indicating higher levels of happiness with attainment. Our mean of 6.12 is higher than the average mean of comparable schools (5.92), but not significantly. This concludes that students show levels of happiness with their attainment that are not discernibly different from the average, suggesting that they feel as happy with their marks as other students.
- Relationships with staff - Possible scores for this measure range from 4 to 20, with higher scores indicating higher levels of perceived support from adults at school. Our mean of 13.43 is lower than the average mean of comparable schools (13.86) but not significantly. We remain in the funnel of best fit meaning that our students show levels of school support that are not discernibly different from the average,

suggesting that they feel as supported by adults at school as other students.

- Bullying – possible scores for the bullying question ranged from 3 – 12, with higher scores indicating higher levels of bullying. Our mean of 4.14 is higher than the average mean for comparable schools (4.38), but not significantly. We remain within the funnel of best it which suggests that our students report bullying a similar amount of time as other students.