ACHIEVE WELL TEAM
Empowering wellbeing, elevating achievement

The Nottingham Health and Wellbeing Pupil Survey Data

Responding to your school's report

Introduction

This document is designed to support you to use the detailed insights provided by the Nottingham City Children and Young People's Health and Wellbeing Survey. The survey data offers a comprehensive view of the health beliefs, behaviours, and experiences of pupils in your school, alongside comparisons with city-wide data. These comparisons support you in identifying strengths and areas for development. Reviewing your data and action-planning for improvements will enrich your school's personal development and health and wellbeing provision

This guidance advocates for a whole-community approach, engaging pupils, staff, parents, and local stakeholders in interpreting the findings and co-creating solutions. By working together, you can ensure that the actions taken are both meaningful and sustainable.

Read on to increase your understanding of:

1. Understanding and interpreting the survey data, including city-wide comparisons and identifying strengths and areas for development.
2. Engaging with stakeholders to gather diverse perspectives and foster collective ownership.
3. Developing and implementing an action plan with clear, achievable goals.
4. Monitoring and evaluating the impact of your action plan, using follow-up data for continuous improvement.

We hope this guidance supports your school to translate data into impactful actions, fostering a culture of health, wellbeing, and inclusion for all pupils.

1. Understand and interpret the survey data

The Nottingham City Children and Young People's Health and Wellbeing Survey provides a detailed snapshot of pupils' health behaviours, wellbeing, and experiences within your school, compared against city-wide data. Understanding how to interpret this report is key to identifying strengths, recognise your areas for improvement, and planning effective actions.

Structure of the Report

The report is divided into several key sections, each offering valuable insights into pupils' health and wellbeing:

- **Snapshot Comparison**: A high-level overview comparing your school's data with city-wide averages (shown in brackets), highlighting where your school is performing better or worse.

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- **Charts**: Visual representations showing statistically significant differences between your school and Nottingham City data, using colour-coded markers to indicate areas of concern or success.
- **Significant Differences**: Details of statistically significant findings, helping you to prioritise areas for intervention.
- **Headlines**: Summaries of your pupils' responses across key themes such as healthy eating, physical activity, emotional wellbeing, and safety.

Key Elements to Consider

When reviewing your report, keep these key points in mind:

- **Strengths**: Celebrate and build on areas where your school outperforms the city-wide data. These strengths can provide a foundation for further improvement and for identifying your good practice.
- **Challenges**: Identify areas where your school scores below city-wide averages. Use these insights to discuss with stakeholders, action-plan, develop and/or target interventions.
- **Trends Over Time**: Compare data with previous years (if available) to assess progress and identify emerging issues.
- **Subgroup Analysis**: Pay attention to differences among pupil groups (e.g., gender, year group) to ensure actions address the needs of all students.

Questions to Guide Analysis

As you examine your report, consider the following questions:

- What are the key trends in the data? Are there patterns in areas such as mental health, physical activity, or safety?
- Where does your school differ significantly from city-wide averages? Are these differences positive or areas for concern?
- Are there specific groups of pupils who appear to need additional support?
- How do this year's results compare to previous years, and what progress has been made?
- Are there new issues or emerging trends developing compared to previous surveys?
- How does the pupil feedback align with other sources of data such as attendance, behaviour, or safeguarding?

TASK – Read through your report now, using the guidance above. Make a note of strengths and areas for development.

2. Engage with stakeholders

Engaging stakeholders is an important part of responding to the health and wellbeing survey data. Stakeholders bring diverse perspectives, ensuring that actions are both relevant and inclusive. A

collaborative approach fosters ownership and builds stronger, more sustainable outcomes.

Key stakeholders to involve include:

- Children
- Staff
- Parents/Carers
- Governors
- Community Partners

Ways to engage stakeholders

- Present a summary of survey data in a clear, accessible format, tailored to each group, for example through the school website; newsletter; school messaging service; assemblies; governor meeting; report; or a presentation. Highlight key trends, strengths, and challenges.
- Use focus groups, assemblies, tutor or circle time, PSHE, school councils, to explore the survey results with children. What do children think can be done to address the areas for development?
- Hold staff meetings or workshops to discuss findings and brainstorm solutions.
- Hold parent forums or workshops to share the data and invite feedback.
- Meet with local organisations to explore collaboration opportunities and shared goals.

Questions to guide discussions with stakeholders:

- Are you surprised by the findings? Why or why not?
- Which, do you feel, should be our priority moving forwards?
- Do these findings reflect your experiences?
- What do you think contributes to the identified trends?
- What changes would you like to see, and what role can you play?
- What do we currently do that supports this work? What can we do better or more of?
- How can we address the areas of concern?

Use the results of stakeholder engagement to guide future actions. Encourage ongoing engagement by sharing how you have responded to feedback using a 'You said, we did' format. Invite stakeholders to co-create or co-deliver solutions to address areas of concern. By consulting stakeholders, you can ensure your response to the data is not only evidence-based but also inclusive, practical, and supported by the wider school community.

TASK – Identify ways to engage with your stakeholders.

3. Develop and implement an action plan.

Creating an effective action plan is essential to translate your survey data into meaningful improvements for pupils' health and wellbeing. A well-structured plan ensures that priorities are clear, actions are achievable, and progress is measurable.

Setting Priorities

Use the survey data and stakeholder input to identify key focus areas:

- **Identify Strengths and Challenges**: Build on areas where your school excels, and address areas of concern highlighted in the data.
- **Consider Impact**: Prioritise actions that will have the greatest positive impact on pupils' health and wellbeing.
- **Use Stakeholder Insights**: Incorporate feedback from pupils, staff, parents, and other stakeholders to ensure priorities reflect the needs of the school community.

Ensure each action in your plan is:

- **Specific**: Clearly define what you aim to achieve.
  Example: "Increase the percentage of pupils eating at least 5 portions of fruit and vegetables on the day before the survey from 26% to 35% within one year."
- **Measurable**: Use clear metrics to track progress.
  Example: "Reduce the number of pupils who said they 'never' do an average of an hour of moderate to vigorous activity each day during a week from 11% to 9% by the summer term."
- **Achievable**: Set realistic targets based on available resources and capacity.
- **Relevant**: Align actions with school priorities and the health and wellbeing needs identified in the data.
- **Time-Bound**: Specify deadlines to maintain focus and accountability.
  Example: "Launch a peer mentoring programme by the end of the spring term."

Designate a staff member or team to oversee each action. Consider how pupils, parents, or community partners can contribute. Ensure the senior leadership team regularly monitor and review progress.

You may choose to categorise your actions into different timescales, for example:

- **Short-Term (1–3 months)**: Quick wins, such as introducing wellbeing check-ins for pupils or holding an assembly on survey findings.
- **Medium-Term (3–6 months)**: Implement new initiatives, such as training staff in mental health first aid or revising PSHE lessons.
- **Long-Term (6+ months)**: Evaluate the impact of interventions and integrate successful strategies into school policies.

Ensure your action plan is supported by the necessary resources:

- **Funding**: Identify internal budgets or external grants to support wellbeing initiatives.
- **Training**: Provide professional development opportunities for staff as required to implement the action plan.
- **Partnerships**: Collaborate with local organisations, charities, or health services for additional expertise and support.

Examples of Actions to Take

This section outlines potential actions schools can implement in response to survey findings. Tailor actions to your school's context, considering input from stakeholders and alignment with best practice.

Physical activity **Data Insight**: Only 51% of pupils reported achieving an hour of moderate-to-vigorous physical activity each day (below the city average of 62%).	**Actions**: - **Daily Exercise Initiatives**: Launch a "Daily Mile" programme where pupils walk, jog, or run during a designated part of the school day. - **Varied Activities**: Offer diverse sports clubs (e.g., dance, martial arts, or yoga) to appeal to pupils who may not enjoy traditional team sports. - **Active Play**: Enhance playground spaces with equipment like skipping ropes or climbing frames to encourage active play during breaks. - **Involve Families**: Organise "Active Family Challenges" to engage parents and carers in physical activities at home.
High Levels of Anxiety or Worry **Data Insight**: 83% of pupils worry about three or more issues 'quite a lot' or 'a lot', compared to 64% city-wide.	**Actions**: - **Worry Workshops**: Deliver workshops teaching coping strategies, such as mindfulness, journaling, or relaxation techniques. - **Check-In Systems**: Introduce a "worry box" where pupils can anonymously share concerns, reviewed regularly by pastoral staff. - **Mental Health Awareness**: Conduct assemblies or PSHE lessons on recognising and managing anxiety, tailored to pupil age groups. - **Access to Support**: Train staff in mental health first aid and ensure pupils know how to access counselling services.
High Rates of Bullying Experiences **Data Insight**: 98% of pupils reported experiencing one or more negative behaviours in the past month, compared to 86% city-wide.	**Actions**: - **Anti-Bullying Ambassadors**: Train selected pupils to serve as peer mentors who promote inclusivity and address bullying behaviours. - **Hotspot Monitoring**: Use survey insights to identify where bullying is most likely to occur (e.g., playgrounds) and increase staff presence in those areas - **Restorative Practices**: Implement conflict resolution sessions to mediate between pupils involved in bullying incidents. - **Parental Workshops**: Run sessions for parents on recognising signs of bullying and supporting children to report issues confidently.

Unhealthy Eating Habits **Data Insight**: 46% of pupils reported eating fast food at least once a week for their main evening meal, compared to 35% city-wide.	**Actions**: • **Healthy Eating Campaigns**: Create "Healthy Eating Weeks" to promote nutritious choices, with activities like healthy cooking demonstrations. • **Lunchroom Changes**: Work with caterers to improve the appeal and variety of healthy school meals, based on pupil feedback. • **Food Education**: Incorporate nutrition education into the curriculum, including lessons on balanced diets and the impact of junk food. • **Snack Policies**: Encourage healthy snacks by implementing guidelines or introducing a "fruit first" policy for snacks brought to school.
Concerns About Internet Safety **Data Insight**: 43% of pupils reported seeing inappropriate images online, matching the city average but indicating a widespread issue.	**Actions**: • **Online Safety Curriculum**: Deliver age-appropriate lessons on recognising and avoiding harmful content, using interactive resources. • **Digital Resilience Training**: Teach pupils how to respond when they encounter inappropriate material, including reporting it safely. • **Parental Support**: Host workshops to help parents understand online risks and set effective digital boundaries at home. • **Policy Reinforcement**: Review and update school e-safety policies, ensuring pupils understand how to report concerns.
Lower Confidence in Dealing with Puberty **Data Insight**: Only 36% of pupils feel confident dealing with puberty, slightly below the city average of 37%.	**Actions**: • **PSHE Sessions**: Provide tailored lessons on puberty, delivered in smaller groups to encourage open discussions and questions. • **Health Resources**: Create a library of age-appropriate books, videos, and leaflets on puberty for pupils to access privately. • **Peer Programmes**: Establish mentorship systems where older pupils discuss their experiences and offer guidance. • **Workshops for Parents**: Offer information sessions to help parents support their children during this transitional phase.

4. Monitor and evaluate

Monitoring progress and gathering feedback are essential to ensure the actions you implement are effective and sustainable. Regularly reviewing your initiatives helps identify what is working well, what needs adjustment, and how resources can be optimised. Engaging pupils, staff, and parents in this process not only enhances accountability but also fosters a culture of collaboration and shared ownership.

To maintain momentum and ensure lasting impact, consider these key strategies:

• **Regular Check-Ins**: Hold termly reviews to assess implementation and address any challenges.
• **Feedback Loops**: Gather feedback from pupils, staff, and parents on the effectiveness of actions.

- **Use Data**: Plan for follow-up surveys or focus groups to measure impact and inform future actions.

TASK – Create an action plan based to respond to your survey results, informed by the views of stakeholders, including a review process.

How can the Achieve Well Team help schools to respond to the survey?

The Achieve Well Team offer **free** services to schools in Nottingham to support them to improve health and wellbeing provision. You can find out more on our [website](#). We offer a range of face-to-face, virtual and on-demand [Training and networks](#) for all phases. Our [Resources](#) selection is growing with Padlets, assemblies, toolkits and guides. The Health and Wellbeing [Awards](#) programme provides a framework and tools for schools to audit, action plan and develop their practice. If you'd like to discuss our services further, please [email us](#).

Newsletter

We produce a monthly newsletter which contains local and national updates, including the work of the Team. You can sign up for the newsletter and other updates [here](#).

Repeat the survey

Public Health have funded this survey on an annual basis to take place between September and mid-November each year. To sign up for next year's survey, please click [here.](#)

Other services

There are a range of free services that can help you to respond to your survey data, for example Thriving Nottingham, who offer free in-school sessions around healthy eating and physical activity. You can source providers through our [Partnerships page.](#)