



# #BeeWell evaluation

Operational learnings from the first year of the #BeeWell programme

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- Bolton St. Catherine's Academy
- Burnage Academy for Boys
- Cansfield
- Cardinal Langley RC High School
- Cedar Mount Academy
- Cheadle Hulme High School
- Chorlton High School
- Co-op Academy Failsworth
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- Co-op Academy Swinton
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- Dean Trust wigan
- Didsbury High School
- Ellesmere Park High School
- Fairfield High School for Girls
- Falinge Park High School
- Flixton Girls School
- Fred Longworth High School
- Golborne High School
- Hathershaw College
- Hawkley Hall High School
- Hazel Wood High School
- Hollinwood Academy
- Hyde High School
- Inscape House School
- Irlam and Cadishead Academy
- King David High School
- Kings Leadership Academy Bolton
- Kingsway Park High School
- Laurus Cheadle Hulme
- Laurus Ryecroft
- Lostock High School
- Manchester Health Academy
- Manchester Hospital School
- Manor Academy Sale
- Matthew Moss High School
- Moorside High
- Mount St Joseph Catholic School
- New Park Academy
- North Chadderton School
- Oakwood Academy
- Oasis Media City Academy
- Parrenthorn High School
- Parrs Wood High School
- Pioneer House High School
- Priestnall School
- Progress School Stockport
- Royton and Crompton Academy
- Rayner Stephens High School
- Saddleworth School
- St Gabriel's RC High School
- St James' Catholic High School
- St Matthew's
- St Thomas More RC College
- Standish Community High School
- Stretford Grammar
- The Derby High School
- The Heys School
- Thomasson Memorial School
- Thornleigh Salesian College
- Unsworth Academy High School
- Urmston Grammar
- Whalley Range 11 to 18 High School
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## Key findings



This short evaluation report offers operational reflections on the first year of the #BeeWell survey. It is based on an evaluation survey completed by **seventy schools** and interviews with four schools in Salford, Oldham, and Crumpsall.

Feedback gathered from schools through our evaluation survey and interviews indicated that:

- Overall, schools found completing the #BeeWell survey a **positive and useful experience**.
- The #BeeWell survey was felt to be **easy to explain to most pupils**, although some schools felt that **better adaptations could be made** for SEND students and students for whom English is an additional language.
- Schools identified **a lack of time** and **survey length** as key challenges they faced when completing the #BeeWell survey: **52%** of schools **recommended fewer questions**, and **47%** said they **struggled to find the time** to complete the survey.
- Schools were **generally positive** about the support provided by the #BeeWell team to enable them to complete the survey.
- Most schools felt that the data gathered through the #BeeWell survey would be **useful to them going forward**.
- **39%** of schools were planning to make changes after running the survey, and suggested they would use results to **design interventions to target specific cohorts** or **conduct future research** into the needs of their young people.<sup>1</sup>

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<sup>1</sup> Our evaluation survey was sent out in February, not long after schools were given access to their private #BeeWell dashboard report. Other schools who responded to our evaluation survey may have planned or undertaken actions in response to their #BeeWell data since responding.

## Introduction



In Autumn 2021, nearly 40,000 young people completed the #BeeWell survey in 165 schools and education settings across Greater Manchester (62% of the 267 secondary schools in the metropolitan area). Securing the participation of so many schools was a significant achievement, and the result of the considerable effort invested by stakeholders at all levels – from the initial endorsement of Andy Burnham MP, the Mayor of Greater Manchester, and the support of Directors of Education, to the engagement of senior leadership, pastoral leads and teachers within individual schools across Greater Manchester.

The participation of so many young people across the region was all the more considerable given the multiple and extraordinary pressures that schools have faced over the last two years, as rates of Covid-19 infection and levels of lockdown restriction have fluctuated.

The data collected in Autumn 2021 provided a thorough picture of the wellbeing of participating young people and was subsequently shared back with schools through private, password-protected dashboards in February 2022. In Autumn 2022, the #BeeWell programme will run the survey again in schools and education settings across the region.

Renaissi was commissioned by the #BeeWell programme to act as evaluation and learning partner. In the first year of the programme, this involves offering operational learnings ahead of the second year of delivery and identifying the early actions undertaken by schools and other stakeholders to support the wellbeing of young people.

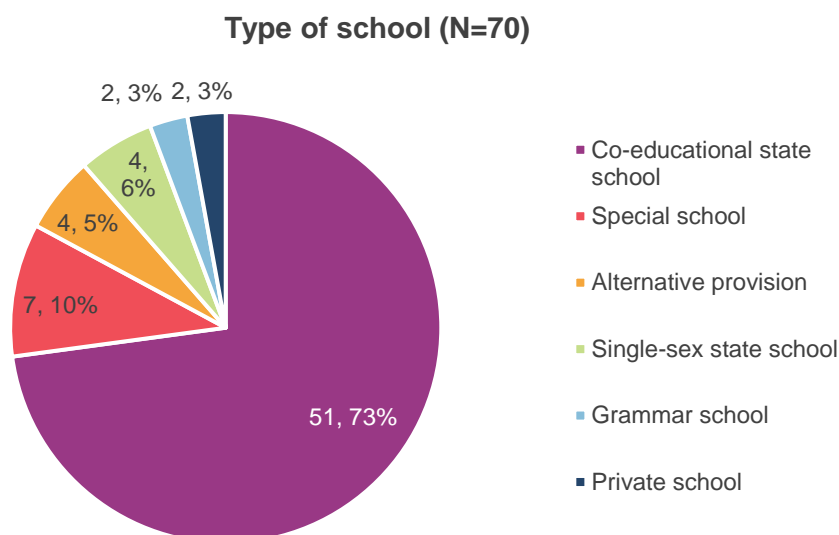
This short operational report provides insight into the experiences of schools who completed the #BeeWell survey in Autumn 2021. It also offers recommendations to ensure that the process of completing the survey is as smooth as possible for schools and young people ahead of the second rollout of the survey in the next academic year.

## Our approach

The report is based on a short survey which was completed by **seventy schools** across Greater Manchester in February 2022 and **four** interviews conducted with schools in Salford, Oldham, and Crumpsall.

### School survey

The school survey asked schools a series of questions relating to their experience of administering the #BeeWell survey; the engagement of their young people; challenges they encountered when completing the survey; and their early plans for acting on their #BeeWell data. It is important to note, however, that our evaluation survey was circulated soon after schools had received their private #BeeWell reports, and so many were still in the process of considering how to respond to their data. As a result, our survey was only able to capture schools' early plans and immediate responses to their #BeeWell data. More schools may have planned and taken further action based on their #BeeWell results since completing our survey.



In total, **seventy** schools completed our evaluation survey. 73% of survey respondents were mixed (co-educational) state schools and 10% (7) were special schools. The remaining schools were a mixture of alternative provision, single-sex state, grammar, and independent schools.

### Weighted agreement statements

To simplify comparisons between scores for agreement statement questions (where participants indicated their level of agreement with certain statements), we have calculated a weighted score. Higher scores (tending toward 5) indicate higher levels of agreement, while lower scores (tending towards 1) indicate lower levels of agreement.

Survey answer	Weighted score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1

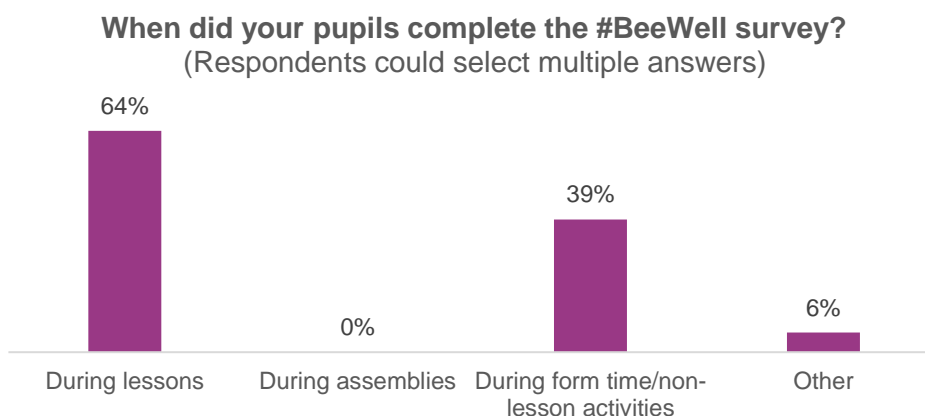
## Completing the #BeeWell survey



### Did schools complete the #BeeWell survey alongside other wellbeing surveys during this academic year?

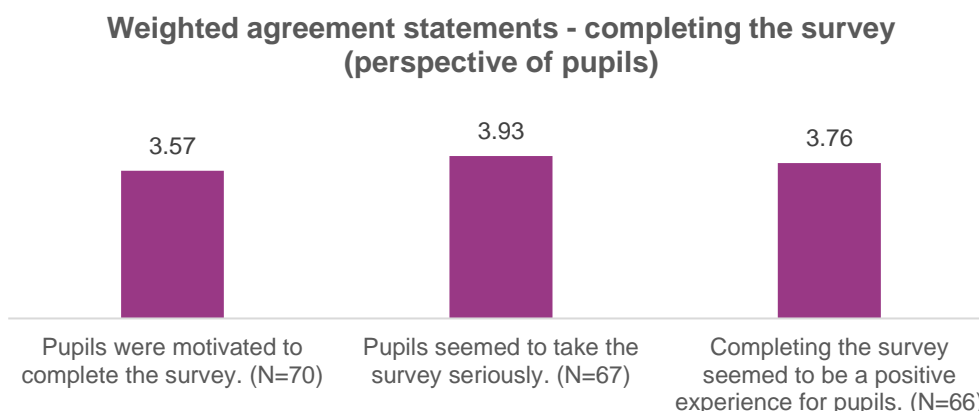
For two-thirds of schools, #BeeWell was the only wellbeing survey they had used in the 2021-22 academic year. For those schools that had used other surveys, the **PASS survey** and/or **in-house surveys** were the most commonly used alternatives.

### When did schools complete the #BeeWell survey during the school day?



Approximately **two thirds of schools** (64%) completed the #BeeWell survey during lesson times, and **39%** completed it during form/non-lesson activities. Most schools chose to complete the survey in one part of the school day – just 6% completed surveys during both lessons and form time/non-lesson activities.

### How engaged did schools feel their pupils were in completing the #BeeWell survey?



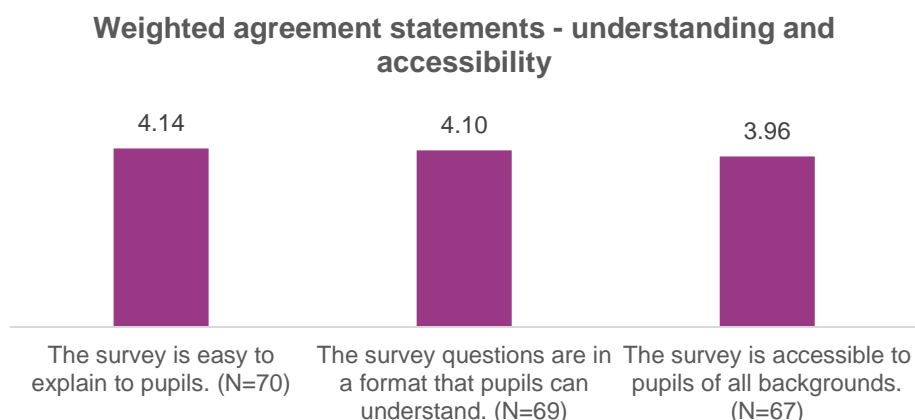
Schools generally agreed that pupils were engaged in completing the BeeWell survey. The agreement statements related to pupil motivation, taking the survey seriously and the survey being a positive experience for pupils had weighted scores between 3.5 – 4, indicating moderate levels of agreement.

Inevitably, some pupils were less motivated to take part. Schools sought to overcome this challenge by highlighting the importance of the contribution of pupils and framing the #BeeWell survey as an opportunity to have their voices heard. This helped some schools motivate pupils to participate fully and truthfully in the survey as they felt that their input was valued.

*“I think they were quite willing to sort of say what they think which we will felt was super positive, and I think the pupils liked it was being asked as well. So we thought people would be a bit guarded. Actually, it was they weren't at all.”*

- School interview

## How accessible was the #BeeWell survey?



Schools generally reported that the BeeWell survey was accessible for their pupils. The agreement statements related to the survey being easy to explain to pupils and being in a format pupils can understand received weighted scores between 4 – 4.5, indicating a strong level of agreement. The statement *‘the survey is accessible to pupils of all backgrounds’* received a slightly lower weighted score of 3.96, but this still suggests a moderately strong level of agreement. These findings were reflected in the interviews, with interviewees agreeing that the #BeeWell survey was generally accessible.

*“The questions were accessible for both year 8s on year 10s, in terms of the language used and what they were asking, and so actually carrying out the survey [with] the students, that was fine.”*

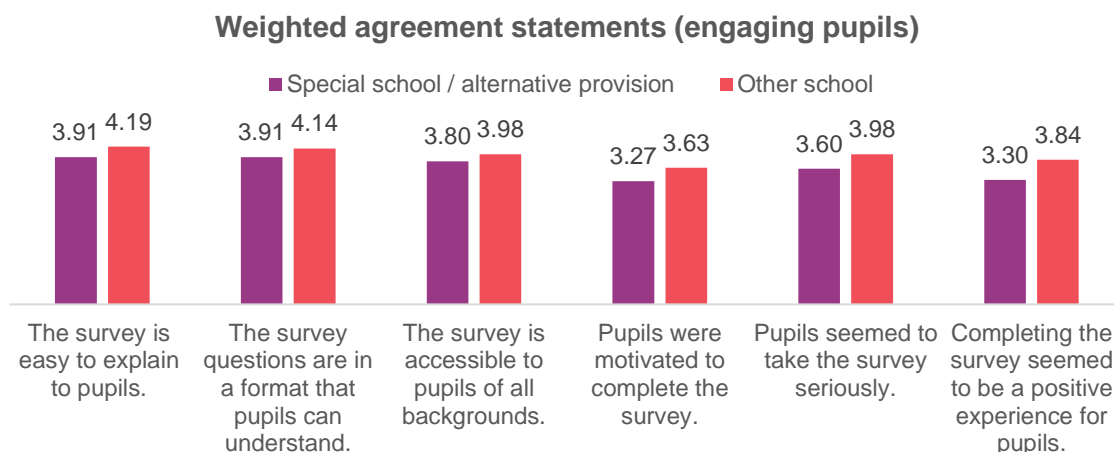
- School interview

However, several survey respondents reported that it was harder to engage some groups of young people with additional needs – especially SEND pupils and those for whom English is an additional language. The key issue highlighted was the wording of the questions, with some pupils from these cohorts struggling to understand what was being asked of them.



*“Some of the questions were not worded in a way that was easily accessible by students identified as EAL and in some cases SEND students.”*

- Survey respondent



These findings were reflected in the differences in agreement scores between mainstream schools and special schools and alternative provision settings (such as pupil referral units). Respondents from special schools and alternative provision gave consistently lower scores to agreement statements related to understanding, accessibility, motivation to complete the survey and the engagement of pupils, suggesting that these educational settings faced additional challenges when completing the survey. The responses of special schools are particularly significant, as these schools were offered an accessible version of the #BeeWell survey in place of the standard survey.

*“[School] is a special needs school. Most pupils did not understand the questions being asked and needed a lot of adult support to complete the survey.”*

- Survey respondent

Schools were able to overcome some of these challenges by having staff sit down with pupils and guide them through the survey. While this approach was quite resource-intensive, it was successful in helping young people to understand and answer the questions.

*“Our SENCO was involved and she was able to identify pupils that would really struggle with the accessibility... the majority [of SEND students] just did it with a TA so having a TA reading the questions, discussing it with them, and then inputting the answers for them.”*

- School interview

## What challenges did schools experience when completing the #BeeWell survey?

Schools identified three main issues they faced when completing the #BeeWell survey for the first time: (1) **the length of the survey**; (2) **access to digital devices or IT equipment**, and (3) **difficulties matching students to their passwords**.

## Survey length

Nearly half of schools (48%) identified a lack of time as a key barrier they faced when completing the survey - the most common challenge highlighted by the school survey. In addition, the agreement statement *'It was easy to find time in the school term to complete the survey'* (N=69) received a weighted score of 3.01, the lowest for any agreement statement in the school survey, indicating no discernable agreement or disagreement. That schools faced this issue is unsurprising, given the considerable pressures they faced in Autumn 2021 as they sought to support educational catch up while continuing to battle the disruption caused by the Covid-19 pandemic.

Responses to other questions included in our survey suggest that the length of the survey was a key contributing factor to the time pressure schools faced. Over half of schools (53%) suggested that fewer questions would help them to complete the #BeeWell survey in future. A couple of schools reported being surprised by the length of the survey, leading to them to rethink when they would fit completing the survey into the school day.

*"I am new in role and without having in depth knowledge of how the school works, form time was suggested. This time was not long enough especially for the yr 8's [sic]."*

- Survey respondent

It is important to note that average completion time across all participating schools in Greater Manchester was 21.5 minutes in 2021, and three-quarters of pupils completed the survey in approximately 27 minutes. While this suggests that the majority of pupils may have been able to complete the survey within a lesson or form time, some schools may have found it challenging to both set up the survey and get their pupils to complete it in one sitting – especially when pupils required additional support.

Schools also noted that their pupils felt that the survey was too long and therefore onerous to complete. Some respondents felt that the length of the survey may have caused some pupils to be less engaged when responding to the later questions. Other schools suggested that the length of the survey was particularly an issue for younger pupils.

*"Too many questions and so the answers at the start of the survey are potentially more reliable than those towards the end!"*

- Survey respondent

*"I think the challenge with a survey for young people, particularly year eight, it was very lengthy. For some of those young people, I think your challenge is that children truly understanding what it means."*

- School interview

## Access to IT equipment and digital devices

Access to IT/digital devices was an issue reported by approximately one quarter (23%) of schools. This slowed the process of completing the #BeeWell survey as pupils could only access

devices in small cohorts. Careful timetabling was suggested as a potential solution to this challenge, which would require more planning up front.

*“We couldn't do it as a whole year group in PSHE, for example, with a set with sit-down PCs, because we've only got so many. So these are the things we're thinking about... how we can maybe not try and do it in one hit, but maybe do it as a rotation and maybe do it on the PCs instead. That's kind of what we're thinking for next time.”*

- School interview

*“As a small school, timetabling the ICT rooms to ensure that students could complete the survey.”*

- School interview

### Matching students to the passwords

Another issue reported by schools was matching up students to their unique passwords. Schools used different means of distributing the passwords, although all of these methods appeared to be quite time-consuming for staff.

*“I had to individually email every single kid in year eight and in year 10, with their unique email address... [it was] quite tedious beforehand, but either way you would have done it, it would have been quite onerous.”*

- School interview

This process was complicated by pupil turnover at schools. Some new arrivals were left without passwords due to the information on pupil attendance used to generate the passwords being out of date. It was suggested that generating the passwords later in the school term would help as the information would be more up to date.

*“The only problem like was that a few kids didn't have codes... I'm not sure when they got the register information... but it might have made sense to leave that for a bit later after the start of term.”*

- Survey respondent

### Supporting schools to address these challenges

Ahead of the second year of the #BeeWell survey, the #BeeWell programme has made some changes to survey delivery to ensure the process of completing the survey is as smooth as possible:

- 1) Providing further guidance on completion time in the Welcome Back Pack:** the time required to complete the survey was a key challenge that schools identified when responding to our survey. In order to support schools to allocate sufficient time to complete the survey, the Welcome Back Pack will contain guidance on the length of time required for administration and completion. This should enable schools to make an

informed decision on when is the most appropriate time in the school day for their pupils to complete the #BeeWell survey.

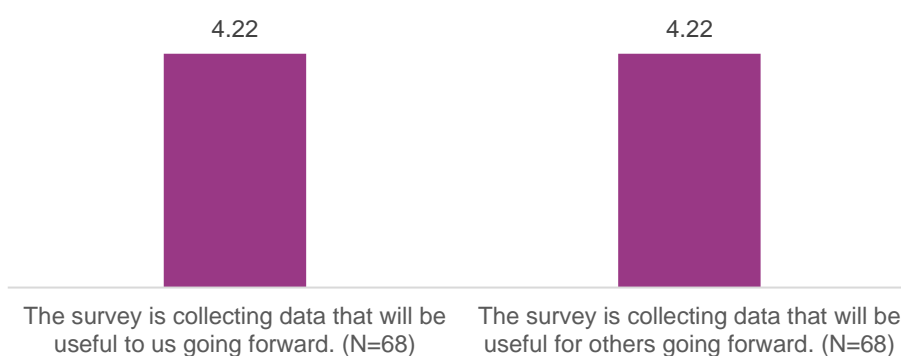
- 2) **Removing the postcode element:** schools provided feedback to the #BeeWell team that the postcode section of the survey caused significant challenges, as their pupils often did not know their postcode, increasing the amount of time required to complete the survey. Postcode data will now be pulled through from local authority datasets and pupils will not need to fill this in themselves. Again, this should help to reduce the amount of time required for schools to administer the survey.
- 3) **Offering additional support for PRUs and special schools:** in Autumn 2022, members of the #BeeWell academic team will offer dedicated support to PRUs. They will offer slots to PRUs to introduce staff to the purpose of the survey and how they can administer it, and support staff to deliver the survey by visiting the PRU during their survey session. Alongside this, the #BeeWell team will send out a supplementary resource to special schools to provide additional guidance on the data reports that they will receive.

## Engaging with the #BeeWell data

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Do schools think the #BeeWell survey is generating useful data?

**Weighted agreement statements - usefulness of data**



There was widespread agreement amongst interviewees and our survey respondents that the #BeeWell survey was collecting useful data. The agreement statements related to usefulness of data (for schools and other stakeholders respectively) both had weighted scores above four, indicating a strong level of agreement. These findings were reflected in interviews, with schools unanimously stating that the data was important for illuminating issues related to student wellbeing, which was important for planning and designing the support they would offer going forward.

*"I think it's it is a worthwhile thing. The data that's been collected is important. It's important that all schools do try and work together because we all have kids, no matter what their background, they have similar issues, and it's*

*important to collect data on what these issues are."*

- School interview

Schools were also felt that the survey asked the right questions. In particular, interviewees praised the holistic approach taken to the subject of wellbeing, as questions covered a broad range of topics such as healthy eating, sleep hygiene and student aspirations. This allowed schools to target different aspects of wellbeing to work on, rather than having a narrow focus on crisis management.

*"What I really like about the questions is and what feeds that into sort of working in partnership with parents is the questionnaire focuses on habits and good sleep hygiene... I think it's great that the questions are that varied because it shows every single important step of mental wellbeing, not just about managing crises when crisis arrives."*

- School interview

## How did schools find the support provided by the #BeeWell team?

Schools were generally positive about the support they received from the #BeeWell team. In our school survey, the agreement statement *'It was easy to access support if I encountered challenges.'* (N=68) received a weighted score of 3.96, indicating a moderate level of agreement. Schools that participated in our interviews praised the regularity and clarity of the communication from the #BeeWell team whilst setting up and delivering the survey, which helped make the whole process smoother than it otherwise would have been.

*"When we've compared it to when we've done loads of things with over organisations, this has been an absolute piece of cake to implement... they couldn't have made it easier and but the value from what you get is just immense, really. I think they have done a really good job."*

- School interview

This clear communication continued once the #BeeWell data had been collected, which allowed schools to make sense of their findings and make the most of the #BeeWell data.

*"The BeeWell team have been in regular contact even after the surveys have been completed, the offer training for the staff support for the students when they were taking the survey. So it was quite well organised."*

School interview

Schools we spoke to during interviews offered some suggestions for how the #BeeWell support could be improved further. One school suggested that a standard #BeeWell assembly could be offered to schools that they could use to introduce the survey to their pupils. It was felt that using an assembly that was created or delivered by the #BeeWell team could help to make the survey seem more novel and interesting than if the survey was introduced by school staff.

*"We did our own in assembly and PSHE. To whether the BeeWell team could offer an assembly for the year groups just to say this is what's going on, this is*

*how it'd be used... it might have motivated them a bit more to speak out.”*

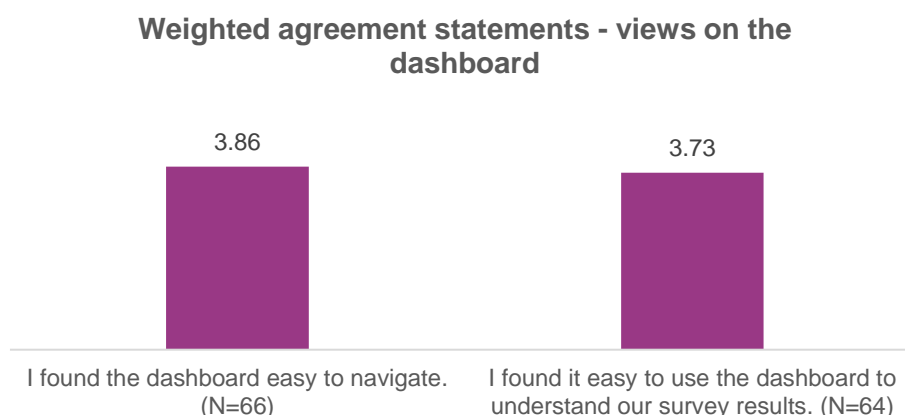
- School interview

Another school suggested setting up a forum for schools to share ideas on changes they will implement in light of receiving the #BeeWell data. This could help schools identify different means of addressing any areas of concern highlighted by their results.

*“If there was a bit of maybe a forum with local schools... where we could all meet up, just have an opportunity to sit down, see what other people are changing, that have come out of the BeeWell survey.”*

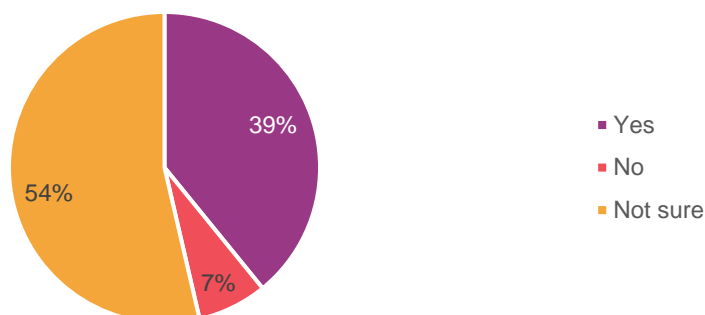
- School interview

## How are schools engaging with their #BeeWell data and how do they intend to use it?



Schools generally agreed that they could navigate the dashboard and understand their survey results. The relevant agreement statements scored between 3.5 – 4, indicating moderate levels of agreement. However, it is worth noting that our evaluation survey was completed at a time when approximately one third of schools (38%) had yet to access the dashboard, meaning the scores were perhaps lower than they would have been had our survey been completed later.

**Are you going to be doing anything different as a result of your engagement with the survey results? (N=69)**



Just over one-third of schools (39%) stated that they were planning to implement changes as a result of their engagement with the #BeeWell survey, with only 7% of schools stating they were not planning on making any changes. Over half of schools (54%) were unsure if they would do anything different on the basis of #BeeWell survey results. This is not altogether surprising, as schools completed our evaluation survey not long after receiving their #BeeWell results. Many may not have therefore had a chance to properly engage with and digest their #BeeWell data.

*“We have yet to meet to discuss action but the clear difference between genders is a starting point for change.”*  
- Survey respondent

The most common next steps identified by respondents can be divided into two broad categories: (1) **designing interventions to target specific cohorts of students**, and (2) **conducting future research into the needs of their young people**. For some schools, the BeeWell data highlighted specific cohorts within their student body that scored lower than expected, such as SEND pupils, and particular year groups or genders. The data was then used as the basis of targeting interventions to address the needs of these cohorts.

*“We have been looking at how to reorganise our pastoral resources to provide greater input in Y8 and how we will signpost boys and parents to online and in school wellbeing resources.”*  
- Survey respondent

Several schools stated that they would use the BeeWell data as the basis for further internal research. The BeeWell survey helped to highlight areas of concern that schools wanted to investigate further before further implementing measures.

*“We are meeting as an SLT and safeguarding team to further investigate 3 main areas of concern within the survey. We will then implement plans to improve on these areas.”*  
- Survey respondent

Other schools stated that they would use the data in a more general sense by using findings to inform an overhaul of pastoral support. The robustness of the data was praised for allowing

schools to use the data to address lots of different areas of their wellbeing support offer to students.

*“It was really about just having that robust data to feed it into what we call our graduated response, our universal offer, so ‘how could we make their day-to-day experiences in school better?’”*

- School interview



## Conclusions



Completing the #BeeWell survey for the first time in Autumn 2021 appears to have been a positive and valuable experience for the schools that participated. Feedback gathered through both our evaluation survey and interviews indicated that schools felt that the data generated by the #BeeWell survey was important and useful, and only a small minority of schools had no plans to use insights from their #BeeWell data going forward. The support offered by the #BeeWell team was also well received by schools.

Nevertheless, schools did face some challenges when attempting to complete the #BeeWell survey for the first time. The length of the #BeeWell survey and time required to complete it were regarded as key challenges by schools who completed our survey. A smaller proportion also encountered difficulties accessing digital devices and matching students to their corresponding passwords. Ahead of the second year of the #BeeWell survey in 2022, the #BeeWell team has made some changes to the survey which should reduce the amount of time required to administer the survey and help schools to plan when they complete it.

This first, operational phase of our evaluation also highlighted two avenues for further action which schools were exploring after reviewing their #BeeWell data. Some schools planned to build on the findings of their school-level data to design specific interventions for target cohorts, and others indicated their intention to dig into the issues raised in their #BeeWell results through further research and planning. It is also likely that other schools have planned or delivered additional responses to their data since completing our evaluation survey in February. In the next phase of our evaluation we will seek to understand how schools and other stakeholders are beginning to act on the #BeeWell data now that it is available at both an individual school and neighbourhood level.

## Recommendations



- To address some of the accessibility issues encountered by schools, the #BeeWell programme could offer additional guidance to all schools on how to support pupils who might take longer to complete the survey, e.g. in the Welcome Back Pack. This could include tips offered by other schools who completed the survey in Autumn 2021.
- The #BeeWell team could also consider sharing the accessible version of the survey with all schools to make the survey more accessible for SEND students in mainstream settings.
- When offering guidance to schools on how long the #BeeWell survey takes to complete, the #BeeWell programme should also account for the time required to set up and explain the survey to pupils. Offering schools an introductory assembly could help to explain the purpose and importance of the survey to pupils, and generate further enthusiasm and engagement.

- Finally, as schools are developing plans for acting on their data, the #BeeWell programme should look to showcase how schools have already started to respond to their survey results to provide inspiration and guidance for other schools. This could be included in the Welcome Back Pack shared with schools ahead of the second year of the #BeeWell survey in Autumn 2022.

## Looking ahead



- The #BeeWell programme is coordinating a variety of activities over the summer to support schools to learn from and act on their data. This includes:
  - A webinar bringing together schools from across the city region to discuss ‘Social media use and wellbeing.’ A recording of this webinar is available on the #BeeWell website: <https://gmbeewell.org/beewell-schools-webinar-social-media-use-and-wellbeing/>
  - Targeted Learning Sets, which are being run by the Anna Freud Centre (AFC) over the summer term. These learning sets will bring schools together to share best practice around key issues that have emerged from survey data and the 1-to-1 support sessions organised by AFC.
  - The Politics Project will be working with schools to offer training in engaging with local politics for both teachers and pupils, which will finish with sessions with local Councillors and children’s services staff.
  - Blog posts will be posted on the #BeeWell website sharing insights from schools discussing their responses to their #BeeWell data.
- In the second half of the summer term, a Welcome Back pack will be issued to schools, outlining how schools can complete the survey for a second time in Autumn 2022, and the improvements that have been made to make it easier for schools to complete the survey. Some of the improvements made will be informed by feedback gathered in the process of completing this first, operational phase of our evaluation.

## About Renaisi



**We're passionate about creating the conditions for strong, inclusive communities to thrive.**

**We're constantly learning from the different perspectives we see working directly with communities, with the providers of services and the investors in communities. It gives us a unique perspective on how systems work and how to improve places equitably.**

**The combination of our research and evaluation consultancy with employment & advice programme delivery, makes Renaisi a uniquely well-rounded learning partner for the voluntary and community sector.**

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