



department for
children, schools and families



Indicators of a school's contribution to well-being

Consultation document

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Alexandra House
33 Kingsway
London WC2B 6SE
T 08456 404040

www.ofsted.gov.uk

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Executive summary

Introduction

As signalled in the Children's Plan and in the well-being guidance, the Department for Children, Schools and Families (DCSF) and Ofsted have been working to develop strong school-level indicators to improve the information available to schools to help them assess the well-being issues their pupils face and to evaluate the school's contribution to promoting pupil well-being. Ofsted will be looking for evidence from all schools on well-being and therefore the indicators will apply to all maintained schools, primary, secondary, special and Pupil Referral Units and to academies.

This paper, which has been jointly produced by the DCSF and Ofsted, sets out the rationale for developing these school-level indicators and our proposals for the indicators themselves. A full list of consultation questions, together with details of how to respond, is in annex A. Responses are requested by 16 January 2009. Your responses will be used to inform decisions on the final indicators that will be reflected in Ofsted's school inspection framework from September 2009.

Rationale for school-level indicators

Schools' central mission is to promote their pupils' achievement and to help them to realise their potential as learners. But their role is wider than this: schools are concerned with the development of the whole child and young person. This wider role is outlined in the Children's Plan's vision of the 21st century school. It is also reflected in schools' statutory duty to promote the well-being of their pupils. In developing this role, schools increasingly work in partnership with others who can influence the outcomes achieved by and for their pupils: parents; other schools; other children's services; and the local authority (LA).

Assessing accurately how well a school is promoting all aspects of its pupils' well-being is not straightforward. While there is a wealth of benchmarked data about pupils' attainment and progress, there are currently few data at school level relating to the other aspects of well-being and which can also be benchmarked nationally. The school-level indicators will provide consistent, benchmarked data that, alongside other evidence, will help schools and inspectors to consider how effectively the pupils' well-being is being promoted, and whether it could be promoted more effectively.

Although schools can influence a range of outcomes beyond those relating to achievement, that does not imply that they should be held fully accountable for those outcomes. There is no intention to hold schools to account for well-being outcomes over which they have limited influence such as levels of child obesity or teenage pregnancy rates. Parents have the biggest influence on their children's well-being. Alongside parents, other services, and the LA itself, also play key roles.

Indicators to help schools to evaluate their contributions to pupil well-being

Two kinds of school-level indicator are proposed: indicators relating to quantified outcomes over which schools can have significant influence; and indicators based on the perceptions of pupils and parents, relating to the Every Child Matters (ECM) outcomes themselves and the school's contribution to them. These indicators will be supplemented by a local area "well-being profile" of all indicators in the National Indicator Set relevant to the well-being of children and young people, and appropriate indicators prioritised in the Local Area Agreement, for those outcomes to whose improvement schools might be able, and expected, to contribute.

How the indicators should be used and their limitations

The indicators must be useful to schools in undertaking self-evaluation and in improving the quality of the education and care they provide for children and young people. Schools will still need to supplement the indicators with their own data and qualitative evidence of the kind that they draw upon currently, when undertaking self-evaluation and reviewing the impact on well-being of their own services, and of their partnerships with other services.

The indicators will also provide useful evidence for Ofsted inspectors. However, indicators are not judgements, nor do they dictate or determine judgements. The guidance Ofsted produces for inspectors will emphasise these points.

Ofsted may use some of the school-level indicators for risk assessment. Reference may also be made to some or all of the well-being indicators in the 'health check' proposed by Ofsted in its consultation paper – *A focus on improvement: proposals for maintained school inspections from September 2009*.¹ Ofsted will consider publishing some of the indicators in schools' inspection reports, together with national benchmarks. Schools will also be encouraged to publish the indicators and benchmarks in their school profiles. School level data, including parent and pupil perception data, will be used to generate LA-level data about the well-being of children and young people, to allow schools to benchmark their contribution within a local area.

Proposals for indicators relating to quantified outcomes

In addition to the extensive indicators relating to attainment and progress, indicators relating to quantified outcomes will include, amongst others: the school's overall attendance rate for the most recent school year for which data are available; the percentage of persistent absentees – pupils who have missed more than 20% of sessions; and the take-up of school lunches.

¹ A focus on improvement: proposals for maintained school inspections from September 2009 (080075). Ofsted, 2008; [www.ofsted.gov.uk/Ofsted-home/Consultations/A-focus-on-improvement-proposals-for-maintained-school-inspections-from-Sept-2009/\(language\)/eng-GB](http://www.ofsted.gov.uk/Ofsted-home/Consultations/A-focus-on-improvement-proposals-for-maintained-school-inspections-from-Sept-2009/(language)/eng-GB).

Proposals for indicators relating to pupils' and parents' perceptions

It is proposed that indicators relating to quantified outcomes will be supplemented by indicators based on the perceptions of pupils and parents. These indicators will be derived from surveys of pupils' and parents' perceptions and will cover the extent to which, for example, the school promotes healthy eating and pupils feel safe at school.

Introduction

1. Schools have long recognised that they have a role in supporting young people's development and the Education and Inspections Act 2006 recognised this by placing a new duty on schools to promote the well-being of their pupils. This duty came into force in September 2007 and we have just finished consulting on draft guidance on what that duty means.
2. As signalled in the Children's Plan and in the well-being guidance, the DCSF and Ofsted have been working to develop strong school-level indicators that will improve the information available to schools, both to help them assess the well-being issues their pupils face and to evaluate the school's contribution to promoting pupil well-being. Ofsted will be looking for evidence from all schools on well-being and therefore the indicators will apply to all maintained schools, primary, secondary, special and Pupil Referral Units and to academies.
3. This paper, which has been jointly produced by the DCSF and Ofsted, will be of interest to schools and to others who work with schools, in particular LAs and other Children's Trust partners. It sets out the rationale for developing these school-level indicators and our proposals for the indicators, including those related to the National Indicator Set (NIS) and those based on the views of pupils and parents. It sets out how schools and Ofsted will be able to use these indicators to inform self-evaluation and inspection.
4. A full list of consultation questions, together with details of how to respond, is in annex A. Responses are requested by 16 January 2009. Your responses will be used to inform decisions on the final indicators that will be reflected in Ofsted's school inspection framework from September 2009. If you would like a version of this document in another language, or in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

Rationale for school-level indicators

Schools and pupil well-being

5. Schools have a crucial part to play in promoting the well-being of children and young people. Their central mission is to promote their pupils' achievement and

to help them to realise their potential as learners. But their role is wider than this: schools are concerned with the development of the whole child and young person, recognising, for example, that pupils' self-confidence, social skills and resilience not only contribute to their achievement but are important in their own right. Schools contribute to all the aspects of the well-being of children and young people – to all five Every Child Matters (ECM) outcomes as defined in the Children Act 2004:

- be healthy (physical and mental health and emotional well-being)
- stay safe (protection from harm and neglect)
- enjoy and achieve (education, training and recreation)
- make a positive contribution (the contribution made by them to society)
- achieve economic well-being (social and economic well-being).

6. This wider role is outlined in the vision of the 21st century school in the Children's Plan published by the DCSF in December 2007. It is also reflected in schools' statutory duty, under the Education and Inspections Act 2006, to promote the well-being of their pupils, on which the DCSF published draft guidance in July 2008. Schools invariably acknowledge that their work is not confined to promoting their pupils' achievement, and the great majority embrace their wider role with enthusiasm and commitment. Schools are increasingly able to put this wider role into action as they develop extended services and become accredited healthy schools. In doing so, they work in partnership with others who can influence the outcomes achieved by and for their pupils: parents; other schools; other children's services; and the LA. At the same time, LAs, and the Children's Trusts of which they form part, recognise the key role that schools can play in improving the outcomes and the life chances of all children and young people within their areas.

Why indicators are needed

7. Assessing accurately how well a school is promoting all aspects of its pupils' well-being is not straightforward. Since September 2005, the self-evaluation form (SEF) used by schools has prompted them to consider and evaluate their success in achieving the five ECM outcomes for their children and young people. Inspectors judge these matters in all inspections by Ofsted under section 5 of the Education Act 2005, with grades being given for each outcome. However, while schools and inspectors have a wealth of benchmarked data about their pupils' attainment and progress, which yields a range of relevant indicators, there are currently few data relating to the other aspects of well-being which both exist at school level and can be benchmarked nationally. National comparison and benchmarking are necessary if the data are to provide indicators of relative performance, which are understandable and useful to parents, schools and inspectors. These can be used to complement the qualitative evidence on which schools and inspectors draw when making their evaluations.

8. The Children's Plan committed the DCSF to the development of strong indicators of a school's contribution to pupils' well-being. It stated that these indicators, which Ofsted would be asked to reflect in designing the cycle of inspections starting in 2009, would help to strengthen the accountability of schools and children's trusts. They will do this by making available consistent, benchmarked data that, alongside other evidence, will help schools and inspectors to consider how effectively the pupils' well-being is being promoted, and whether it could be promoted more effectively. A school's contribution to well-being will be considered in the context of the contribution of the LA and other partners within the Children's Trust. The Children's Plan made clear that the Government is expecting to see a step change in the involvement of schools in Children's Trusts, with stronger mutual support between the LA, other services and schools.

The accountability of local authorities for well-being

9. From 2009, LAs will be assessed on their lead role in promoting the well-being of children, young people and families within their areas through the comprehensive area assessment (CAA). This will replace the annual performance assessments (APAs) and joint area reviews (JARs) carried out currently. The CAA process will include a focus on local area agreements (LAA), negotiated by LAs with government offices, which will incorporate targets to improve outcomes. The targets reflect the agreed highest priorities for the LA area and are set in relation to indicators in the new national indicator set (NIS) and the local context. Alongside LAAs, LAs also have statutory targets for educational attainment and early years provision. NIS indicators relating to children and young people are listed under the five ECM outcomes. They include several indicators (on emotional health and well-being, positive activities, substance misuse, bullying and play) that are currently measured using data from the Tellus survey, which gathers the views of children in years 6, 8 and 10 on their life, school and local area.²An LA's performance in relation to the NIS will provide an indication of how well it is achieving the five outcomes for children and young people; the LAA identifies outcomes that most reflect local priorities.
10. We would expect LAs to make data for NIS indicators relevant to the well-being of children and young people freely available to schools, disaggregated where possible and appropriate below the level of the whole LA. LAs will review their LAAs in consultation with local children's trusts and we would expect children's trusts to involve local schools in their strategic work, in particular consulting them about the Children and Young People's Plan and involving them in planning the delivery of extended services. Children's trusts will need to

² Further reading about the Tellus surveys and results are available from the Ofsted website: <http://www.ofsted.gov.uk/>.

consider carefully how best to engage schools in these discussions so that the voice of all schools, including small schools and their governing bodies, is heard. In summary, in seeking to improve outcomes for children and young people, the LA, working within the local children's trust, will work with schools as partners with key contributions to make. Schools, in turn, will look to LAs for an indication of the aspects of pupils' well-being which are priorities for improvement, and for support in improving them.

The accountability of schools for well-being

11. The extent to which schools can influence outcomes for their pupils is variable. It would not be disputed that schools make a demonstrable difference to their pupils' achievement – their attainment and progress – even though other factors influence these outcomes as well. Moreover, schools can have a direct and significant impact on elements of other ECM outcomes; for example, the extent to which children and young people feel safe from bullying in school, and their attendance rates. They can also make a difference in other areas; an effective programme of sex and relationships education, for example, will help young people make informed choices about the relationships they make. The provision of extended services, the development of effective partnerships with other schools and other services, and initiatives to promote the engagement of parents with schools, can all significantly increase a school's 'reach' and its potential impact on the lives of its pupils and the communities in which they live. The inspection evidence indicates that schools make an impact on many aspects of their pupils' well-being.
12. However, although schools can influence a range of outcomes beyond those relating to achievement, that does not imply that they should be held fully accountable for those outcomes. There is no intention to hold schools to account for well-being outcomes over which they have limited influence such as levels of child obesity or teenage pregnancy rates. Parents have the biggest influence on their children's well-being. Alongside parents, other services, and the LA itself, also play key roles. What a school can reasonably be held to account for is its contribution to improving outcomes, and its impact, recognising that this contribution may often be made as part of a partnership, and in a context where achieving improvement may be particularly challenging.

Q1 Do you agree with this view of schools' accountability for well-being?

Indicators to help schools to evaluate their contributions to pupil well-being

13. Two kinds of school-level indicator are proposed:
 - a. indicators relating to quantified outcomes over which schools can have significant influence
 - b. indicators based on the perceptions of pupils and parents, relating to the ECM outcomes themselves and the school's contribution to them.

Proposals for both types of indicator are set out below. As far as possible, the indicators should not require the collection of additional data over and above that already collected by all or – in the case of perceptions data – many schools, and the principle that data should be 'collected once and used many times' should apply.

Local area profile

14. It is proposed that the school-level indicators are supplemented by a local area "well-being profile" of all indicators in the NIS relevant to the well-being of children and young people, and appropriate indicators prioritised in the LAA, for those outcomes to whose improvement schools might be able, and expected, to contribute. These area indicators will provide important information about the specific challenges facing the local area in which the school is situated.

Q2. Do you agree that a 'well-being profile' for the local area should be made available to schools and inspectors?

How the indicators should be used and their limitations

15. The indicators must be useful to schools in undertaking self-evaluation and in improving the quality of the education and care they provide for children and young people. They should help schools to analyse:
 - c. the well-being of the pupils, recognising the limitations of the indicators
 - d. the strengths and weaknesses of the contribution the school is making to improving the well-being of its pupils, working in partnership with others, and its impact
 - e. where the school could improve its contribution, and thus the outcomes for its pupils.
16. Use of the indicators will help schools with their self-evaluation and provide a secure basis for dialogue with school improvement partners. Schools will still need to supplement the indicators with their own data and qualitative evidence of the kind that they draw upon currently when undertaking self-evaluation and reviewing the impact on well-being of their own services and of their partnerships with other services. For example, schools will wish to consider the impact of their extended services and their provision as an accredited healthy

school. Schools may also wish to consider the impact of their approach to sustainable development in evaluating their contribution to well-being.

17. In undertaking their self-evaluation, schools will also want to consider the impact of learning outside the classroom and the priorities identified in local plans for early years and for 14–19 delivery which will also be integral parts of the Children and Young People’s Plan. DCSF guidance suggests that partnerships should reflect the views of young children and young people, both on content and delivery. All 14–19 partnerships will have a 14–19 plan in place and well-being indicators for the area could be part of monitoring the impact of the plan.
 18. The indicators will also provide useful evidence for Ofsted inspectors, to be used alongside other evidence when investigating and evaluating the well-being of children and young people and the school’s contribution to it. Inspectors will note the school’s analysis of the indicators in its SEF, but will also take full account of all the other evidence the school provides. Indicators are not judgements, nor do they dictate or determine judgements. Many of those proposed are ‘proxy indicators’ whose relationship to the ECM outcomes is indirect rather than direct, and they must therefore be used with care. The guidance Ofsted produces for inspectors will emphasise these points.
 19. Between June – August 2008, Ofsted undertook a consultation on the proposals set out in: *A focus on improvement: proposals for maintained school inspections from September 2009*. As indicated on page 5 of that document, Ofsted may use some of the school-level indicators of well-being proposed here, alongside indicators from other sources, for risk assessment and to help determine when schools should be inspected and the type of inspection they need. For those schools judged not to require inspection at that time, reference may also be made to some or all of the well-being indicators in the ‘health check’ proposed on the same page of the document.
- Q3. *Do you agree about the use and limitations of indicators?*
20. In addition to the publication of some or all of the indicators in the ‘health check report’, Ofsted will consider publishing some of the indicators – specifically, those derived from surveys of pupils’ and parents’ views – in schools’ inspection reports, together with national benchmarks.
 21. Schools will also be encouraged to publish the indicators and benchmarks in their school profiles since we envisage that there will be considerable parental and public interest in the information and in the judgements that schools and Ofsted are making using this information. It may eventually be possible for the DCSF to include the well-being data in the pre-populated section of the school profile.
 22. Our aim is that the school level data, including parent and pupil perception data, should be used to generate LA-level data about the well-being of children

and young people, that could allow schools to benchmark their contribution within a local area. This would also allow LAs to compare themselves against other areas should they wish to do so. It will be important therefore that school level data is capable of aggregation and careful thought also needs to be given to how such comparative data might be published.

Q4. Do you agree with this approach to the publication of the indicators?

Proposals for indicators relating to quantified outcomes

23. In addition to the extensive indicators relating to attainment and progress, there is a small number of indicators that are currently, or shortly will be, available at school level and which relate to other aspects of well-being:
- f. the school's overall attendance rate for the most recent school year for which data are available
 - g. the percentage of persistent absentees - pupils who have missed more than 20% of sessions
 - h. percentage of pupils doing at least two hours a week of high quality PE and sport
 - i. the take-up of school lunches
 - j. rate of permanent exclusion
 - k. (for secondary schools) post-16 progression measures. (Participation in learning in the year after they left compulsory schooling).
24. While these indicators present only a partial picture of pupils' well-being, they do provide indications of pupils' enjoyment of and engagement with school, their health, and their prospects of achieving economic well-being. They reflect issues which schools can influence, which they already evaluate and which may be scrutinised by inspectors in collecting evidence about a school's contribution to pupils' personal development and well-being. As already noted in paragraph 18, inspectors will use the indicators as evidence along with other evidence in considering the well-being of pupils and the school's contribution, recognising that the indicators present only a partial picture. Inspectors will also take full account of the evidence which the school itself provides in its self-evaluation

Q5. Are these the right indicators relating to quantified outcomes?

Proposals for indicators relating to pupils' and parents' perceptions

25. The indicators discussed in paragraphs 23 and 24 provide only limited coverage of the ECM outcomes other than achievement, and leave many gaps. These can be filled by using indicators based on the perceptions of pupils and parents, as users of the services provided by schools, which are important indicators of a pupil's well-being and the school's contribution to it. For example, to find out

whether children and young people feel safe at school, it is best to ask them and their parents.

26. Subject to discussion with, and expert advice from, survey providers (and consideration of the potential overlaps with other surveys indicated in paragraphs 34–37 below), it is proposed that the indicators derived from surveys of pupils' and parents' perceptions should cover the extent to which:
- the school
 - promotes healthy eating
 - promotes exercise and a healthy lifestyle and (for younger children) play
 - discourages smoking, consumption of alcohol and use of illegal drugs and other harmful substances
 - gives good guidance on relationships and sexual health
 - helps pupils to manage their feelings and be resilient
 - promotes equality and counteracts discrimination
 - provides a good range of additional activities
 - gives pupils good opportunities to contribute to the local community
 - helps people of different backgrounds to get on well, both in the school and in the wider community
 - helps pupils gain the knowledge and skills they will need in the future
 - offers the opportunity at 14 to access a range of curriculum choices;
 - supports pupils to make choices that will help them progress towards a chosen career/subject of further study
 - pupils
 - feel safe
 - experience bullying
 - know who to approach if they have a concern
 - enjoy school
 - are making good progress
 - feel listened to
 - are able to influence decisions in the school.
27. These items would yield indicators of pupils' well-being although there is no suggestion that perception data will be considered in isolation and uncritically by Ofsted. It may provide pointers to issues of concern to pupils and parents of which schools should be aware. But inspectors will need to consider the perception data carefully and alongside all the other evidence including a school's own self-evaluation. Additionally, to avoid duplication, consideration

will be given to the practicability of incorporating items from existing surveys. This issue is discussed further in the 'Avoiding duplication by other surveys' section below.

- Q6. *Will the items listed in paragraph 26 yield appropriate indicators of pupils' well-being and the school's contribution to it?*

Generating the indicators relating to pupils' and parents' perceptions

28. Several possibilities have been considered for gathering the data that would yield the indicators required. Much survey activity already takes place in schools. Ofsted collects the views of parents through a questionnaire at the beginning of every inspection, and this could be expanded, with a similar questionnaire being issued to pupils during the inspection. However, this would add to the demands on schools while not yielding data between inspections that could be used by schools for self-evaluation and by Ofsted for risk assessment and health checks. A second possibility would be for Ofsted to commission a new annual or biennial survey of parents and pupils in all schools nationally. This would provide comprehensive data for schools and for Ofsted's risk assessments and health checks, but would constitute a significant new national data collection exercise, with the associated costs and demands, and it would cut across and duplicate the existing surveys that many schools and LAs commission.
29. What is proposed instead, therefore, is that Ofsted works with the providers of the surveys of parents and pupils that are already commissioned by many schools. Schools often use the results of such surveys in evaluating their progress and cite them in the section of the SEF concerned with the views of learners, parents and carers, and other stakeholders. This approach would therefore build on existing good practice in school self-evaluation and would generate benchmarked data that would be helpful in considering their progress and planning. It would leave ownership with schools themselves, consistent with the principle that the data should be first and foremost useful to schools for self-evaluation and improvement planning. It would give schools the flexibility to commission additional items and analyses from the survey providers. At the same time, it would provide Ofsted with the data required for risk assessment and for use as evidence during inspection. For this approach to work, it will be necessary to:
- negotiate with the providers to achieve the best possible level of consistency in coverage of the issues set out in paragraph 26 above;
 - establish common or comparable approaches to benchmarking;
 - develop means of collating the data from different survey providers nationally;
 - discuss with the providers the timing of the surveys.

30. It is envisaged that Ofsted will enter into a contract with a partner organisation with appropriate credentials in the field. Ofsted and the partner organisation will conduct detailed discussions with the providers to establish quality standards and to manage an accreditation system. In the accreditation system Ofsted will endorse providers and they will provide school-level indicators and national benchmarks for the issues set out in paragraph 26. The system would be open to any provider of surveys, including LAs, to seek accreditation.
31. Discussions with the survey providers would also need to cover the means used to ensure that the surveys are inclusive and appropriately attuned to different respondents, and that they give value to users, and secure the best possible response from them. Deriving indicators from the data may have implications for the integrity and accuracy of the surveys which would need to be considered and managed.
32. Schools would not be required to purchase surveys from the accredited providers, although they would be encouraged to do so. Schools are required, under the Education and Inspections Act 2006, to have regard to any views expressed by parents of registered pupils and may find the use of accredited surveys the best way to meet this requirement. Furthermore, a great many schools already judge it worthwhile to use surveys to capture the views of parents and pupils and the process of accreditation may increase the take-up in the future. We would encourage schools to carry out surveys annually but would not expect schools to commission full pupil and parent surveys every year, if sample surveys are of sufficient size to generate appropriate data. As is the case currently, the cost of such surveys would be met by schools, but the expectation is that increasing take-up would help to drive down the cost per school and, moreover, that schools will derive considerable added value from their control of the process. Ofsted would expect schools to demonstrate how they have used the information gathered from the survey to inform their self evaluation.

Q7. Do you agree with the approach set out above?

Q8. Do you agree that an accreditation system as proposed above would be appropriate?

Avoiding duplication by other surveys

33. As stated above, the principle that data should be 'collected once and used many times' should apply; schools should not be on the receiving end of repeated requests from different sources for similar data. As indicated in paragraph 27, consideration will therefore be given to the practicability of incorporating elements from other surveys into a common set of items.
34. Among the elements that would need to be considered are, for example:
 - items within the existing Ofsted pre-inspection questionnaire for parents

- the appropriateness of including some items within the surveys of users of provision for students aged 16–19 indicated in the *Framework for excellence (FfE)*.³
35. Consideration also needs to be given to the relationship between the proposals outlined here and the Tellus survey. The purpose of the Tellus survey is to generate indicators about the performance of LAs, and it is completed by a sample of schools only. Much of the content of the Tellus survey relates to the experience of children and young people outside school, but there are a few elements that overlap with the items set out in paragraph 26 above. Ideally (if local and national comparability proves feasible) school-level surveys could eventually provide local area and national data for those key indicators in the NIS which are currently delivered by Tellus. However, before this feasibility is proven it will be necessary to run Tellus for a further year, and possibly in 2010, to ensure that comparable LA level and national level data are available on child well-being indicators within the NIS.
- Q9. *Do you agree that, where appropriate, for example in post-16, school-level survey of pupils and parent perceptions should be brought together with other surveys such as Tellus and the FfE to avoid duplication?*

³ The framework's website is <http://ffe.lsc.gov.uk/>

Annex A

Consultation questions

We welcome your responses to this consultation paper. The consultation remains open until 16 January 2009.

There are five ways you can submit your responses to the questions and any other comments.

Online questionnaire

Visit our website to complete and submit the online questionnaire:
<http://85.234.135.179/index.php?sid=44738&lang=en>.

By hand

The questionnaire in this version of the consultation document can be filled in by hand.

Copies are available from our website: www.ofsted.gov.uk/Publications/080195.

When you have completed the questionnaire, please post it to:

Well-being indicators consultation response
Ofsted
Alexandra House
33 Kingsway
London
WC2B 6SE

Onscreen

Visit our website to download the onscreen version of the consultation document: www.ofsted.gov.uk/Publications/080195. It has a questionnaire you can complete on your computer. When you have completed the questionnaire, please email it to wellbeingindicators@ofsted.gov.uk. Please put 'Response to well-being indicators consultation' in the subject line.

Email

Email your responses to wellbeingindicators@ofsted.gov.uk. Please use the questions as basis for your comments, use a new paragraph for each topic that you address, and make clear what you are commenting on. Please keep your comments to a total of 950 words.

Write us a letter

Write a letter and send it to the address above. Please use the questions as the basis for your comments, use a new paragraph for each topic that you address, and make clear what you are commenting on. Please keep your comments to a total of 950 words.

Confidentiality

The information you provide will be held by us. It will only be used for the purposes of consultation and research to help us to become more effective, shape policy and inform inspection and regulatory practice.

We will treat your identity in confidence, if you disclose it to us. However, we may publish an organisation's views. If you are completing the consultation on behalf of your organisation and would like us to consider publishing the views of your organisation, please indicate this below.

I would like Ofsted to consider publishing the views of my organisation. My organisation is:

Publication of responses

We will publish a summary of the key responses in February 2009.

Indicators of a school’s contribution to well-being questionnaire

Before you begin please select which group best applies to you. Choose one of the following answers:

- Governor
- Headteacher
- Inspector
- Local government representative
- Parent/carer
- Pupil/student
- Teacher
- Other school staff
- Other service provider X
- Other
- Prefer not to say

Introduction

We welcome this consultation by Ofsted and the Department for Children, Schools and Families on developing Indicators of a School’s Contribution to Well-being and are pleased to submit a response on behalf of the Association of Child Psychotherapists (ACP) and the Tavistock and Portman NHS Foundation Trust.

The **Association of Child Psychotherapists** is the professional body for child and adolescent psychotherapists in the UK. It is responsible for ensuring that the training and practice of child and adolescent psychotherapy is of the highest standard and is working to increase its availability to children and young people within the public sector.

The **Tavistock and Portman NHS Foundation Trust** is Britain’s leading provider of multidisciplinary postgraduate training in mental health, and a major regional provider of clinical services for people of all ages.

We believe it is crucial that there is understanding of the emotional difficulties that can impact adversely on children and young people’s social and emotional wellbeing and can prevent them from benefiting from education and living healthy, safe and fulfilling lives. This response is informed by our extensive experience of work with children, young people, parents and families, as part of multidisciplinary teams in the

public sector. This includes significant outreach work and projects within UK secondary and primary schools.

Association of Child Psychotherapists, 120 West Heath Road, London NW3 7TU
Tel: 020 8458 1609 www.acp.uk.net

Tavistock and Portman NHS Foundation Trust, Tavistock Centre, 120 Belsize Lane, London NW3 5BA
Tel: 020 7435 7111 www.tavi-port.org

Part 1 questions

Q1. Do you agree with this view of schools' accountability for well-being?

Strongly agree <input type="checkbox"/>	Agree X	Neither agree nor disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>	Don't know <input type="checkbox"/>
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Comments

Broadly, we agree with this view of schools' accountability for well being and the need for this to be considered in relation to other key carers, partners and stakeholders involved.

However, one aspect of the school's accountability which is not sufficiently identified and/or addressed is the accountability to provide adequate training and continuing professional development for staff to support them in supporting well being at an individual and school level. In our view, this is an area in which there is a need for greater accountability. In terms of training, an important starting point would be a comprehensive grounding in theories about 'normal' child and adolescent development. Without this it is difficult for teachers to differentiate clearly between what might be considered emotional well being and its opposite. In reality, there is a virtual absence in teacher training courses of considerations about child development or the emotional factors that impact on teaching and learning.

Q2. Do you agree that a 'well-being profile' for the local area should be made available to schools and inspectors?

Strongly agree <input type="checkbox"/>	Agree X	Neither agree nor disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>	Don't know <input type="checkbox"/>
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Comments

Certainly if it helps in the planning and on-going development of services.

Q3. Do you agree about the use and limitations of indicators?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Q4. Do you agree with this approach to the publication of the indicators?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Q5. Are these the right indicators relating to quantified outcomes?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

In addition to the indicators outlined in the document, we believe there needs to be greater emphasis on indicators that measure 'ordinary' emotional and psychological well being at both an individual and whole school level. In addition, we believe there also need to be indicators that address the specific needs of children and young people with chronic, complex and severe difficulties in a targeted way.

In view of the above, we would like to suggest the inclusion of some additional indicators in relation to these issues. These might include indicators which explore:

1. To what extent does the school provide emotional and/or psychological support for children, young people and families?
2. To what extent does the school provide support and training for teachers (and education staff) in the area of child development, emotional difficulties and, more broadly, the emotional factors that impact on teaching and learning?
3. To what extent does the school provide specialist therapeutic services on-site in school and/or sufficiently robust links with Child and Adolescent Mental Health Services (CAMHS) to address the needs of children with emotional and psychological difficulties, including those with complex, chronic and severe difficulties.
4. It may also be important to consider other indicators such as the percentage of looked after children, percentage of children in transition, percentage of children for whom English is an additional language, percentage of children on free school meals.

Additionally, we are concerned about the capacity of schools or other agencies to address the implications of these indicators without appropriate additional resources. We believe some further comment about how the implications will be resourced is therefore necessary.

Q6. Will the items listed in paragraph 26 yield appropriate indicators of pupils' well-being and the school's contribution to it?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

We believe that these indicators will certainly enable important aspects of well being to be addressed. However, as stated previously, we believe there needs to be additional emphasis on indicators that emphasise the promotion of ordinary and healthy emotional and psychological development e.g. in relation to peer relationships and/or inter-personal communication. As we have already stated, it will be difficult for teachers to assess well being in the absence of knowledge about 'normal' child and adolescent development, particularly in the case of adolescents for whom the range of 'normal' behaviour and experience is especially broad.

In addition, in order to yield appropriate indicators of a school's contribution to well being, there needs to be an assessment of:

1. The extent to which there are established and effective links with other services that contribute to well being amongst pupils, their families and schools., such as other children's services and the local authority.
2. The extent to which school staff are offered sufficient support and training to address the needs of pupils that relate to well being and healthy emotional development.

Q7. Do you agree with the approach set out above?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

We broadly agree though, as stated previously, we are concerned about the need to gather the views of staff and other service providers in relation to well being, as well as pupils and families.

Q8. Do you agree that an accreditation system as proposed above would be appropriate?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Q9. Do you agree that, where appropriate, for example in post-16, school-level survey of pupils and parent perceptions should be brought together with other surveys such as Tellus and the FfE to avoid duplication?

Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neither agree nor disagree x	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>	Don't know <input type="checkbox"/>
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Comments

Yes - so long as important, but perhaps uncomfortable, information does not get lost en route to avoid duplication.

What did you think of this consultation?

One of the commitments in our strategic plan is to monitor whether our consultations are accessible to those wishing to take part.

Please tell us what you thought of this consultation process by ticking the box for that which most closely represents how you feel about each of the statements below.

I found the consultation information clear and easy to understand.

- Agree
- Neither agree nor disagree
- Disagree
- Don't know

I had enough information about the consultation topic.

- Agree
- Neither agree nor disagree
- Disagree
- Don't know

I would take part in a future Ofsted consultation.

- Agree
- Neither agree nor disagree
- Disagree
- Don't know

Is there anything you would like us to improve on or do differently for future consultations? If so, please tell us below.

Please send all information about future Ofsted and/or DCSF consultations to Laura Smith, communications and public relations manager at the Association of Child Psychotherapists at the following email address: laura.smith@acp.uk.net.

Thank you.

Thank you for taking part in our consultation.

Additional questions about you

Your answers to the following questions will help us to evaluate how successfully we are communicating messages from inspection to all sections of society. **We would like to assure you that all responses are anonymous and you do not have to answer every question.**

Please tick the appropriate box.

1. Gender

Female <input type="checkbox"/>	Male <input checked="" type="checkbox"/>	Transgender <input type="checkbox"/>
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2. Age

Under 14 <input type="checkbox"/>	14–18 <input type="checkbox"/>	19–24 <input type="checkbox"/>	25–34 <input type="checkbox"/>	35–44 <input checked="" type="checkbox"/>	45–54 <input type="checkbox"/>	55–64 <input type="checkbox"/>	65+ <input type="checkbox"/>
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3. Ethnic origin

(a) How would you describe your national group?

British or Mixed British	<input checked="" type="checkbox"/>
English	<input type="checkbox"/>
Irish	<input type="checkbox"/>
Scottish	<input type="checkbox"/>
Welsh	<input type="checkbox"/>
Other (specify if you wish)	<input type="checkbox"/>

(b) How would you describe your ethnic group?

Asian		Mixed ethnic origin	
Bangladeshi	<input type="checkbox"/>	Asian and White	<input type="checkbox"/>
Indian	<input type="checkbox"/>	Black African and White	<input type="checkbox"/>
Pakistani	<input type="checkbox"/>	Black Caribbean and White	<input type="checkbox"/>
Any other Asian background (specify if you wish)	<input type="checkbox"/>	Any other mixed ethnic background (specify if you wish)	<input type="checkbox"/>

Black		White	
African	<input type="checkbox"/>	Any white background (specify if you wish)	x
Caribbean	<input type="checkbox"/>	Any other ethnic background	
Any other Black background (specify if you wish)	<input type="checkbox"/>	Any other background (specify if you wish)	<input type="checkbox"/>
Chinese			
Any Chinese background (specify if you wish)	<input type="checkbox"/>		

4. Sexual orientation

Heterosexual x	Lesbian <input type="checkbox"/>	Gay <input type="checkbox"/>	Bisexual <input type="checkbox"/>
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6. Religion/Belief

Buddhist	<input type="checkbox"/>	Muslim	<input type="checkbox"/>
Christian	<input type="checkbox"/>	Any other, please state:	<input type="checkbox"/>
Hindu	<input type="checkbox"/>	None	x
Jewish	x		

7. Disability

Do you consider yourself to have a disability?	Yes <input type="checkbox"/>	No x
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