

# The West Partnership presents:

## Kilbarchan Primary School, Renfrewshire

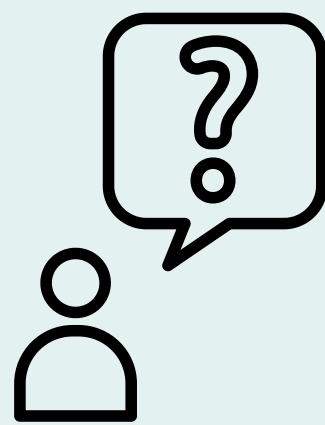
### Tracking Learner Wellbeing



*This storyboard details how the team at Kilbarchan Primary School in Renfrewshire used the Glasgow Wellbeing and Motivation Profile (GWMP) to track the wellbeing of their children. We hear how the tool was surrounded by systematic planning and effective follow up activities.*

## What was the problem?

The social distancing measures put in place to respond to COVID19 have undoubtedly had an impact upon children and young people. This impact is likely to be unequally felt and the team at Kilbarchan needed a process of identifying pupils who would benefit from targeted support.



## Why is this important?

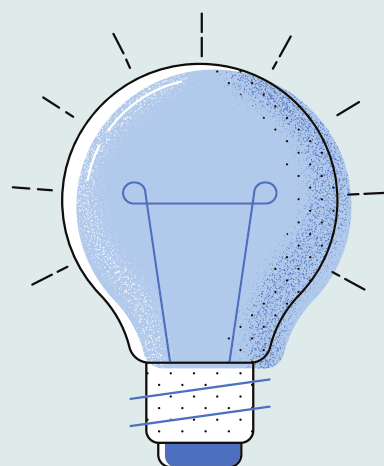
The wellbeing of pupils is important for a number of reasons. Firstly, we have a moral imperative to provide school environments that are welcoming to our children and young people. Secondly, learning is facilitated by the presence of wellbeing. Thirdly, having data that allows us to intervene to improve wellbeing is likely to impact on educational inequalities now and in the future.



## Aims of the change to practice

The project had a number of aims:

- 1) To better understand the wellbeing of pupils
- 2) To gather meaningful data on pupil wellbeing
- 3) To respond effectively to wellbeing data generated by the tool.



## What did you do?

Using PEF money, the school has dedicated time to out of class activities relating to health and wellbeing. Tracking wellbeing is one area of this work. The team at Kilbarchan initially used the Stirling Children's Wellbeing Scale to capture the wellbeing of their pupils. While the tool was a useful way of capturing data, the time required to manually analyse the data was costly. With support from the councils central team, the Kilbarchan staff shifted to using the 20-point Glasgow Motivation and Wellbeing Profile (GWMP). The team attended a support session on implementing the GWMP, provided by Education Scotland and Glasgow City Council. This helped clarify understanding of the tool and how to plan interventions around its use. One of the main benefits of the tool was that it had a predesigned easy-to-use analysis resource which directed the user towards specific interventions based on wellbeing indicators. This removed some of the time required in analysing other tools and generating next steps. The GWMP also provided a method of capturing data for the whole school, individual classes and individual pupils. Information on the GWMP can be found here:

<https://blogs.glowscotland.org.uk/glowblogs/gmwp/2020/07/03/hello-world/>

## What happened?

The tool was first used in September 2020, at the beginning of the first term. The link to the tool survey was presented on a Google classroom - a tool the school was already using. In 30 minute slots, each year group would fill the 20-point scale - with the teacher talking through each question to aid understanding. Data for the entire school was collected in 2 days. The results of the survey revealed wellbeing across the school and identified clearly pupils which needed more support. The lead practitioner then presented to all teachers explaining the purpose of the survey and next steps. Pupils were then given a 1-1 meeting to discuss their answers. Digging deeper into the reasons behind particular answers allowed the team to better understand what the survey data was telling them. The pupil and teacher together would agree targets and next steps that would address the areas identified by the tool and the 1-1 discussion. Class and school targets were also created. Children would record the target and keep it in their personal tray to act as a reminder.



## What are the key points you have learnt?

A number of key lessons were learnt. Firstly meeting learners needs had to be central to the process with some pupils receiving printed copies or being supported in smaller groups. Secondly, as the process was new, interacting with other practitioners from within the same local authority was good for understanding best practice around using the tool. Thirdly, it was important to explain the process to all staff in the school as a whole team effort was required to complete the task. This also meant that teachers understood why they were having 1-1 meetings with pupils and setting targets. Fourthly, it became apparent that support around the use of tools is more important than the tool itself. Data needs to be put into practice for it to be useful.



## What next for the project?

In the short term, the team plan on surveying pupils again in the spring. At this point, current scores will be compared to previous ones and the impact of interventions will be known. The team intends on reviewing the entire process at the end of the year.



The West Partnership thanks: Kim Ralston of Kilbarchan Primary, and Fiona Hewitt, Development Officer – Health and Wellbeing, Renfrewshire Council.  
For more information contact ([gw07ralstonkim@glow.sch.uk](mailto:gw07ralstonkim@glow.sch.uk))