

# The West Partnership presents:

## Blackwood Primary School, South Lanarkshire

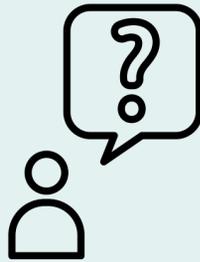
### Tracking learner wellbeing using the GMWP



The storyboard details how Blackwood Primary, in South Lanarkshire, used the Glasgow Motivation and Wellbeing Profile (GMWP) to systematically track the progress of wellbeing among their school community. We hear how the school used the tool to build on their pre-existing approach to wellbeing.

## What was the problem?

Blackwood Primary is a large school in Lanark, South Lanarkshire. The school, which incorporates a nursery class, has just over 350 on its pupil roll. Over the last few years the school has taken a focused approach to wellbeing. This is reflected in the schools most recent HMI inspection, which gave the school a 'very good' rating for the ensuring wellbeing, equality and inclusion quality criteria. Despite the positive review of the schools approach to wellbeing, staff at Blackwood were keen on finding ways to improve further. One area identified related to the tracking of progress in wellbeing



## Why is this important?

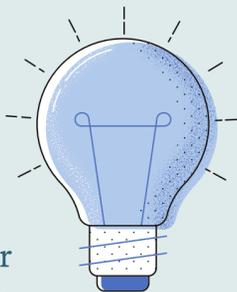
Tracking the progress of wellbeing in learners is important for a number of reasons. Firstly, schools have a duty of care to their pupils. A systematic approach to tracking progress of wellbeing aids the ability of the school to make evidence informed judgements in relation to their pupils. Secondly, interventions that result from tracking wellbeing may positively impact on not only the pupils wellbeing, but also on their learning.



## Aims of the change to practice

The project had a number of aims:

- 1) To build on the schools existing work in wellbeing by engaging with tracking tools.
- 2) To systematically capture the progress of learner wellbeing overtime, which would allow appropriate interventions to be put in place.

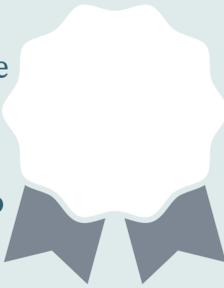


## What did you do?

To build on the schools existing approach to wellbeing, staff wanted to find a way of systematically generating data on pupil wellbeing that could further improve their ability to meet pupil needs. The school's senior management team completed research on wellbeing tracking tools, with a number of possibilities considered before the GMWP was chosen. The team chose the GMWP as it has been tailor made for use with children and links to national policies such as GIRFEC and the four capacities central to the Curriculum for Excellence. The tool involves 20 questions that relate to four themes; *agency*, *autonomy*, *affiliation* and *health and safety*. The tool allows staff to identify areas of wellbeing around these three themes that can be used as interventions. Given the size of the school, the team decided it would be best if use of the tool was spread among staff. Staff were given training on the tool, which developed the skills required to assess their own year cohorts. The team were also keen on triangulating data from the survey with teacher's professional judgement.

## What happened?

The school has used the GMWP tool with their P3-P7 classes. Small groups of approximately 10 learners have been taken out of class for short periods where they fill out the questionnaire digitally. The team plan on collecting this data as a class at the time, but wanted to test smaller groups in the first instance. After data was collected, staff explored the answers to specific questions and worked with individual pupils. This involved further investigation in particular areas based on the responses to the survey. The team were particularly interested to find that pupil's wellbeing needs were not necessarily aligned with known markers of vulnerability. For example, three pupils were given focused support based on investigation that was stimulated by the survey. These three pupils were not known to be vulnerable from existing markers such as SIMD and FSM data. The team have created a number of interventions to respond to survey data and professional judgement. Some of these interventions are supported by the school's use of PEF funding. For example, family support work supported by Barnado's has been used as a follow up intervention.



## What are the key points you have learnt?

The team at Blackwood have identified a number of key lessons from their change to practice. Firstly, the team recognise the need for someone with strengths in IT to take the lead on implementing the tool. The team believe this helped other members of staff to understand how to use the tool and how to respond to the data appropriately. Secondly, the team recognise that in order for the tool to be most effective there needs to be a whole school acceptance and understanding of its use. They believe this was aided by providing specific training with the tool. Thirdly, the team believe that a nurturing approach needs to be in place prior to using the tool. An existing framework of nurturing practice meant that changes at school, class and individual level were more effective.



## What next for the project?

The team at Blackwood intend on continuing to use the GMWP to track the progress in wellbeing of their pupils. The intention is to continue to respond to the data generated by the survey and triangulated with teacher professional judgement to react effectively to the needs of pupils. The Blackwood team will continue reflecting upon how they can maintain a whole school approach to wellbeing.

