

Cerys Townend  
County Hall  
Race Course Lane  
Northallerton  
DL7 8AE

Tel: 01609 798737

**Your ref:** MHR2018  
**Our ref:** MHR2018  
**Contact:** Cerys Townend  
**Date:** 21.3.18

Email: [Cerys.Townend@northyorks.gov.uk](mailto:Cerys.Townend@northyorks.gov.uk)  
Web: [www.northyorks.gov.uk](http://www.northyorks.gov.uk)

Dear Head teacher,

Many schools, working with CCGs and Local Authorities across Yorkshire and Humber are planning and implementing new social and emotional wellbeing interventions with pupils. This can involve a wide variety of support, ranging from mental health training for school staff to low level support for pupils directly in schools. In the past, similar good projects have had limited evaluation making it difficult to determine their effectiveness for pupils.

York University are currently recruiting secondary schools to participate in research on the effectiveness of social, emotional and mental health interventions in schools, to inform national good practice and to provide evidence which will allow funding to be continued.

This survey is an additional request, which is separate but supplementary to the Growing Up in North Yorkshire Survey (GUNY) that all schools are requested to participate in between the 23<sup>rd</sup> of April and the 25<sup>th</sup> of May. The survey is aimed at Year 8 and Year 11 pupils, and can be completed within a PSHE lesson or similar. The added advantage in participating in the York university research is that it will map the interventions that you are undertaking as a school with the wellbeing and progress of pupils.

I ask that you consider participating in this research which will support us in identifying the most effective interventions locally to inform strategic planning for Social, Emotional and Mental Health both at a school level and at a county wide level. The school report that you receive at no cost will also provide evidence of the impact and effectiveness of your interventions for OFSTED. I have included a research brief with this letter for information.

Kind regards,

Cerys Townend  
Lead adviser for SEMH

# Cluster Schools Evaluation – 2018

Many schools, working with CCGs and Local Authorities across Yorkshire and Humber are planning and implementing new social and emotional wellbeing interventions with pupils. This can involve a wide variety of support, ranging from mental health training for school staff to low level support for pupils directly in schools. In the past, similar good projects have had limited evaluation making it difficult determine their effectiveness for pupils. We would like to make sure we carry out a robust evaluation through the University of York to provide evidence to allow funding to be continued.

## Benefits

- ★ There is no financial cost to either schools or Local Authorities - only the time taken to complete the questionnaires in schools is required
- ★ Schools receive individual school reports on the results collected
- ★ Local Authorities receive reports and information about what interventions are being used (individual schools and pupils remain anonymous in all reports)
- ★ The results provide rich data about pupil well-being across Yorkshire and Humber
- ★ The results can evaluate a range of interventions in terms of effectiveness and cost-effectiveness
- ★ A robust evidence base is created which can support future funding for interventions

## Method

We work with the Local Authorities in each area to engage with schools. We will then arrange with each participating school to deliver packs of questionnaires, consent forms and information leaflets. Year 8 and 11 pupils then complete the questionnaires in a PSHE lesson or similar. These include the Strengths and Difficulties questionnaire (SDQ), which measures responses to 25 statements covering emotions, behaviour, concentration/activity, peer problems and prosocial behaviour; and the EQ-5D-Y, which is a commonly used quality of life questionnaire. Some brief resource use questions are also included. Head teachers and pastoral leads at the schools are also asked to complete a brief questionnaire, describing wellbeing services in the school. This will be mapped to pupil outcomes so that the effectiveness of these different projects can be evaluated.

Once completed, we will collect the questionnaires from each school. All pupils will receive a unique ID number, so that questionnaires remain anonymous, and individual scores and responses cannot be identified. The data will be inputted to a secure database and analysed, and reports will be sent out during the Summer Term to each school. These methods have previously been used successfully in a feasibility study last year including 12 secondary schools from across York and East Yorkshire.

## Reports

Schools receive individual reports on the results from their school, including the mean scores on each of the SDQ subscales, comparisons to pooled results of at least 40 Yorkshire and Humber secondary schools and comparisons to national normative data. Individual pupil scores are not identified, ensuring confidentiality. In the feasibility study, schools found these reports useful, as they allow schools to identify areas which they score well on, to identify areas or year groups that may need more support, and to compare their school to average pooled school scores.

Local Authorities also receive a report, with the overview of scores from all the anonymised schools on each of the outcome measures. They can also see the range and type of interventions provided by schools in their area. All schools are identified by letter only, ensuring confidentiality for all the schools involved.

If you require any further information regarding the Cluster Project, please contact Professor Barry Wright and Megan Garside at COMIC Research (<https://www.comic.org.uk/research>):

Email: [megan.garside@nhs.net](mailto:megan.garside@nhs.net) Tel: 01904 294825