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WELL Evaluation Baseline Survey Report

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Executive Summary

The survey was completed between November 2021-January 2022. It was designed to provide a baseline picture for the three-year evaluation, with follow up surveys planned for summer 2023 and summer 2024.

This survey received a good response rate, with 81 completed surveys out of a possible total of 120 (68%). Over three quarters of respondents were head teachers/principals (77%)¹, with 10% executive heads and small proportions of acting heads, heads of school, or deputy/assistant head teachers. A majority of respondents (85%) have worked in education for 16 years or more, although two thirds (65%) have worked in their current school for 10 years or less. Almost three quarters (72%) were in their first headship.

Respondents see Allerdale and Copeland's distinctive context as an important factor for school improvement. For example, nine in ten (90%) agree or strongly agree that its remoteness can make school improvement challenging. Almost two thirds (64%) agree that schools in the area collaborate together well, while a similar proportion (60%) disagree that a lack of trust between schools hinders meaningful collaboration. That said, almost one in five respondents (19%) (particularly secondaries) agree that a lack of trust hinders collaboration, while a third (34%) agree that 'there is a clear local hierarchy of schools in my area, in terms of their status and popularity with parents', potentially indicating competitive pressures.²

Not surprisingly, national accountability measures are an important consideration for school leaders in Allerdale and Copeland. Three quarters (75%) agree or strongly agree with the statement 'Making sure my school does well in Ofsted inspections is one of my top priorities as a leader'.

Most school leaders agree (85%) that their school has the capacity it needs to improve over the next few years, but only a quarter (24%) agree (and 45% disagree) that their school will have sufficient funding to employ the staff it needs.

Respondents highlighted four top priorities for their school this academic year: Mental health, wellbeing and pastoral care of pupils, improving teaching and learning, improving outcomes in specific subject areas (particularly English), and Covid recovery and 'catch up'. Despite the national focus on attendance post-pandemic, only a quarter (27%) of respondents saw this as a priority.

A strong majority of leaders (85%) agree that their school draws on research evidence to inform practice. However, until now, engagement in Education Endowment Foundation (EEF) initiatives in the area has been limited: three quarters of schools (77%) have not engaged with or been part of any EEF research projects.

Schools have engaged in a wide variety of WELL elements already, with strongly positive feedback so far. Schools have accessed the following programmes most often: Making the Most for Disadvantaged

¹ Percentages are rounded in the Executive Summary but not in the main report. Please note that all percentages should be interpreted with caution given the small sample size (n=81).

² This figure is much lower than when the same question was asked nationally – 57% agree (Greany and Higham, 2018).

Students (65%), Emotionally Literate Support Assistants (54%), I CAN Talkboost (51%), and Youth Mental Health First Aid/Wellbeing (46%). Feedback from those participating is mostly positive, with only 7 schools indicating more negative or constructive feedback. Open text responses indicate that some schools are drawing on this support to make significant changes in how they work, for example:

“The disadvantaged student programme has allowed us to completely overhaul our approach to supporting disadvantaged pupils and given us a renewed drive towards ensuring they are supported.”

Almost all schools (95%) have identified their priority area(s) for WELL funding this academic year, with English, additional needs and pastoral care, CPD, speech and language, and Maths the most popular.

Overall, school leaders are strongly positive about the WELL project. Almost all (99%) respondents say they are excited about the project. The following open text response captures some of the excitement and positive expectations for the project:

“WELL is a wonderful initiative, supporting schools to get to the heart of what we do best - enabling our children to thrive. This funding is proving vital in our drive to improve outcomes for disadvantaged children, which would not have otherwise been possible.”

We asked respondents to re-order the WELL project’s priorities, according to which they see as the most/least important. Caution needs to be applied in interpreting these responses: for example, if a respondent has classified a particular priority as less important, this does not necessarily mean they see it as ‘unimportant’. Overall, leaders appear to see the following as the most critical priority: ‘To provide high quality, research led professional development and proven intervention programmes in order to improve the quality of teaching, especially of vulnerable pupils, impacting on pupil attainment and progress’.

Almost all (96%) leaders are somewhat or very confident that the WELL project aims will be met, while a similar proportion (99%) is confident that their own school will benefit from the programme and that disadvantaged children in their school will benefit (96%). However, a significant proportion of leaders (44%) say they do foresee challenges engaging with WELL, for reasons that centre on (lack of) time, pressures of the school system, and the Covid pandemic as well as, for a minority, practical barriers (e.g. paperwork).



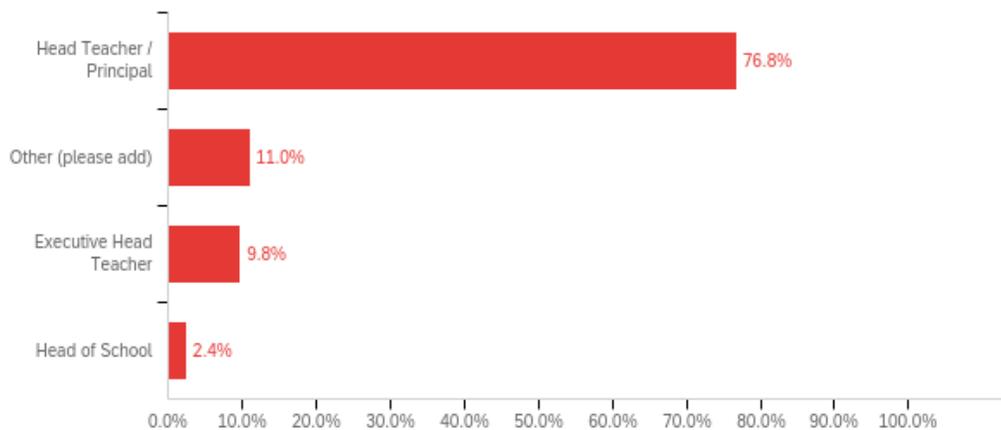
Main report

Approach

This report provides detailed responses to every question asked in the survey. Most questions were closed, but some also included the option for respondents to provide open text comments. This report sets out overall responses to all closed questions using charts and tables in each case. For selected questions we break down the responses further, to distinguish between WELL project targeted/universal schools and/or between primary/secondary schools. The responses are presented using counts (i.e. number of responses) and percentages.³ However, the small size of the survey (81 responses) means that caution must be applied when interpreting the percentage responses, which should be seen as indicative rather than statistically robust. This is particularly the case for the additional breakdowns (where the sample sizes for the sub-groups are much smaller): we have included these percentages purely to indicate broad differences in response rates between the sub-groups. In addition, we include qualitative analyses of open text responses to selected questions.

Detailed responses

Q1 - What is your job title?



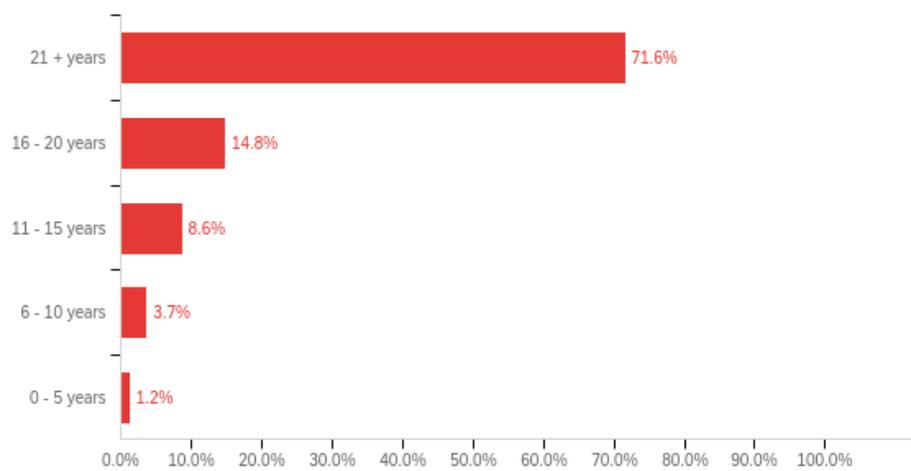
Answer	Count (%)
1. Executive Head Teacher	8 (9.8)
2. Head Teacher / Principal	63 (76.8)
3. Head of School	2 (2.4)
4. Other (please add)	9 (11)
Total	82 (100)

³ Some respondents may not have completed every question, so some counts and percentages may not equal the totals.



Other (please add)	Count
Assistant Principal/Deputy Headteacher	3
Acting headteacher	4
SENCO, Class teacher	1

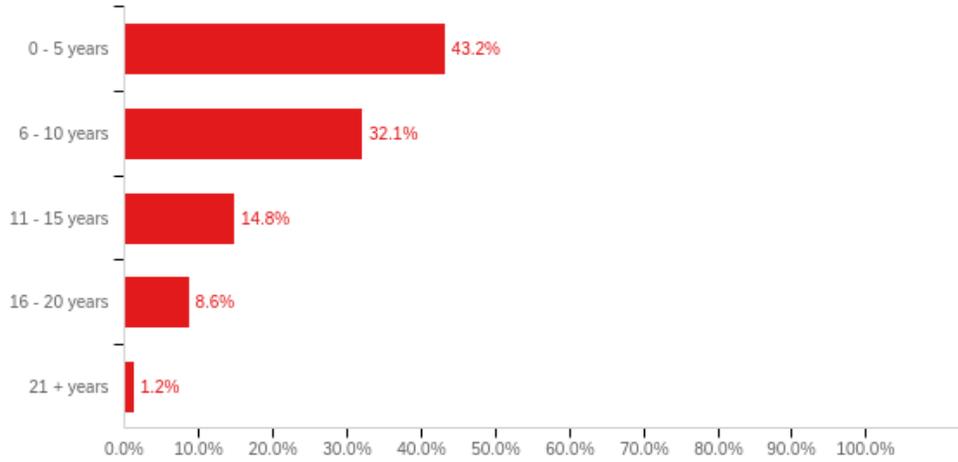
Q2 - For how long have you worked in education?



Answer	Count (%)
1) 0 - 5 years	1 (1.2)
2) 6 - 10 years	3 (3.7)
3) 11 - 15 years	7 (8.6)
4) 16 - 20 years	12 (14.8)
5) 21 + years	58 (71.6)
Total	81 (100)

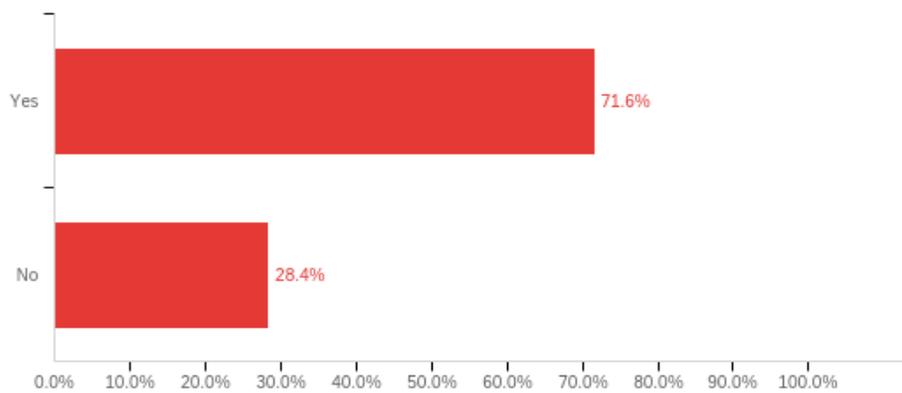


Q3 - How long have you been a head teacher at your current school?



Answer	Count (%)
1) 0 - 5 years	35 (43.2)
2) 6 - 10 years	26 (32.1)
3) 11 - 15 years	12 (14.8)
4) 16 - 20 years	7 (8.6)
5) 21 + years	1 (1.2)
Total	81 (100)

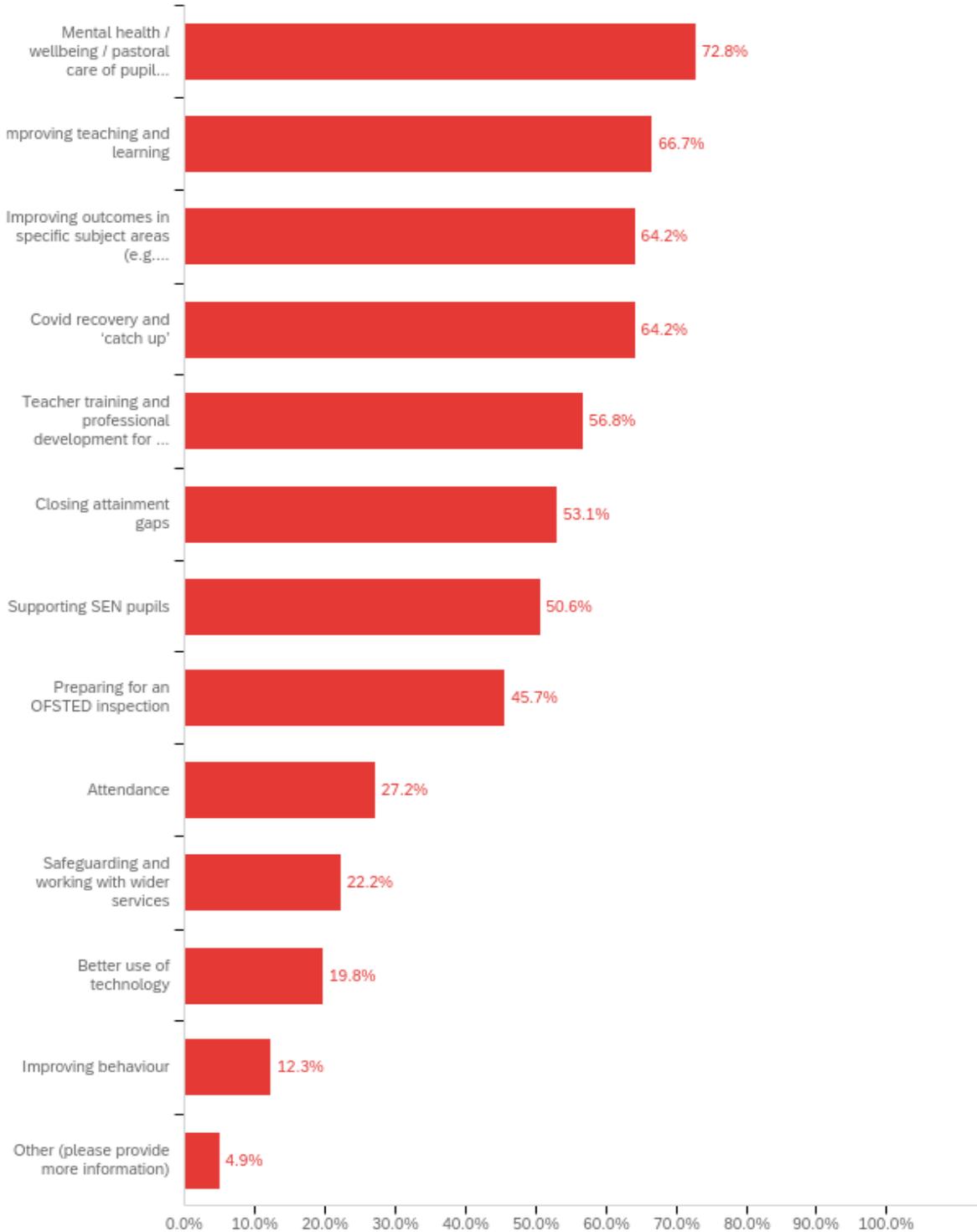
Q4 - Is this your first headship?



Answer	Count (%)
1) Yes	58 (71.6)
2) No	23 (28.4)
Total	81 (100)



Q5 - Which of the following are significant improvement priorities for your school this academic year (please tick all that apply)





Q5: Overall responses: Which of the following are significant improvement priorities for your school this academic year (tick all that apply)

Answer	N (%)	Total
Improving teaching and learning	54 (66.7)	81 (100)
Improving outcomes in specific subject areas (e.g. literacy / maths / science)	52 (64.2)	81 (100)
Covid recovery and 'catch up'	52 (64.2)	81 (100)
Closing attainment gaps	43 (53.1)	81 (100)
Mental health / wellbeing / pastoral care of pupils	59 (72.8)	81 (100)
Attendance	22 (27.2)	81 (100)
Preparing for an OFSTED inspection	37 (45.7)	81 (100)
Supporting SEN pupils	41 (50.6)	81 (100)
Teacher training and professional development for staff	46 (56.8)	81 (100)
Improving behaviour	10 (12.3)	81 (100)
Safeguarding and working with wider services	18 (22.2)	81 (100)
Better use of technology	16 (19.8)	81 (100)
Other (please provide more information)	4 (4.9)	81 (100)
Other (please add)		Count
Improving outcomes for specific groups, namely pupil premium, HPA and SEND pupils.		1
Speech and language in early years		1
Curriculum development		1

Q5: WELL Targeted vs Universal school responses: Which of the following are significant improvement priorities for your school this academic year (tick all that apply)

Improvement Priorities:	Targeted	Universal
Improving teaching and learning	14.0 87.5%	40.0 60.6%
Improving outcomes in specific subject areas (e.g. literacy / maths / science)	13.0 81.3%	39.0 59.1%
Covid recovery and 'catch up'	12.0 75.0%	40.0 60.6%
Closing attainment gaps	11.0 68.8%	32.0 48.5%



Mental health / wellbeing / pastoral care of pupils	13.0	46.0
	81.3%	69.7%
Attendance	9.0	13.0
	56.3%	19.7%
Preparing for an OFSTED inspection	8.0	29.0
	50.0%	43.9%
Supporting SEN pupils	10.0	31.0
	62.5%	47.0%
Teacher training and professional development for staff	9.0	37.0
	56.3%	56.1%
Improving behaviour	4.0	6.0
	25.0%	9.1%
Safeguarding and working with wider services	5.0	13.0
	31.3%	19.7%
Better use of technology	7.0	9.0
	43.8%	13.6%
Other (please provide more information)	1.0	3.0
	6.3%	4.5%

Q5: WELL Primary versus Secondary school responses: Which of the following are significant improvement priorities for your school this academic year (tick all that apply)

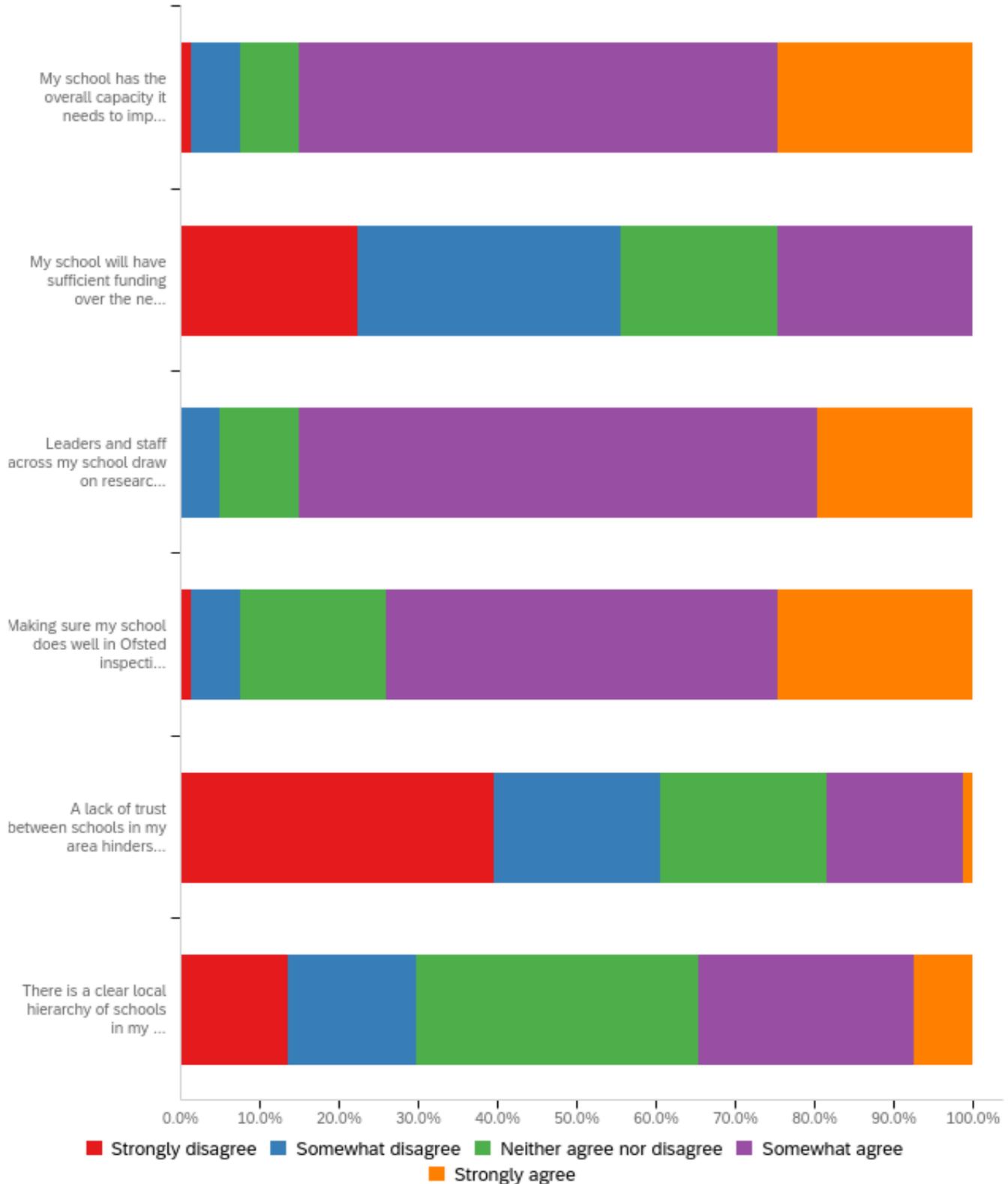
Improvement Priorities	Primary	Secondary
Improving teaching and learning	44.0	10.0
	61.1%	100.0%
Improving outcomes in specific subject areas (e.g. literacy / maths / science)	45.0	7.0
	62.5%	70.0%
Covid recovery and 'catch up'	45.0	7.0
	62.5%	70.0%
Closing attainment gaps	37.0	6.0
	51.4%	60.0%
Mental health / wellbeing / pastoral care of pupils	52.0	7.0
	72.2%	70.0%
Attendance	18.0	4.0
	25.0%	40.0%
Preparing for an OFSTED inspection	31.0	6.0
	43.1%	60.0%
Supporting SEN pupils	35.0	6.0
	48.6%	60.0%



Teacher training and professional development for staff	40.0	6.0
	55.6%	60.0%
Improving behaviour	5.0	5.0
	6.9%	50.0%
Safeguarding and working with wider services	15.0	3.0
	20.8%	30.0%
Better use of technology	13.0	3.0
	18.1%	30.0%
Other (please provide more information)	3.0	1.0
	4.2%	10.0%



Q6 - Please indicate how far you agree or disagree with the following statements:





Q6: Overall responses: Please indicate how far you agree or disagree with the following statements:

Statement	Strongly disagree N (%)	Somewhat disagree N (%)	Neither agree nor disagree N (%)	Somewhat agree N (%)	Strongly agree N (%)	Total N(%)
My school has the overall capacity it needs to improve during the next three years	1 (1.2)	5 (6.2)	6 (7.4)	49 (60.5)	20 (24.7)	81 (100)
My school will have sufficient funding over the next three years to employ the staff it needs	18 (22.2)	27 (33.3)	16 (19.8)	20 (24.7)	0 (0)	81 (100)
Leaders and staff across my school draw on research evidence to inform their practice	0 (0)	4 (4.9)	8 (9.9)	53 (65.4)	16 (19.8)	81 (100)
Making sure my school does well in Ofsted inspections is one of my top priorities as a leader	1 (1.2)	5 (6.2)	15 (18.5)	40 (49.4)	20 (24.7)	81 (100)
A lack of trust between schools in my area hinders meaningful collaboration	32 (39.5)	17 (21.0)	17 (21.0)	14 (17.3)	1 (1.2)	81 (100)
There is a clear local hierarchy of schools in my area, in terms of their status and popularity with parents	11 (13.6)	13 (16.1)	29 (35.8)	22 (27.2)	6 (7.4)	81 (100)

Q6: Primary vs Secondary responses: Please indicate how far you agree or disagree with the following statements:

Statements:		Primary	Secondary
My school has the overall capacity it needs to improve during the next three years	Strongly disagree	0.0	1.0
		0.0%	10.0%
	Somewhat disagree	5.0	0.0
		6.9%	0.0%
	Neither agree nor disagree	4.0	2.0
	5.6%	20.0%	
	Somewhat agree	44.0	5.0
		61.1%	50.0%



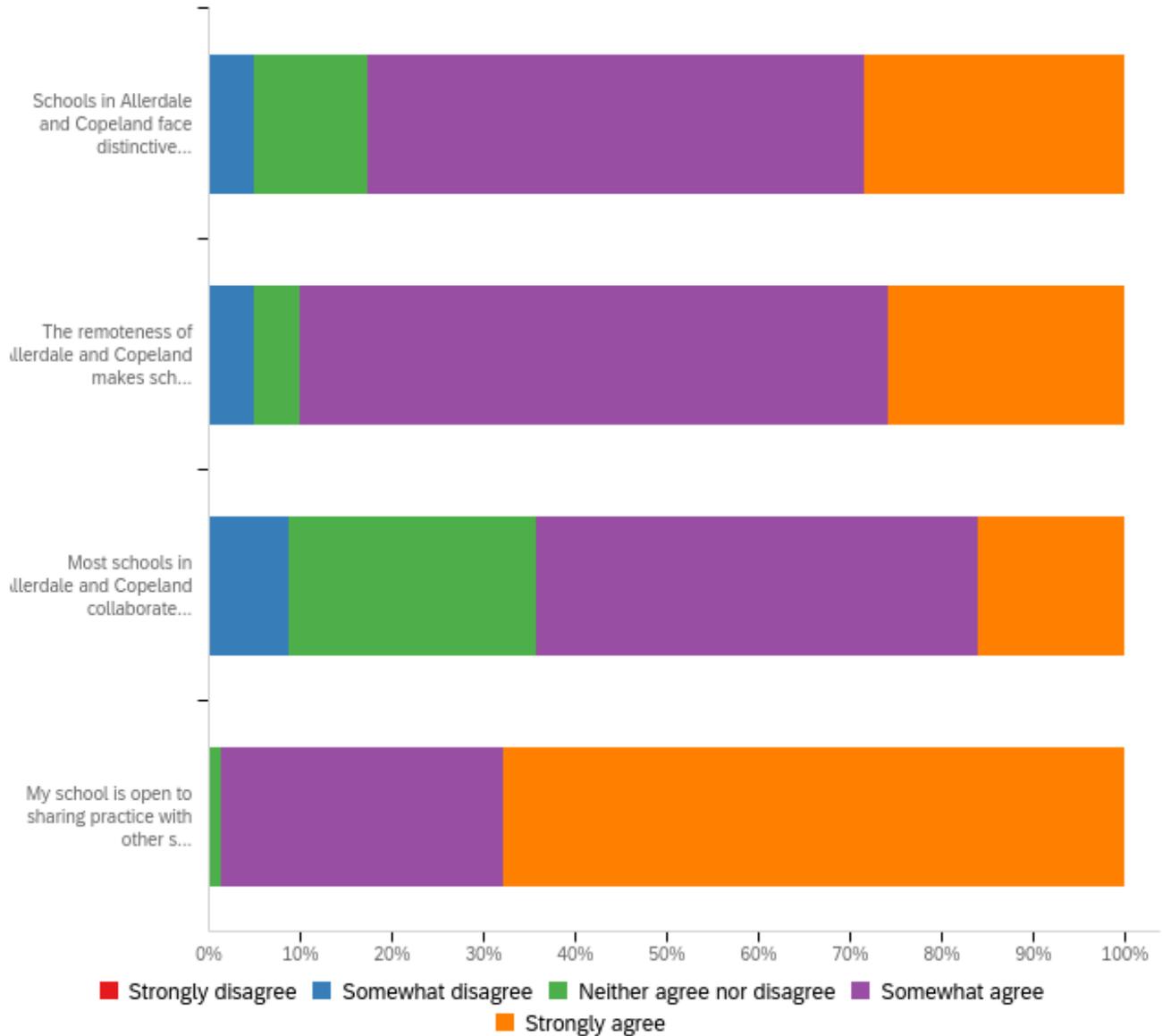
	Strongly agree	18.0 25.0%	2.0 20.0%
My school will have sufficient funding over the next three years to employ the staff it needs	Strongly disagree	15.0 20.8%	3.0 30.0%
	Somewhat disagree	23.0 31.9%	4.0 40.0%
	Neither agree nor disagree	15.0 20.8%	1.0 10.0%
	Somewhat agree	18.0 25.0%	2.0 20.0%
	Strongly agree	0.0 0.0%	0.0 0.0%
	Leaders and staff across my school draw on research evidence to inform their practice	Strongly disagree	0.0 0.0%
Somewhat disagree		3.0 4.2%	1.0 10.0%
Neither agree nor disagree		8.0 11.1%	0.0 0.0%
Somewhat agree		45.0 62.5%	8.0 80.0%
Strongly agree		15.0 20.8%	1.0 10.0%
Making sure my school does well in Ofsted inspections is one of my top priorities as a leader		Strongly disagree	1.0 1.4%
	Somewhat disagree	4.0 5.6%	1.0 10.0%
	Neither agree nor disagree	13.0 18.1%	2.0 20.0%
	Somewhat agree	36.0 50.0%	4.0 40.0%
	Strongly agree	17.0 23.6%	3.0 30.0%
	A lack of trust between schools in my area hinders meaningful collaboration	Strongly disagree	32.0 44.4%
Somewhat disagree		16.0 22.2%	1.0 10.0%



	Neither agree nor disagree	15.0	2.0
		20.8%	20.0%
	Somewhat agree	8.0	6.0
		11.1%	60.0%
	Strongly agree	0.0	1.0
		0.0%	10.0%
There is a clear local hierarchy of schools in my area, in terms of their status and popularity with parents	Strongly disagree	11.0	0.0
		15.3%	0.0%
	Somewhat disagree	11.0	2.0
		15.3%	20.0%
	Neither agree nor disagree	26.0	3.0
		36.1%	30.0%
	Somewhat agree	20.0	2.0
	27.8%	20.0%	
	Strongly agree	3.0	3.0
		4.2%	30.0%



Q7 - Please indicate how far you agree or disagree with the following statements:





Q7: Overall responses: Please indicate how far you agree or disagree with the following statements:

Statement	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
Schools in Allerdale and Copeland face distinctive challenges, compared to other parts of England	0 (0)	4 (4.9)	10 (12.4)	44 (54.3)	23 (28.4)	81
The remoteness of Allerdale and Copeland makes school improvement challenging for my school	0 (0)	4 (4.9)	4 (4.9)	52 (64.2)	21 (25.9)	81
Most schools in Allerdale and Copeland collaborate together well	0 (0)	7 (8.6)	22 (27.2)%	39 (48.2)	13 (16.1)	81
My school is open to sharing practice with other schools in the area	0 (0)	0 (0)	1.2%	25 (30.9)	55 (67.9)	81

Q7: Primary vs Secondary: Please indicate how far you agree or disagree with the following statements:

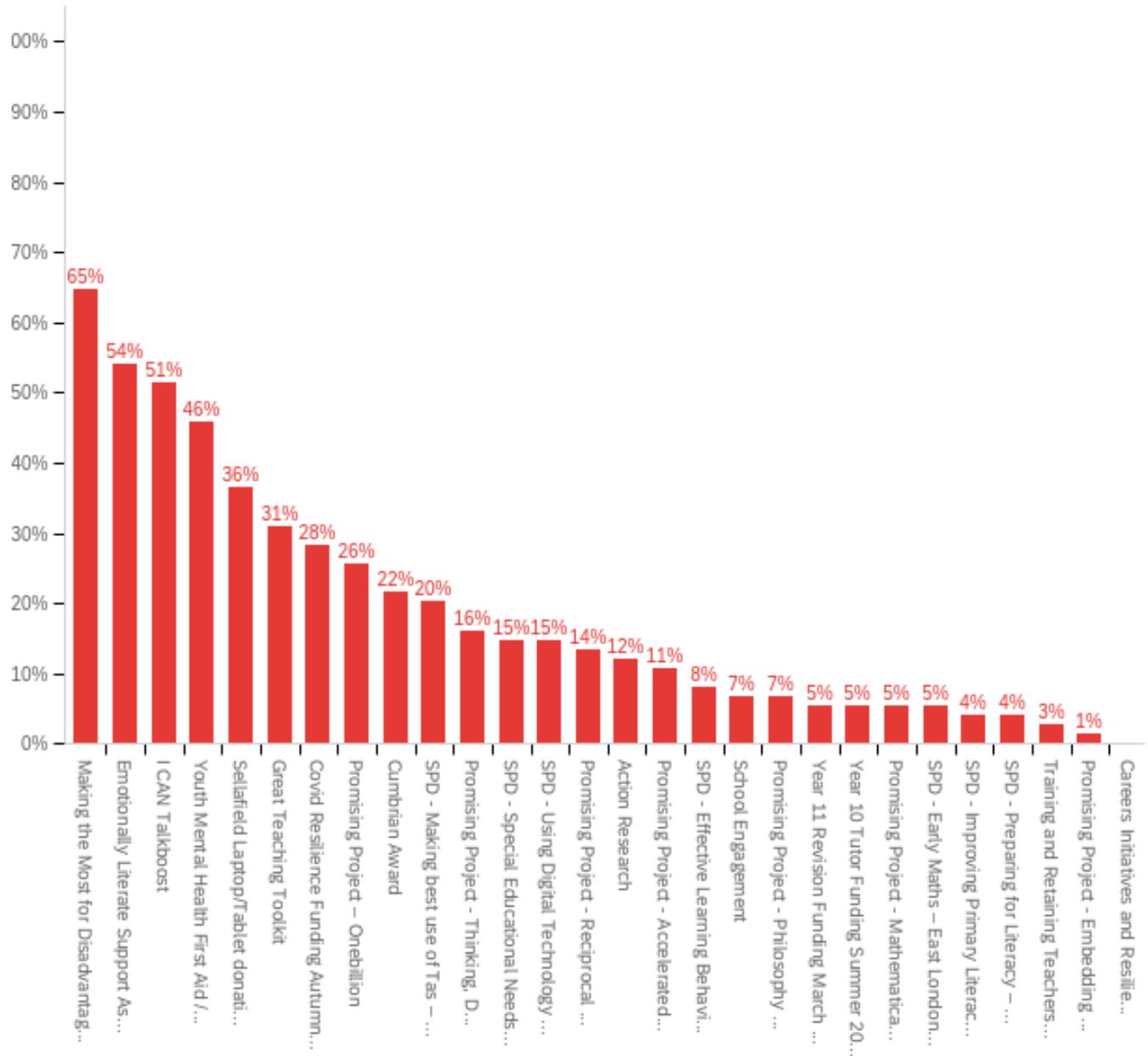
Statements:		Primary	Secondary
Schools in Allerdale and Copeland face distinctive challenges, compared to other parts of England	Strongly disagree	0.0 0.0%	0.0 0.0%
	Somewhat disagree	2.0 2.8%	2.0 20.0%
	Neither agree nor disagree	9.0 12.5%	1.0 10.0%
	Somewhat agree	39.0 54.2%	5.0 50.0%
	Strongly agree	21.0 29.2%	2.0 20.0%
	The remoteness of Allerdale and Copeland makes school improvement challenging for my school	Strongly disagree	0.0 0.0%
Somewhat disagree		3.0 4.2%	1.0 10.0%
Neither agree nor disagree		4.0 5.6%	0.0 0.0%
Somewhat agree		45.0 62.5%	7.0 70.0%
Strongly agree		19.0	2.0



		26.4%	20.0%
Most schools in Allerdale and Copeland collaborate together well	Strongly disagree	0.0	0.0
		0.0%	0.0%
	Somewhat disagree	3.0	4.0
		4.2%	40.0%
	Neither agree nor disagree	17.0	5.0
		23.6%	50.0%
	Somewhat agree	38.0	1.0
		52.8%	10.0%
	Strongly agree	13.0	0.0
		18.1%	0.0%
My school is open to sharing practice with other schools in the area	Strongly disagree	0.0	0.0
		0.0%	0.0%
	Somewhat disagree	0.0	0.0
		0.0%	0.0%
	Neither agree nor disagree	1.0	0.0
		1.4%	0.0%
	Somewhat agree	22.0	3.0
		30.6%	30.0%
	Strongly agree	48.0	7.0
		66.7%	70.0%



Q8 - Has your school engaged in any of the following elements of the WELL project so far? (tick all that apply)





Q8: Overall responses: Has your school engaged in any of the following elements of the WELL project so far? (tick all that apply)

Answer	N (%)	Total
Making the Most for Disadvantaged Students	48 (64.9)	74 (100)
I CAN Talkboost	38 (51.4)	74 (100)
Action Research	9 (12.2)	74 (100)
Cumbrian Award	16 (21.6)	74 (100)
Youth Mental Health First Aid / Wellbeing	34 (45.9)	74 (100)
Emotionally Literate Support Assistants	40 (54.1)	74 (100)
Careers Initiatives and Resilience Building	0 (0)	74 (100)
Training and Retaining Teachers Conferencing and events	2 (2.7)	74 (100)
Great Teaching Toolkit	23 (31.1)	74 (100)
School Engagement	5 (6.8)	74 (100)
Covid Resilience Funding Autumn 2020	21 (28.4)	74 (100)
Year 11 Revision Funding March 2020	4 (5.4)	74 (100)
Year 10 Tutor Funding Summer 2021	4 (5.4)	74 (100)
Promising Project - Embedding Formative Assessment	1 (1.4)	74 (100)
Promising Project - Mathematical Reasoning	4 (5.4)	74 (100)
Promising Project – Onebillion	19 (25.7)	74 (100)
Promising Project - Philosophy for Children	5 (6.8)	74 (100)
Promising Project - Reciprocal Reading	10 (13.5)	74 (100)
Promising Project - Thinking, Doing, Talking Science	12 (16.2)	74 (100)
Promising Project - Accelerated Reader	8 (10.8)	74 (100)
SPD - Making best use of Tas – Shotton Hall Research School	15 (20.3)	74 (100)
SPD - Special Educational Needs in mainstream schools - Shotton Hall Research School	11 (14.9)	74 (100)
SPD - Using Digital Technology to improve learning - Shotton Hall Research School	11 (14.9)	74 (100)



SPD - Effective Learning Behaviours – Blackpool Research School	6 (8.1)	74 (100)
SPD - Improving Primary Literacy – Cumbria & Town End Associate Research Schools	3 (4.1)	74 (100)
SPD - Early Maths – East London Research School	4 (5.4)	74 (100)
SPD - Preparing for Literacy – East London Research School	3 (4.1)	74 (100)
Sellafield Laptop/Tablet donations	27 (36.5)	74 (100)



Q9 - If you have participated in any of the WELL strands, please provide feedback on the quality of up to two sessions, or materials.

Codes	N
Positive	23
Session delivery and resources.	18
Sessions were useful and engaging.	18
Positive impact for staff and pupils.	17
Access to opportunities, funding and resources.	7
Training was cost effective.	1
Constructive/Negative/Barriers	13
Sessions not delivered well.	6
Session content not useful.	5
Lack of feedback following sessions.	3
Demanding on time and workload.	2
Resources were limited.	1

Q10: Qualitative analysis of open text responses

Overall participants felt positively about their engagement with the WELL strands and there was a sense that sessions were useful and well received. Forty-seven respondents provided open text responses to this question, and thirty-six of these responses included reflections on the quality and materials provided – these responses are represented here.

Many responses noted that engagement had led to impactful changes for staff and pupils. This was expressed through changes in pupil outcomes, e.g. *“We have trained additional staff this year for both Talkboost and Early Talkboost and feel the programme really benefits the children and gets results”*. Overall, respondents noted improvements in academic, verbal, and social and emotional outcomes for pupils.

There was a view among some respondents that WELL had enabled access to opportunities and resources that otherwise would have been unavailable to pupils, e.g. *“I was able to support the distribution of laptops etc to needy children. These children would not have had access to any learning bar for the WELL initiative.”*

The most significant impact was the ways in which WELL has improved engagement, enthusiasm and practice within the schools. Respondents reported that staff returned from WELL sessions with a sense of excitement, e.g.:

“Science - Really motivated my Subject lead who tried out new practices in her own classroom to engage children more. She then delivered training to other teachers in school to improve practice. Also introduced new resources- impact being more motivated children & teachers in science.”

Feedback from respondents showed that WELL sessions had been utilized to inform curriculum development, individual and whole school practice, effective use of interventions and knowledge exchange between colleagues. In



particular it was noted that the quality of session delivery and resources was influential in how well staff engaged with these sessions, e.g.:

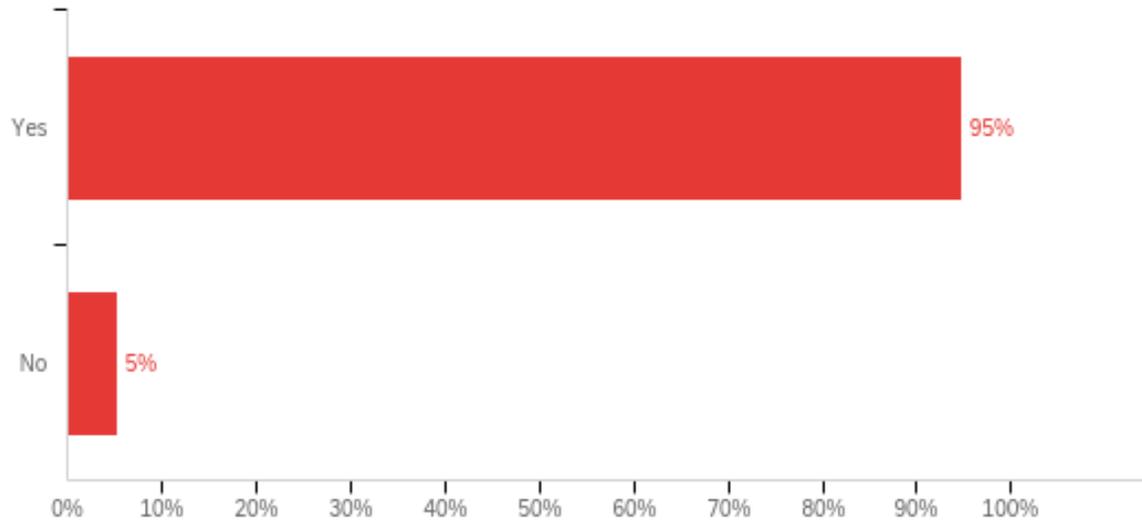
“Talkboost was great - the training was excellent and resources were of a good quality. Everything you needed was in the kit so it saved a lot of time.”

Criticism of WELL sessions was less frequent, with the most significant complaint being that sessions were either not useful for the school’s needs or that the training had been delivered inefficiently and with insufficient feedback to aid implementation, e.g.:

“One Billion was disappointing. The training online was poor and although we have used the resource, there was little benefit in doing this through the Well project.”



Q11 - My school has identified its priority for our WELL Grant offer this year.



Answer	Count (%)
1) Yes	73 (94.8)
2) No	4 (5.2)
Total	77 (100)



Q12 - If you answered yes to the previous question, can you briefly explain your WELL priority for your grant offer?

Codes	N
English	35
Maths	12
Speech and Language	15
Additional Needs and Pastoral Care	23
Covid	4
Metacognition/Cognitive Development	5
CPD	17
Access to Resources	2
Science	1

Qualitative analysis of open text responses

In line with the responses from Q5 about school improvement priorities, participants were keen to utilise the WELL Project to focus on literacy/maths, CPD, closing attainment gaps, and pastoral care, e.g.:

“Improving outcomes for disadvantaged students through improving their teaching and learning experience. This includes being responsive to student voice and ensuring effective CPD is provided for colleagues on identified areas for improvement, such as the use of live modelling in lessons.”

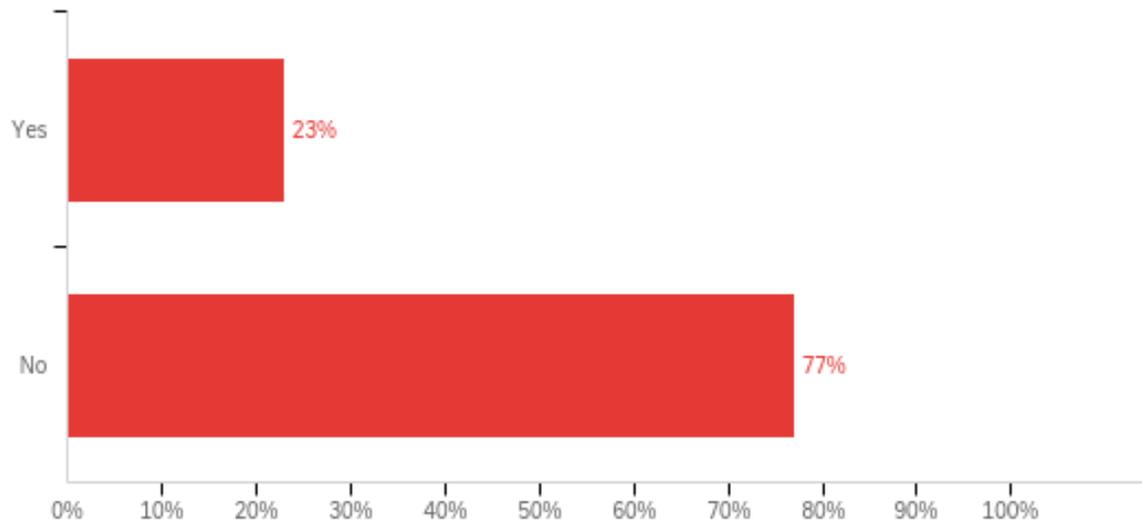
“What strategies can we use to support the wellbeing/resilience of our pupils to enable them to re-engage fully (post-covid) with their learning?”

“Improving reading and early language in school through effective phonics scheme and other key practices such as reading comprehension and enhanced vocabulary building.”

“A programme that identifies and closes the gaps in maths throughout the school.”



Q13 - Has your school previously engaged in any research projects funded or run by the Education Endowment Foundation and/or its Research School Network?



Answer	N (%)
1) Yes	17 (23.0)
2) No	57 (77.0)
Total	74 (100)



Q14 - If you answered yes to the previous question, please provide more detail about how you have engaged and how you perceive the quality and impact of this work.

Codes	N
Positive	11
Negative/Unsure	4

Qualitative analysis of open text responses:

Although engagement with EEF was low, participants who had engaged were mostly positive in their feedback, e.g.:

“Improving Literacy / Numeracy in KS1. It had a great impact introducing VIPERS and Maths Mastery into school.”

“I am unsure of what this looked like but know that it was successful.”

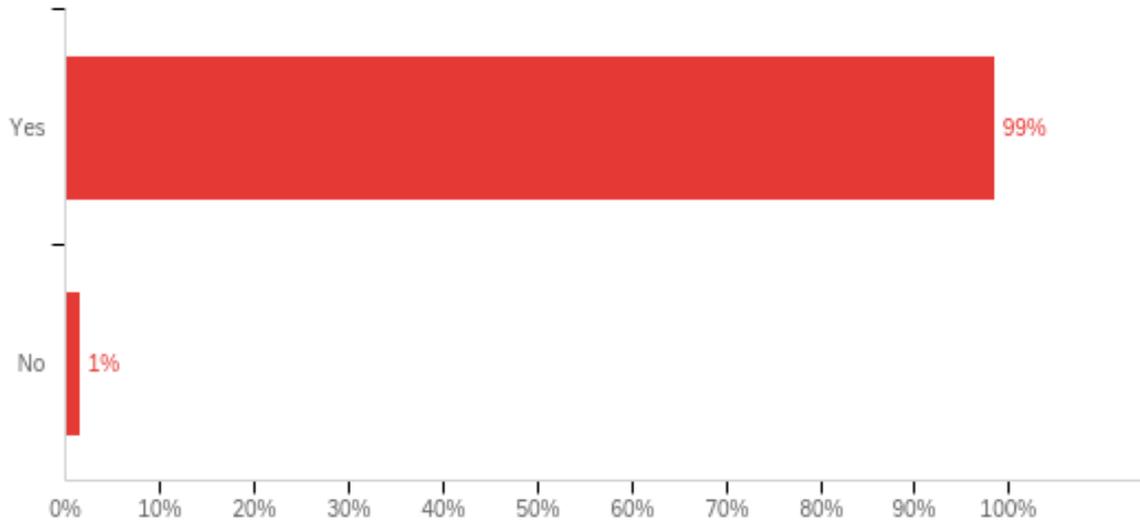
“The maths leaders from our school engaged in extensive work on 'Improving maths in KS2 and KS3... The work had a significant impact on maths in our school.”

“Our curriculum model is based on evidence from projects with the EEF.”

Participants mostly felt that engagement had been worthwhile and had significant impact within their school.



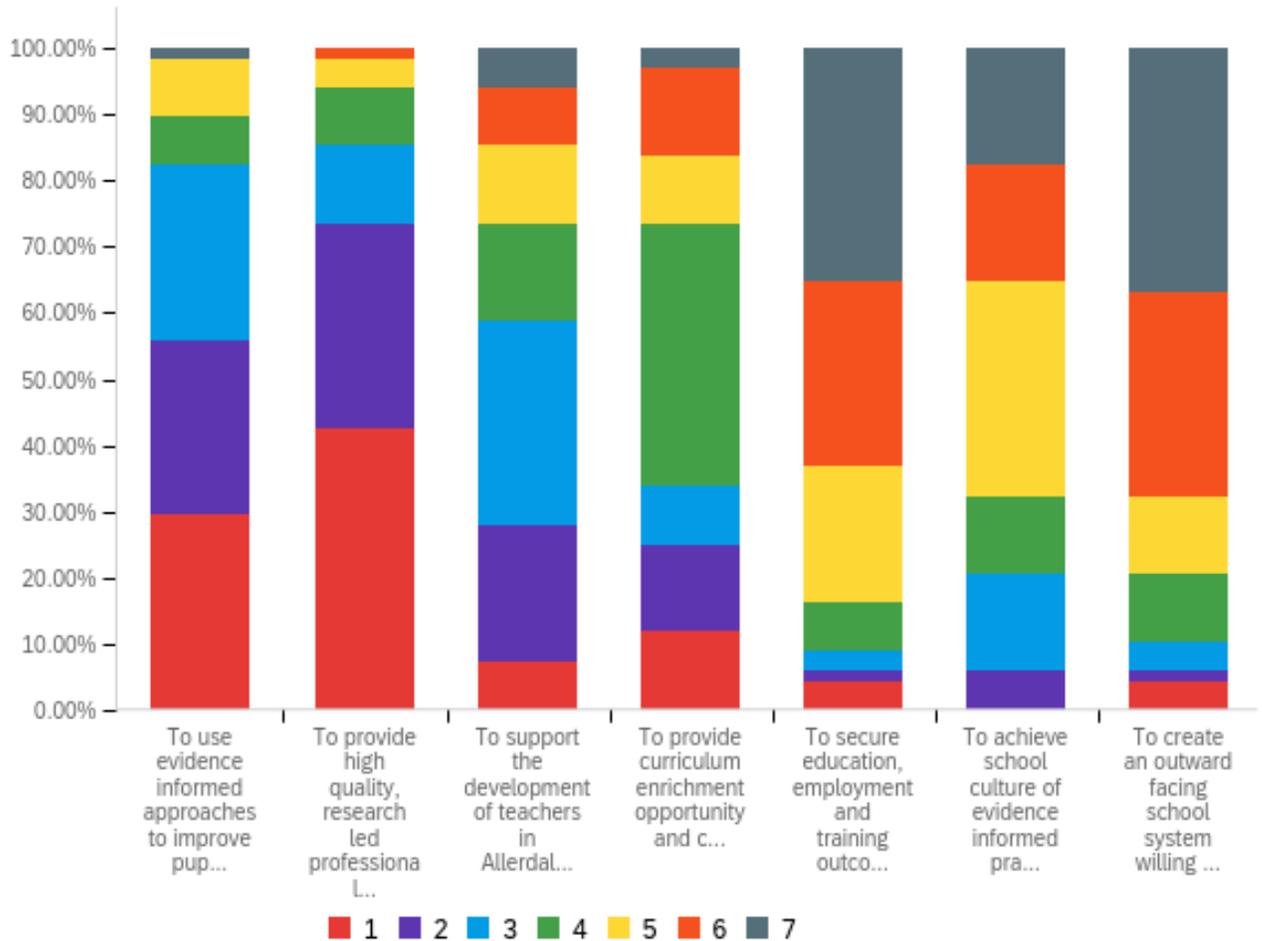
Q15 - I am excited about the WELL programme



Answer	Count (%)
Yes	66 (98.51%)
No	1 (1.49%)
Total	67 (100%)



Q16 - Which of the WELL programme's aims do you consider to be the most important?
(Please re-order as appropriate)



Q16: Overall responses: Which of the WELL programme's aims do you consider to be the most important? (Re-order as appropriate):

Question	1 (%) Most important	2 (%)	3 (%)	4 (%)	5 (%)	6 (%)	7 (%) Least important
To use evidence informed approaches to improve pupil attainment especially of vulnerable pupils.	20 (29.4)	18 (26.5)	18 (26.5)	5 (7.4)	6 (8.8)	0 (0)	1 (1.5)
To provide high quality, research led professional development and	29 (42.7)	21 (30.9)	8 (11.8)	6 (8.8)	3 (4.4)	1 (1.5)	0 (0.0)



proven intervention programmes in order to improve the quality of teaching, especially of vulnerable pupils, impacting on pupil attainment and progress.							
To support the development of teachers in Allerdale and Copeland as motivated, evidence informed professionals.	5 (7.4)	14 (20.6)	21 (30.9)	10 (14.7)	8 (11.8)	6 (8.8)	4 (5.9)
To provide curriculum enrichment opportunity and capacity in order to improve resilience and readiness to learn, including for the most vulnerable pupils, impacting on attainment.	8 (11.8)	9 (13.2)	6 (8.8)	27 (39.7)	7 (10.3)	9 (13.2)	2 (2.9)
To secure education, employment and training outcomes and raised aspirations including for vulnerable pupils including high quality employer experiences in partnership with Cumbria Careers Hub.	3 (4.4)	1 (1.5)	2 (2.9)	5 (7.4)	14 (20.6)	19 (27.9)	24 (35.3)
To achieve school culture of evidence informed practice, prioritising closing of the achievement gap.	0 (0)	4 (5.9)	10 (14.7)	8 (11.8)	22 (32.4)	12 (17.7)	12 (17.7)
To create an outward facing school system willing to share and learn with others locally and nationally.	3 (4.4)	1 (1.5)	3 (4.4)	7 (10.3)	8 (11.8)	21 (30.9)	25 (36.8)

Q16: Targeted vs Universal schools: Which of the WELL programme's aims do you consider to be the most important? (Please re-order as appropriate)

Aims:		Targeted	Universal
To use evidence informed approaches to improve pupil attainment especially of vulnerable pupils.	1	6.0	14.0
		37.5%	21.2%
	2	3.0	15.0
		18.8%	22.7%
	3	1.0	17.0
	6.3%	25.8%	
	4	1.0	4.0
		6.3%	6.1%



	5	3.0 18.8%	3.0 4.5%
	6	0.0 0.0%	0.0 0.0%
	7	0.0 0.0%	1.0 1.5%
To provide high quality, research led professional development and proven intervention programmes in order to improve the quality of teaching, especially of vulnerable pupils, impacting on pupil attainment and progress.	1	7.0 43.8%	22.0 33.3%
	2	5.0 31.3%	16.0 24.2%
	3	1.0 6.3%	7.0 10.6%
	4	0.0 0.0%	6.0 9.1%
	5	0.0 0.0%	3.0 4.5%
	6	1.0 6.3%	0.0 0.0%
	7	0.0 0.0%	0.0 0.0%
To support the development of teachers in Allerdale and Copeland as motivated, evidence informed professionals.	1	0.0 0.0%	5.0 7.6%
	2	3.0 18.8%	11.0 16.7%
	3	5.0 31.3%	16.0 24.2%
	4	3.0 18.8%	7.0 10.6%
	5	2.0 12.5%	6.0 9.1%
	6	0.0 0.0%	6.0 9.1%
	7	1.0 6.3%	3.0 4.5%
To provide curriculum enrichment opportunity and capacity in order to improve resilience and readiness to learn, including for the most vulnerable pupils, impacting on attainment.	1	1.0 6.3%	7.0 10.6%
	2	1.0	8.0



		6.3%	12.1%
	3	3.0	3.0
		18.8%	4.5%
	4	6.0	21.0
		37.5%	31.8%
	5	0.0	7.0
		0.0%	10.6%
	6	3.0	6.0
		18.8%	9.1%
	7	0.0	2.0
		0.0%	3.0%
To secure education, employment and training outcomes and raised aspirations including for vulnerable pupils including high quality employer experiences in partnership with Cumbria Careers Hub.	1	0.0	3.0
		0.0%	4.5%
	2	1.0	0.0
		6.3%	0.0%
	3	2.0	0.0
		12.5%	0.0%
	4	1.0	4.0
		6.3%	6.1%
	5	3.0	11.0
		18.8%	16.7%
	6	4.0	15.0
		25.0%	22.7%
	7	3.0	21.0
		18.8%	31.8%
To achieve school culture of evidence informed practice, prioritising closing of the achievement gap.	1	0.0	0.0
		0.0%	0.0%
	2	1.0	3.0
		6.3%	4.5%
	3	1.0	9.0
		6.3%	13.6%
	4	2.0	6.0
		12.5%	9.1%
	5	5.0	17.0
		31.3%	25.8%
	6	3.0	9.0
		18.8%	13.6%
	7	2.0	10.0



		12.5%	15.2%
To create an outward facing school system willing to share and learn with others locally and nationally.	1	0.0 0.0%	3.0 4.5%
	2	0.0 0.0%	1.0 1.5%
	3	1.0 6.3%	2.0 3.0%
	4	1.0 6.3%	6.0 9.1%
	5	1.0 6.3%	7.0 10.6%
	6	3.0 18.8%	18.0 27.3%
	7	8.0 50.0%	17.0 25.8%
Total Count (All)		16.0	66.0

Q16: Primary vs Secondary: Which of the WELL programme's aims do you consider to be the most important? (Please re-order as appropriate)

Statements:		Primary	Secondary
To use evidence informed approaches to improve pupil attainment especially of vulnerable pupils.	1	19.0 26.4%	1.0 10.0%
	2	15.0 20.8%	3.0 30.0%
	3	16.0 22.2%	2.0 20.0%
	4	5.0 6.9%	0.0 0.0%
	5	3.0 4.2%	3.0 30.0%
	6	0.0 0.0%	0.0 0.0%
	7	1.0 1.4%	0.0 0.0%
To provide high quality, research led professional development and proven intervention programmes in order to improve the quality of teaching, especially of	1	23.0 31.9%	6.0 60.0%
	2	18.0	3.0



vulnerable pupils, impacting on pupil attainment and progress.		25.0%	30.0%
	3	8.0	0.0
		11.1%	0.0%
	4	6.0	0.0
		8.3%	0.0%
	5	3.0	0.0
		4.2%	0.0%
	6	1.0	0.0
To support the development of teachers in Allerdale and Copeland as motivated, evidence informed professionals.		1.4%	0.0%
	7	0.0	0.0
		0.0%	0.0%
	1	5.0	0.0
		6.9%	0.0%
	2	13.0	1.0
		18.1%	10.0%
	3	18.0	3.0
To provide curriculum enrichment opportunity and capacity in order to improve resilience and readiness to learn, including for the most vulnerable pupils, impacting on attainment.		25.0%	30.0%
	4	6.0	4.0
		8.3%	40.0%
	5	7.0	1.0
		9.7%	10.0%
	6	6.0	0.0
		8.3%	0.0%
	7	4.0	0.0
		5.6%	0.0%
	1	7.0	1.0
		9.7%	10.0%
	2	9.0	0.0
		12.5%	0.0%
	3	5.0	1.0
		6.9%	10.0%
	4	22.0	5.0
	30.6%	50.0%	
	5	7.0	0.0
		9.7%	0.0%
	6	7.0	2.0
		9.7%	20.0%
	7	2.0	0.0



		2.8%	0.0%
To secure education, employment and training outcomes and raised aspirations including for vulnerable pupils including high quality employer experiences in partnership with Cumbria Careers Hub.	1	2.0	1.0
		2.8%	10.0%
	2	0.0	1.0
		0.0%	10.0%
	3	1.0	1.0
		1.4%	10.0%
	4	5.0	0.0
	6.9%	0.0%	
	5	12.0	2.0
		16.7%	20.0%
	6	16.0	3.0
		22.2%	30.0%
	7	23.0	1.0
		31.9%	10.0%
To achieve school culture of evidence informed practice, prioritising closing of the achievement gap.	1	0.0	0.0
		0.0%	0.0%
	2	3.0	1.0
		4.2%	10.0%
	3	9.0	1.0
		12.5%	10.0%
	4	8.0	0.0
	11.1%	0.0%	
	5	20.0	2.0
		27.8%	20.0%
	6	9.0	3.0
		12.5%	30.0%
	7	10.0	2.0
		13.9%	20.0%
To create an outward facing school system willing to share and learn with others locally and nationally.	1	3.0	0.0
		4.2%	0.0%
	2	1.0	0.0
		1.4%	0.0%
	3	2.0	1.0
	2.8%	10.0%	
	4	7.0	0.0
		9.7%	0.0%



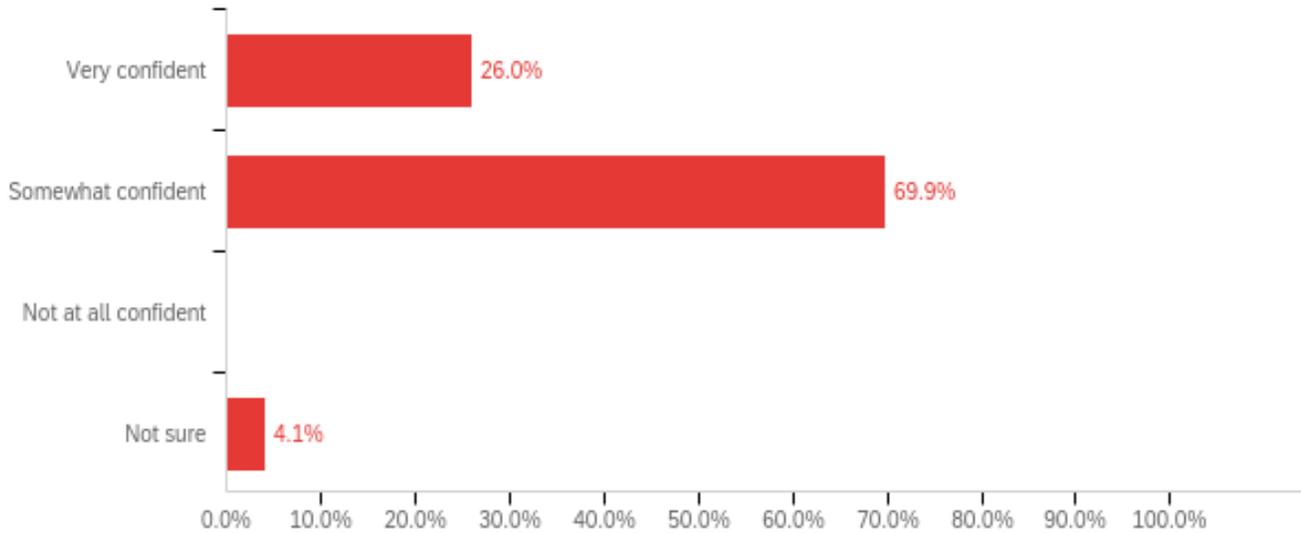
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	5	7.0	1.0
		9.7%	10.0%
	6	20.0	1.0
		27.8%	10.0%
	7	19.0	6.0
		26.4%	60.0%
Total Count (All)		72.0	10.0



Q17 - How confident are you that these aims will be met?

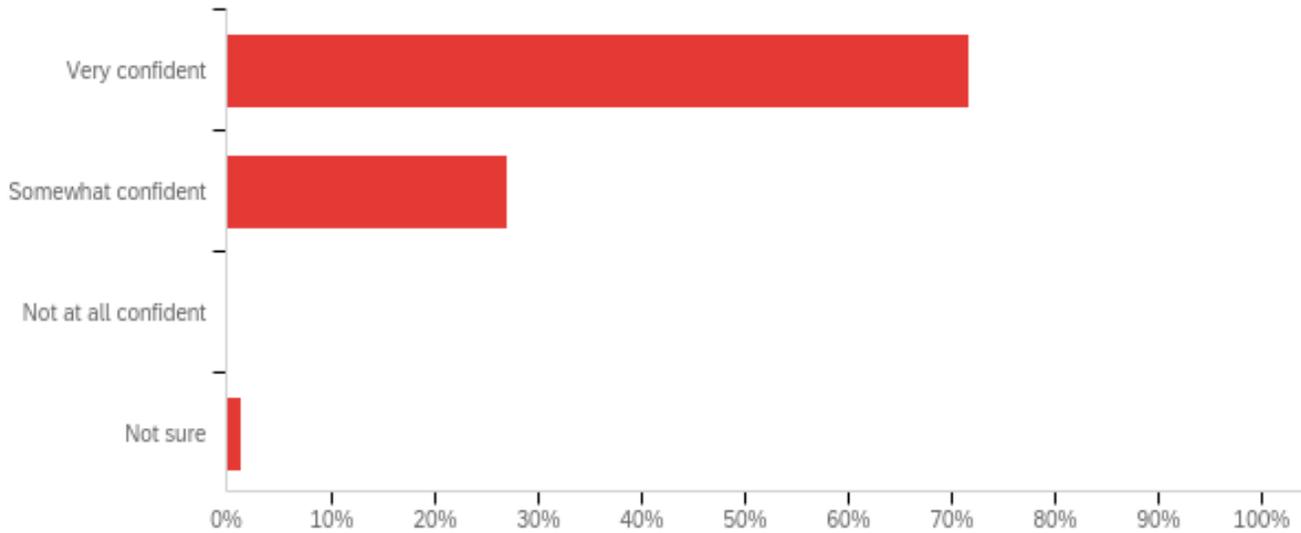


Q17: Overall response: How confident are you that these aims will be met?

Answer	%
1) Very confident	19 (26.0)
2) Somewhat confident	51 (69.9)
3) Not at all confident	0 (0.0)
4) Not sure	3 (4.1)
Total	73 (100)



Q18 - How confident are you that your school will benefit from engaging in the WELL Project?

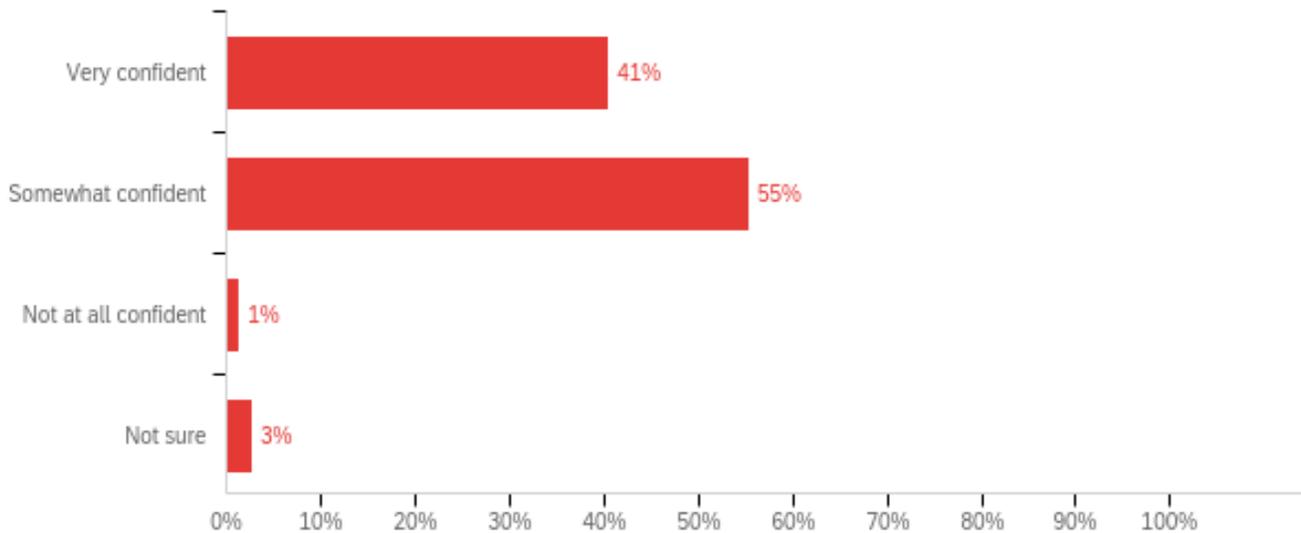


Q18: Overall response: How confident are you that your school will benefit from engaging in WELL?

Answer	Count (%)
1) Very confident	53 (71.6)
2) Somewhat confident	20 (27.0)
3) Not at all confident	0 (0)
4) Not sure	1 (1.4)
Total	74(100)



Q19 - How confident are you that the proposed Implementation Planning Process will support you to lead change successfully?

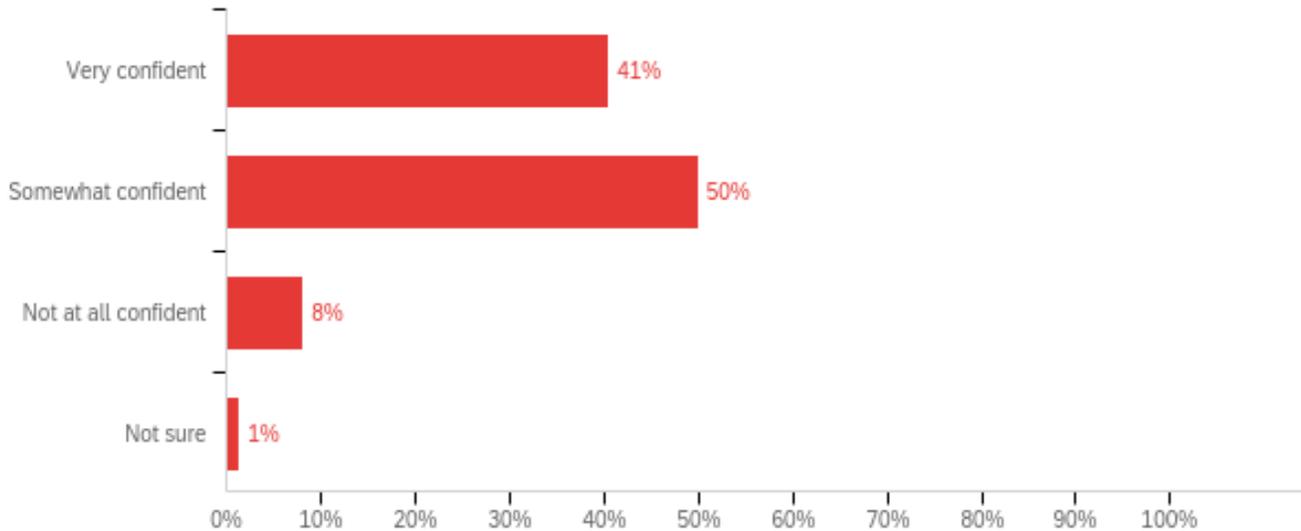


Q19: Overall response: How confident are you that the proposed Implementation Planning Process will support you to lead change successfully?

Answer	Count (%)
1) Very confident	30 (40.5)
2) Somewhat confident	41 (55.4)
3) Not at all confident	1 (1.4)
4) Not sure	2 (2.7)
Total	74 (100)



Q20 - How confident are you that the WELL Project is supporting you to identify and clarify your school's needs and priorities?

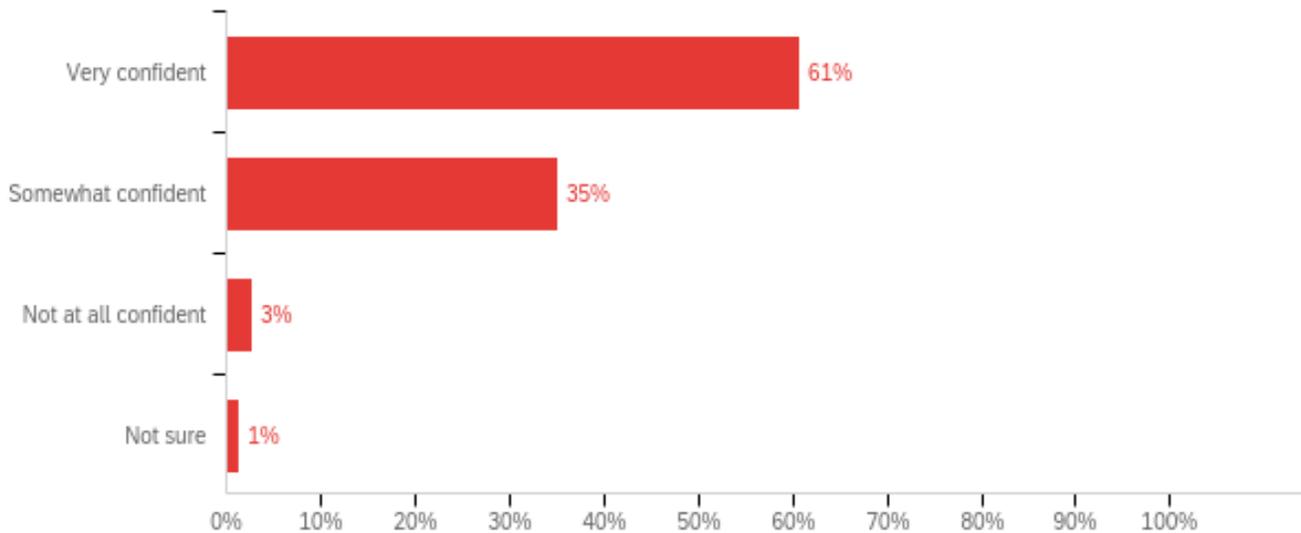


Q20: Overall response: How confident are you that the WELL Project is supporting you to identify and clarify your school's needs and priorities?

Answer	%	Count
1) Very confident	30 (40.5)	30
2) Somewhat confident	37 (50.0)	37
3) Not at all confident	6 (8.1)	6
4) Not sure	1 (1.4)	1
Total	74 (100)	74



Q21 - How confident are you that disadvantaged students in your school will benefit as a result of the WELL Project?

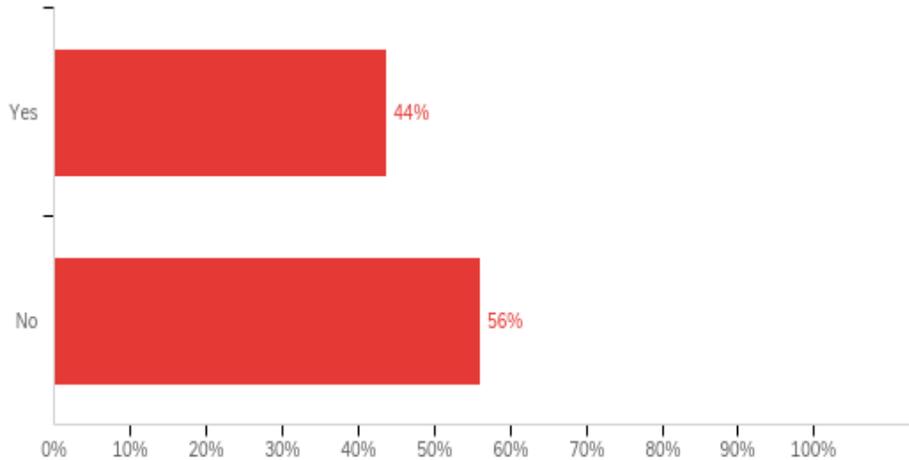


Q21: Overall response: How confident are you that disadvantaged students in your school will benefit as a result of the WELL Project?

Answer	%	Count
1) Very confident	60.8%	45
2) Somewhat confident	35.2%	26
3) Not at all confident	2.7%	2
4) Not sure	1.4%	1
Total	100%	74



Q22 - Do you foresee any challenges in engaging with the WELL project?



Q22: Overall response: Do you foresee any challenges in engaging with the WELL project?

Answer	Count (%)
No	41 (56.2)
Yes	32 (43.8)
Total	73 (100)

Q23 - If you selected yes, can you describe the anticipated challenges?

Codes	N
Staffing & Capacity	15
Covid	13
Time	11
Pressures of the School System	6
Admin/Paperwork	4
Being a Small School	3

Q23: Qualitative analysis:

Thirty respondents provided open text answers to this question. Attitudinal responses were mostly positive, with fifteen respondents expressing positive feelings towards the WELL and only one offering a critique. Respondents identified three prominent issues as potential barriers to engagement with the WELL Programme. These were time, the impact of covid, and staffing and capacity. In terms of capacity, respondents categorised this as issues concerning funding for implementation and existing workload of staff. There was a sense that these three factors created a cycle of disengagement, e.g., “Time, staffing, workload, pandemic”, although there was a willingness to



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overcome these, e.g. *“The everyday challenges of education and the curve ball of Covid. We will do all that we can to get beyond that.”*

The prominent challenges appeared to be amplified within the reflections of respondents who were operating within small, rural schools, e.g.:

“Sometimes, it really is the capacity of getting staff to training sessions due to being in a small school. For example, I am not sure whether I can apply for any backfill for ELSA training as we are a small school or whether this is automatically sent.”

In addition to time, the impact of covid, and staffing and capacity, a minority of respondents felt that the additional workload associated with the WELL could be a barrier, e.g. *“The paperwork required is onerous and the criteria for the funding can be confusing and a barrier. Applying for relatively small amounts of money is hugely time-consuming due to the evidence required”*. This links with the felt pressures of the wider school system and the collective reports of schools being stretched to capacity.



Q28 - Do you have any final comments or reflections on the WELL project?

Codes	N
Positive	32
Constructive/Negative/Unsure	1

Qualitative analysis:

Feedback and reflections on the WELL Project were overwhelmingly positive, with many participants expressing a sense of excitement, curiosity, and gratitude, e.g.:

“Staff feel respected by the wider education community that we are being acknowledged as the research practitioners we are and being given this opportunity to link to universities and take part in action research as so often it can feel like we are all working in a vacuum away from the bigger communities and schools.”

“WELL is a wonderful initiative, supporting schools to get to the heart of what we do best - enabling our children to thrive. This funding is proving vital in our drive to improve outcomes for disadvantaged children, which would not have otherwise been possible.”

“I have fully appreciated this opportunity and can see how us all working together with our sponsors will, and hopefully sustain, great things for our local community. We have such a wealth of expertise and we should all be aiming for that one goal - to make the pupils and learning of our community the best it can be.”