

CENTURY Wellbeing

What is the Student Wellbeing Tool?

The Student Wellbeing Tool is a digital, research-informed tool that helps primary and secondary students reflect on how they feel and function at school.

Based on the trusted Student Subjective Wellbeing Questionnaire (SSWQ), developed and validated by Renshaw *et al.*, (2015), it measures four key areas of wellbeing in under five minutes – Joy of Learning, School Connectedness, Educational Purpose and Academic Efficacy – in addition to Student Safety. Students answer 18 questions about their experiences at school using a four point, self report scale: almost never, sometimes, often and almost always. The tool provides schools with powerful insights to support early intervention, track trends, and embed emotional literacy across the learning environment.

Characteristics of the Student Wellbeing Tool

- Self report
- Total items: 18
- Age range: Year 4-11
- Readability: Year 3+
- Scales: 5 subscales, 1 total scale
- Completion time: Under 5 minutes

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Understanding Areas of Wellbeing

The Student Wellbeing Tool measures overall student wellbeing, as well as four aspects of student subjective wellbeing and student safety. Each student gets an overall wellbeing score, which is a total of JL, SC, EP and AE, as well as a score in each wellbeing area. Higher scores indicate higher levels of wellbeing and vice versa,

Wellbeing Area	What It Means
Joy of Learning (JL)	To what extent do students enjoy learning and experience positive thoughts and emotions when learning?
School Connectedness (SC)	How well do students relate to others and feel cared for by others (peers and adults) at school?
Educational Purpose (EP)	To what extent do students believe school is meaningful and important?
Academic Efficacy (AE)	To what extent do students feel confident and successful in their learning?
Student Wellbeing (SW)	Overall, to what extent do students feel a sense of wellbeing at school? (a combination of JL, SC, EP and AE).

Student Safety (SS)	How safe do students feel at school?
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How are Results Scored?

Scores are produced by simple sum scoring. Each item has a possible score of 1-4, for example, 1 = almost never, 4 = almost always.

For JL, SC, EP and AE, subscale scores are produced by summing the scores from the following four individual items. The maximum score for these subscales is 16.

For SS, subscale scores are produced by summing the scores for questions 17 and 18. The maximum score for this subscale is 8.

- JL subscale = items 1 + 5 + 9 + 13
- SC subscale = items 2 + 6 + 10 + 14
- EP subscale = items 3 + 7 + 11 + 15
- AE subscale = items 4 + 8 + 12 + 16
- **SW total scale = sum of JL, SC, EP, AE**
- SS subscale = items 17 + 18

Average-item scores for each scale can be produced by dividing the scale score by the number of items in the scale:

- **Subscale example.** If the JL scale score = 8, then the average-item score is calculated like this: $8 \text{ (scale score)} / 4 \text{ (\# items in scale)} = 2$.
- **Total scale example.** If the SW total score = 50, then the average-item score is calculated like this: $50 \text{ (scale score)} / 16 \text{ (\# items in scale)} = 3.13$.

JL, SC, EP and AE subscale score interpretation ranges:

- 4-5 = *almost never*
- 6-9 = *sometimes*
- 10-13 = *often*
- 14-16 = *almost always*

SS subscale score interpretation ranges:

- 1-2 = *almost never*
- 3-4 = *sometimes*
- 5-6 = *often*
- 7-8 = *almost always*

SW total scale interpretation

- 16-23 = *almost never*

- 24-39 = *sometimes*
- 40-55 = *often*
- 56-64 = *almost always*

Interpreting Scores

The Student Wellbeing Tool is intended for use in schools as a wellbeing progress monitor. It can be used to track trends, highlight at risk students or evaluate school wide wellbeing initiatives. The Student Wellbeing Tool provides indicators, designed to support your professional judgement and to prompt helpful conversations with students or other teams.

	What does it measure?	What could low scores indicate?	What factors could be considered?
Joy of Learning	Whether students enjoy learning and feel interested and engaged in their school work.	Boredom or lack of challenge in lessons Lessons don't feel fun or connected to their interests Worry about making mistakes or not keeping up Stress related to workload, e.g. during exam periods students could feel overwhelmed or left behind	Is the student receiving appropriate opportunities to succeed and support (e.g. SEN/D, EAL)? Has something changed in their school experience? (e.g. new teacher, subject) Could academic pressure be affecting enjoyment?



School Connectedness	Whether students feel they belong, are cared for, and respected at school.	Feeling isolated or excluded from peers Negative relationships with teachers Possible bullying or social conflict	Has the student recently moved school or class or had a period of absence? Are there known friendship issues, bullying reports, or safeguarding concerns? Are routines and rules clear and fair for all students?
Educational Purpose	Whether students see school as meaningful and believe it will help them in life.	A sense that school or certain subjects are not important Limited interest in careers, aspirations and the future Difficulty connecting learning to real life or their identity	Are links made to real-world experiences? Is this common across a year group (e.g. during KS3 when options feel far off)? Has the student experienced effective career support? Are there barriers at home or in the community that impact purpose?



Academic Efficacy	Whether students feel successful and confident in their learning.	Lack of confidence in their academic ability (generally or in specific subjects) Being repeatedly stuck with work in class or at home Worries about upcoming exams or assessments A fixed mindset ("I'm just not good at this") affecting resilience	Are they recognised for effort as well as academic outcomes? Are mistakes framed as learning rather than failure? Are they receiving timely and positive feedback? Is this student receiving appropriate support (e.g. SEND, EAL)?
Student Safety	How safe a student feels at school. It is crucial that these responses are addressed quickly.	Feeling physically unsafe (e.g. fear of bullying, violence, chaotic environment) Feeling emotionally unsafe (e.g. worrying, fear of being judged, misunderstood, ignored etc) Not knowing who they can talk to if they are sad, afraid, worried etc.	Does the student have a 'go to' adult they can trust? Are safeguarding and antibullying systems visible and accessible for all students? Is the learning environment supportive, consistent and predictable?

Flagging System

Wellbeing reports and downloadable CSVs include a flagging system for students who demonstrate very low scores for overall student wellbeing and low student safety scores. These scores will be flagged if they meet the following criteria:

Low Student Safety. If the student has a Student Safety (SS) total score of 4 or below (*‘almost never’ or ‘sometimes’ for all responses*).

Very Low Student Wellbeing. If the student has an overall Student Wellbeing (SW) score of 23 or below (*overall wellbeing score falls in the category of ‘almost never’*).

Student Wellbeing Tool Questions

1. I get excited about learning new things in class.
2. I feel like I belong at my school.
3. I feel like the things I do at school are important.
4. I am a successful student.
5. I am really interested in the things I am doing at school.
6. I can really be myself at school.
7. I think school matters and should be taken seriously.
8. I do good work at school.
9. I enjoy working in class.
10. I feel like people at my school care about me.
11. I feel it is important to do well in my classes.
12. I do well on my class work.
13. I feel happy when I am working and learning at school.
14. I am treated with respect at my school.
15. I believe things I learn at school will help me in my life.
16. I get good marks for my work.
17. I feel there is an adult at school I can talk to if something is worrying me.
18. I feel safe when I am at school.