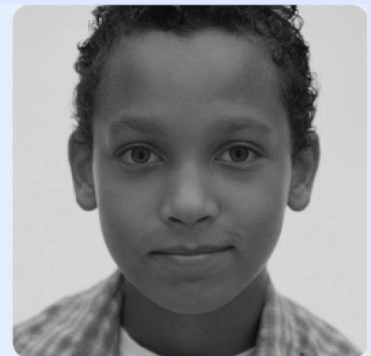


The results of NPC's Well being Measure for

Toynee Hall

Aspire project 2012-13- Follow Up June 2013



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Overview




NPC's Well-being Measure is a tool that enables organisations, including charities and schools, to survey the young people they help and demonstrate their well-being. This report presents the results of the Well-being Measure for your organisation

Your details

Organisation	Toynbee Hall
Project	Aspire project 2012-13- Follow Up
Description	An evaluation of the Aspire programme in eight London schools.
Sample size	58
Date survey closed	07/08/2013
Project leader	Maria Stephens

Summary of your results

The Well-being Measure showed that, relative to the national baseline, the well-being of your sample was as follows:

Aspect of well-being	Change in well-being	
Self Esteem Resilience Satisfaction with Family Satisfaction with Community Satisfaction with School Life Satisfaction	Significant increase	
Emotional well-being Satisfaction with Friends	No change	
N/A	Significant reduction	

Your Sample

This section describes the group of young people who completed the survey, based on the information that you chose to collect.

The sample (the group of young people who took part) had the following characteristics:

		Sample	
Number of surveys completed		58	
Data collected from survey	Age	9	0%
		10	0%
		11	0%
		12	0%
		13	82%
		14	15%
		15	0%
		16	0%
		17	0%
		18	0%
	Gender	Male	44%
		Female	53%

See Appendix 1 for more details on your sample.

Your results

This section presents the results of NPC's Well-being Measure for the young people who completed the survey, and includes guidance on how to interpret the graphs.

Graph 1 shows the well-being of all the young people surveyed, and subsequent graphs show the wellbeing of different groups within the sample. See Appendix 2 for complete data tables.

Aspects of well-being

The graphs set out eight different aspects of well-being:

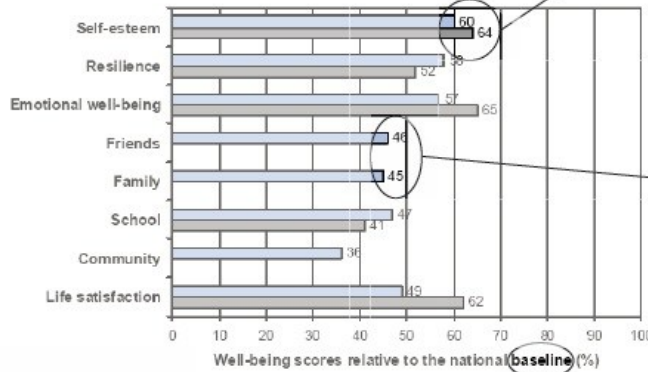
Aspect of well-being	Description
Self-esteem	A child's appraisal of his or her own worth. It is closely linked with self-confidence, and is important for a healthy, happy life.
Emotional well-being	The state of a child's mental health or extent to which a child experiences depressive emotions, as well as worries and other stressful feelings. Low scores are linked to anxiety and depression.
Resilience	The capacity to cope with stress and difficulties. It involves a positive and purposeful attitude to life and is associated with high self-esteem and interpersonal problem-solving skills. It is a particularly important protective factor to foster in children, enabling them to deal better with future negative events.
Satisfaction with friends	The child's satisfaction or feelings about the quality of his or her close friendships both in and out of school.
Satisfaction with family	The child's satisfaction or feelings about his or her family relationships, including the quality and quantity of time spent with parents or carers, and how well the family gets on.
Satisfaction with community	The child's satisfaction or feelings about his or her local area and neighbours or people in the community.
Satisfaction with school	The child's satisfaction or feelings about his or her school environment, including how enjoyable and interesting it is, and how safe it feels.
Life satisfaction	A global measure of a child's overall happiness or satisfaction, based on a single question where the child rates his or her life on a scale from 1 to 10.

How to interpret the graphs

The title of the graph shows who these results apply to. It might be the whole sample or a group within the sample (for example, girls).

The blue bar shows the group's average well-being score for the initial survey, and the grey bar shows the average score for the follow-up survey. The difference represents the change that has taken place.

Graph 1: The well-being of the whole group



Scores are shown as percentages and are relative to the national baseline.

The national baseline is a sample of young people from across the UK, used to put your results in context.

For example, if your results show a self-esteem score of 60%, it means that 60% of the national population has lower self-esteem than your group and 40% of the population has higher self-esteem than your group.

On each graph, the baseline is adjusted to account for the age and gender of young people surveyed.

For more information, see Appendix 3.

The results for the follow-up survey are only shown if we can be 95% confident that there has been a statistically significant change from the initial survey.

For more information, see Appendix 3.

Aspect of well-being	Change	Effect size
Self-esteem	↑ There was a significant improvement in self-esteem, which increased by 4 percentage points, relative to the national baseline.	Medium
Resilience	↓ There was a significant reduction in resilience, which decreased by 8 percentage points, relative to the national baseline.	Medium
Emotional well-being	↑ There was a significant improvement in emotional well-being, which increased by 8 percentage points, relative to the national baseline.	Small
Satisfaction with friends	→ There was no significant change in satisfaction with friends.	N/A
Satisfaction with family	→ There was no significant change in satisfaction with family.	N/A
Satisfaction with school	↓ There was a significant reduction in satisfaction with school, which decreased by 6 percentage points, relative to the national baseline.	Medium
Satisfaction with community	→ There was no significant change in satisfaction with community.	N/A
Life satisfaction	↑ There was a significant improvement in life satisfaction, which increased by 13 percentage points, relative to the national baseline.	Small

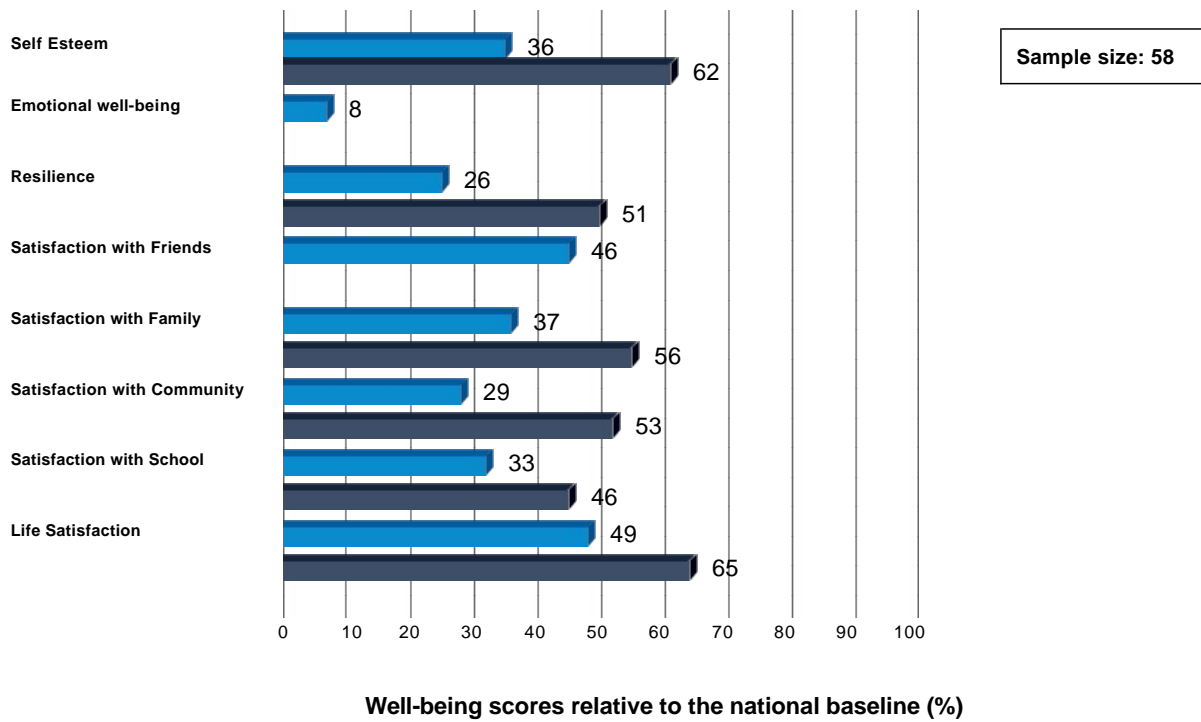
This describes the change, if any, that has taken place between the initial survey and the follow-up survey.

An upward arrow shows that there has been an improvement in well-being. A sideways arrow shows that there has been no significant change in well-being. A downward arrow shows that there has been a reduction in well-being.

Effect size describes the size and consistency of the change.

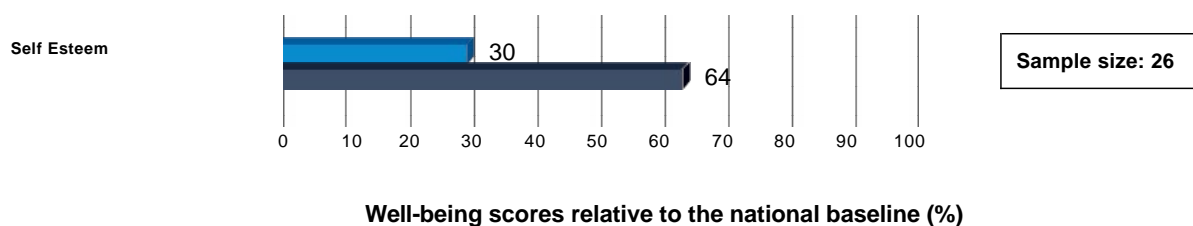
For example, if all children in the group become happier, even by a small amount, then the impact is consistent, giving a large effect size. If there is a lot of variation among the children, the effect size is small. For more information, see Appendix 3.

Graph 1: The well-being of the whole group



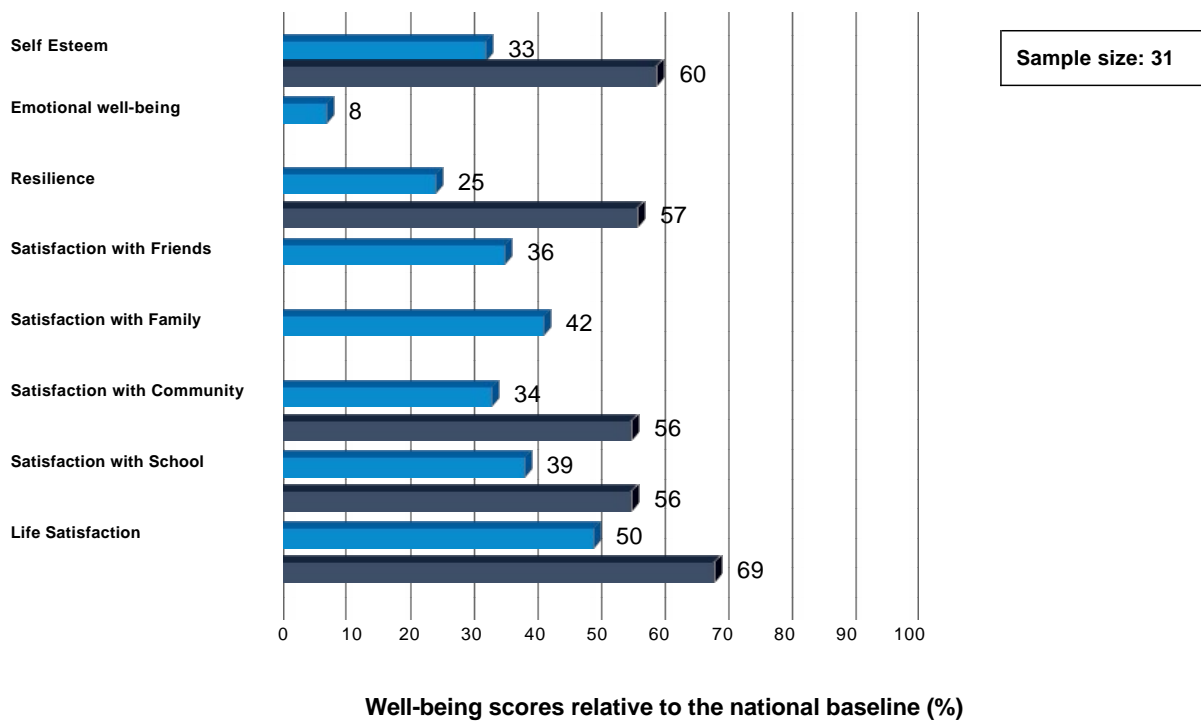
Aspect of well-being	Change		Effect size
Self Esteem	↑	There was a significant improvement in self esteem	0.6
Emotional well-being	→	There was no significant change in emotional well-being	N/A
Resilience	↑	There was a significant improvement in resilience	0.5
Satisfaction with Friends	→	There was no significant change in satisfaction with friends	N/A
Satisfaction with Family	↑	There was a significant improvement in satisfaction with family	0.4
Satisfaction with Community	↑	There was a significant improvement in satisfaction with community	0.6
Satisfaction with School	↑	There was a significant improvement in satisfaction with school	0.3
Life Satisfaction	↑	There was a significant improvement in life satisfaction	0.5

Graph 2: The well-being of boys



Aspect of well-being	Change		Effect size
Self Esteem	↑	There was a significant improvement in self esteem	0.8
Emotional well-being	→	There was no significant change in emotional well-being	N/A
Resilience	↑	There was a significant improvement in resilience	0.4
Satisfaction with Friends	→	There was no significant change in satisfaction with friends	N/A
Satisfaction with Family	↑	There was a significant improvement in satisfaction with family	0.6
Satisfaction with Community	↑	There was a significant improvement in satisfaction with community	0.9
Satisfaction with School	→	There was no significant change in satisfaction with school	N/A
Life Satisfaction	↑	There was a significant improvement in life satisfaction	0.6

Graph 3: The well-being of girls



Aspect of well-being	Change		Effect size
Self Esteem	↑	There was a significant improvement in self esteem	0.6
Emotional well-being	→	There was no significant change in emotional well-being	N/A
Resilience	↑	There was a significant improvement in resilience	0.7
Satisfaction with Friends	→	There was no significant change in satisfaction with friends	N/A
Satisfaction with Family	→	There was no significant change in satisfaction with family	N/A
Satisfaction with Community	↑	There was a significant improvement in satisfaction with community	0.5
Satisfaction with School	↑	There was a significant improvement in satisfaction with school	0.5
Life Satisfaction	↑	There was a significant improvement in life satisfaction	0.4

Appendix 1: Your sample data

Variable	Category	Respondents					
		Initial survey		Follow up survey		Sample	
		number	percentage	number	percentage	number	percentage
Age	9	0	0	0	0	0	0
	10	0	0	0	0	0	0
	11	0	0	0	0	0	0
	12	0	0	0	0	0	0
	13	48	83	48	83	48	83
	14	9	16	9	16	9	16
	15	0	0	0	0	0	0
	16	0	0	0	0	0	0
	17	0	0	0	0	0	0
	18	0	0	0	0	0	0
Gender	Male	26	45	26	45	26	45
	Female	31	53	31	53	31	53

Appendix 2: Your results data

Key

Heading	Definition
Number	The number of respondents who completed the survey
Score	The average well-being score of the group, relative to the national baseline. For example, if self-esteem indicates 30%, it means that 30% of the national population has lower self-esteem than your group and 70% of the national population has higher self-esteem than your group.
IQR	An indication of the range of scores between the top and bottom quarter of respondents (that is, the middle 50% of respondents). The narrower the range, the more similar the group.

Table 1: Results for the whole sample

Aspect of well-being	Initial survey			Follow up survey			Confidence level (%)	Effect size
	number	score (%)	IQR	number	score (%)	IQR		
Self Esteem	56	35.9	19.9%-71.5%	56	62	42%-86%	100	0.6
Emotional well-being	1	7.8	N/A	1	0.4	N/A	N/A	N/A
Resilience	58	25.9	8.6%-51.5%	58	51	38.7%-64.2%	100	0.5
Satisfaction with Friends	57	46.2	28.5%-70.5%	57	49.2	24.3%-88.7%	70.8	N/A
Satisfaction with Family	55	37.2	8.8%-81.7%	55	55.6	38.1%-82.7%	99.7	0.4
Satisfaction with Community	55	28.6	11.5%-56.9%	55	52.7	31.9%-77.4%	100	0.6
Satisfaction with School	56	32.6	9.7%-61.5%	56	45.9	23.4%-69.5%	98.8	0.3
Life Satisfaction	57	48.9	25.8%-79.5%	57	65	46.7%-90.2%	99.9	0.5

Table 1: Results for boys

Aspect of well-being	Initial survey			Follow up survey			Confidence level (%)	Effect size
	number	score (%)	IQR	number	score (%)	IQR		
Self Esteem	24	30.5	14.6%-62.7%	24	64.4	38.4%-85%	99.9	0.8
Emotional well-being	0	NaN	N/A	0	NaN	N/A	N/A	N/A
Resilience	26	20.5	2.8%-66.8%	26	45	31.7%-68.6%	95	0.4
Satisfaction with Friends	26	50.6	21.8%-80.8%	26	51.4	23.6%-72.8%	11	N/A
Satisfaction with Family	24	23.2	3.9%-68.9%	24	52.4	32.9%-83.3%	98.8	0.6
Satisfaction with Community	25	22.5	7.2%-53%	25	48.3	28.6%-74%	100	0.9
Satisfaction with School	25	25.2	4.3%-58.5%	25	33.7	21.5%-68.6%	73.7	N/A
Life Satisfaction	26	34.6	10.4%-57.5%	26	63.3	42.8%-88%	99.7	0.6

Table 2: Results for girls

Aspect of well-being	Initial survey			Follow up survey			Confidence level (%)	Effect size
	number	score (%)	IQR	number	score (%)	IQR		
Self Esteem	31	33.1	18.5%-65.3%	31	60.2	43.1%-80%	99.8	0.6
Emotional well-being	1	7.8	N/A	1	0.4	N/A	N/A	N/A
Resilience	31	25.4	10.1%-52.3%	31	56.9	44.3%-68.1%	100	0.7
Satisfaction with Friends	30	35.6	21.2%-60.9%	30	44.9	17.1%-86.5%	82.7	N/A
Satisfaction with Family	30	42.3	11.7%-83.9%	30	57.2	35.2%-82.2%	93.8	N/A
Satisfaction with Community	30	33.9	16.6%-60%	30	56.4	34.8%-80%	98	0.5
Satisfaction with School	31	38.7	11.6%-63.8%	31	55.7	33.2%-74.3%	98.8	0.5
Life Satisfaction	30	50.2	28.1%-78%	30	69.4	50.4%-92%	97.8	0.4

Appendix 3: Definitions

Statistical significance

The results graphs only show changes that are statistically significant to a 95% confidence level. It means that we can be very confident—95% certain—that the changes shown are not just due to chance. Put another way, if you were to repeat the process 100 times, you would expect to see similar results 95 times.

Where changes are not statistically significant, this does not mean that there was no difference between the samples. Changes that do not meet the 95% confidence level are displayed in brackets in Appendix 2.

For information about how we calculate statistical significance, see the FAQs section of our website: www.well-beingmeasure.com

Effect size

If we can be 95% confident that a change has happened, we then want to know how big and consistent that change is: the effect size. This is calculated by (a) working out the difference between initial and follow-up scores for each child; (b) calculating the average of these differences for the whole group; (c) dividing this average by how much the scores vary (the standard deviation).

This calculation produces a score, which is the effect size. A score of above 0.6 is a large effect; between 0.4 and 0.6 is a medium effect; and below 0.4 is a small effect.

Effect size takes into account both the size and the consistency of the change. This is important because otherwise the results might be skewed by a huge change in just one person. Take a counselling session, for example. If all children who attend become happier, even if by a small amount, then the impact is consistent, meaning that the intervention has had a large effect on the group. If some children improve by a lot and others do not improve at all, then the impact is inconsistent, meaning that the overall effect is small.

The national baseline

The national baseline is a sample of young people across the UK. It is used in all the graphs and statistics to put your results in context.

For example, if your results show a score of 60% on self-esteem, it means that 60% of the national population has lower self-esteem than your group and 40% of the national population has higher self-esteem than your group.

In each graph, the national baseline is adjusted to account for the age and gender of respondents, so you can be sure that your results are not biased. For example, in a graph that shows a group of young people consisting of 40% boys and 60% girls aged 11 and 12, the national baseline is adjusted to reflect this.

For information about how we calculate statistical significance, see the FAQs section of our website: www.well-beingmeasure.com