

The **Quest Wellbeing Survey** (QWS) offers a snapshot of each pupil's perceptions of their wellbeing across the following key areas:

- **Self**
 - Emotional literacy and self-understanding
 - Resilience and coping skills
 - Emotional wellbeing and life satisfaction
- **Belonging**
 - Social relationships and support
 - School engagement
- **Health**
 - Physical health

The QWS is designed to complement your ongoing observations. It can help highlight individual or group issues, support early intervention, amplify pupil voice and contribute to whole-school wellbeing strategies.

The QWS is not a test. The aim is to better understand how each individual sees themselves and their world, so you can support every pupil to thrive.

Frequently asked questions

How is the QWS administered?

The QWS is not a test. Questions can be read aloud to pupils through the digital platform or by an adult - whatever helps each pupil understand the questions and respond thoughtfully.

You may choose to complete the survey as a whole class (question by question) or in small groups.

Pupils respond using a five-point scale (thumbs up/down). Remind pupils that they're simply saying how much they agree with each statement. Some statements will be positive and some negative.

How can I explain the QWS to my pupils?

✓ Do

- Emphasise that there are **no right or wrong answers**. The survey is to find out what they think.
- Explain that their answers help adults make school better for everyone.
- Reassure them that it's okay to agree a little, a lot or not at all - everyone is different.
- Practise using the response scale together with the **pupil familiarisation materials**.

! Don't

- Rush - give pupils time to understand each question and choose their answer.
- Suggest that some answers are better than others.
- Describe it as a test or quiz.

What is the rationale for the questions asked in the QWS?

The following tables outline the structure and design of the QWS.

Self

Area of wellbeing	What does the QWS ask about?	Why is this area important?
Emotional literacy and self-understanding	Recognising emotions, self-awareness and social-emotional communication.	Pupils who understand their emotions are better at regulating them, leading to improved social skills and resilience.
Resilience and coping skills	Emotional regulation, confidence in overcoming challenges.	Resilience helps pupils adapt to challenges, manage stress and develop confidence.
Emotional wellbeing and life satisfaction	Positive and negative emotions, self-perception, life satisfaction.	Happiness, security and a sense of purpose improve a pupil's engagement. They also impact relationships and learning.

Belonging

Area of wellbeing	What does the QWS ask about?	Why is this area important?
Social relationships and support	Family, friendships, social support, inclusion/exclusion and social anxiety.	Supportive relationships help pupils feel secure, valued and emotionally supported.
School engagement	Sense of belonging, enthusiasm for learning and relationships with teachers.	A positive school experience boosts self-esteem, reduces anxiety and encourages participation.

Health

Area of wellbeing	What does the QWS ask about?	Why is this area important?
Physical health	Sleep quality, physical activity, diet and overall wellbeing.	Good nutrition, sleep and exercise improve pupils' energy levels and emotional stability.

How is the QWS scored?

The QWS uses a **5-point Likert scale**, where pupils indicate how much they agree or disagree with each statement.

Scores are calculated by finding the **mean average** of a pupil's responses. This can be done across:

- The entire survey
- A specific wellbeing area
- An individual question

You can use these averages to spot patterns or areas where a pupil might need extra support.

- A score **above 4** suggests pupils have **positive** perceptions about their wellbeing.
- A score **below 2** indicates pupils have **negative** perceptions about their wellbeing.
- A score **between 2 and 4** suggests pupils have **neutral** perceptions about their wellbeing.

Pupils who have negative or neutral perceptions about their wellbeing may benefit from further pastoral support.

Always consider the wider context and your professional judgement alongside this data.