

The **Quest Wellbeing Survey** (QWS) offers a snapshot of each child'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 child 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 child understand the questions and respond thoughtfully.

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

Children 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. | Children 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 children 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 child'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 children 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 children's energy levels and emotional stability. |

How is the QWS scored?

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

Scores are calculated by finding the **mean average** of a child'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 child 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.