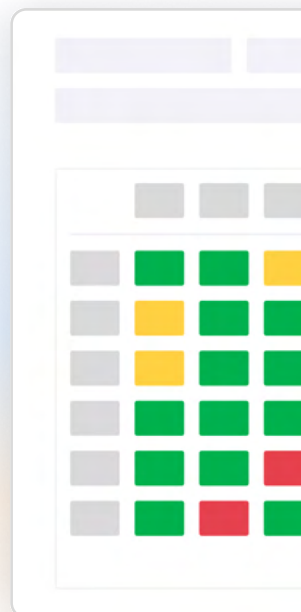
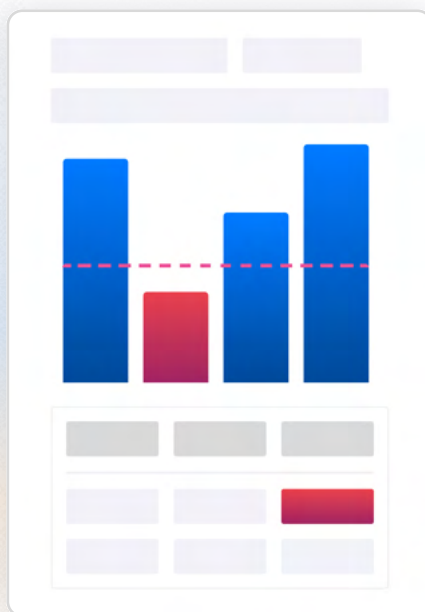
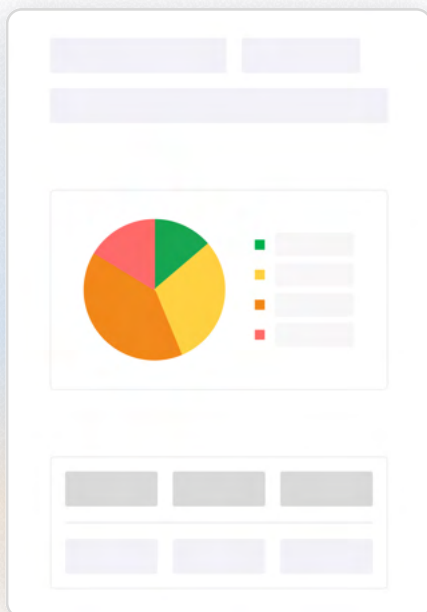
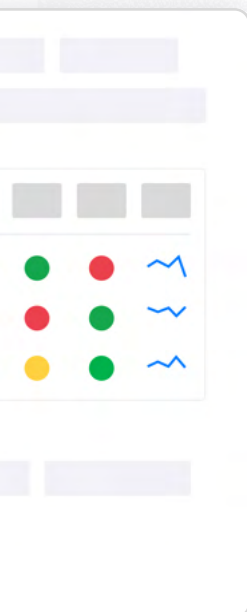




# REPORTS 2.0

Using BounceTogether Reports 2.0 in your school for **Insight, Impact** and **Identification**





## **Insight** Report

The insight report helps you take a preventative approach and spot things before they turn into issues.

Ideal for schools wanting to position pupil, staff and parent voice at the core of how they plan and do things.





# Utilise the sub-scales

🔍 Why? The sub-scales in validated surveys can be incredibly helpful in pinpointing issues and highlighting key trends across cohorts.

Click a single button in Reports 2.0 to compare groups in your school vs the surveys baseline.

### Stirling Children's Wellbeing Scale

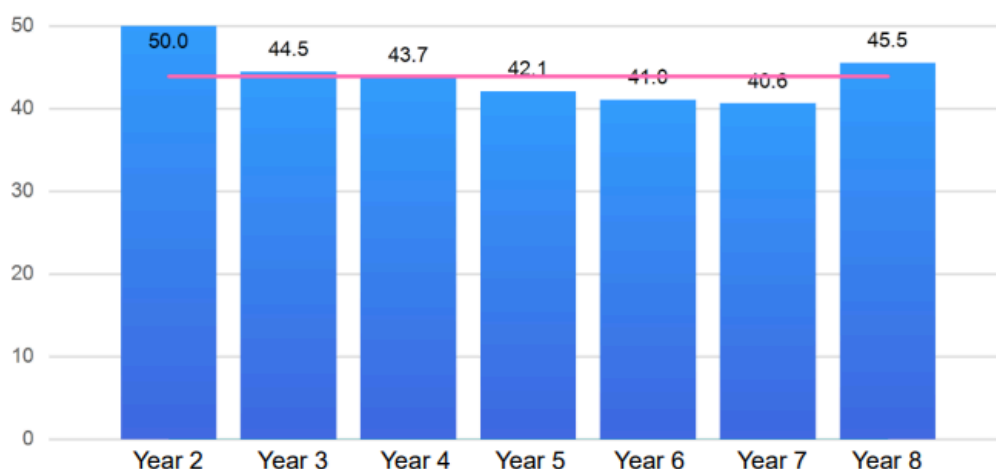
Alvington Junior School. Started: **27 Feb 2025** and ended: **12 March 2025**



#### Emotional Wellbeing

This represents the comprehensive, overall measure of an individual's emotional wellbeing, derived from the combined responses across the relevant sub-scales. It serves as a foundational metric, offering a high-level assessment of a pupil's mental and emotional health. A higher score indicates a robust state of general wellbeing, while a lower score can signal areas of concern that may require further exploration. This score provides a general health check, offering a bigger picture of the pupil's mental health. Please note: The questions found within the Social Desirability scale are not included within this overall score.

This measure is scored, with a range between 12 and 60. Here is a breakdown of the groups in your survey and their overall average.






## Heatmap

🔍 Look at the rows and columns in the heatmap to identify specific pockets of students. The gradients will highlight differences in responses compared with other groups that can quickly help you to identify blindspots and guide where you might look next.

| Stirling Children's Wellbeing Scale   |        |        |        |        |        |        |        |
|---|--------|--------|--------|--------|--------|--------|--------|
| Alvington Junior School. Started: 27 Feb 2025 and ended: 12 March 2025  |        |        |        |        |        |        |        |
| This matrix presents survey results for each subdomain and question, with scores shown as percentages. The columns represent different cohorts in your survey (where possible). |        |        |        |        |        |        |        |
|   | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 |
| <b>Positive Outlook</b>   | 25.3   | 22.2   | 22.3   | 21.3   | 20.7   | 20.7   | 22.0   |
| I think good things will happen in my life  | 87%    | 75%    | 73%    | 73%    | 72%    | 72%    | 70%    |
| I've been able to make choices easily   | 85%    | 74%    | 72%    | 63%    | 63%    | 61%    | 70%    |
| I can find lots of fun things to do   | 84%    | 73%    | 71%    | 70%    | 69%    | 69%    | 80%    |
| I feel that I am good at some things  | 81%    | 74%    | 74%    | 73%    | 70%    | 70%    | 70%    |
| I think lots of people care about me  | 82%    | 74%    | 79%    | 73%    | 69%    | 72%    | 70%    |
| I think there are many things I can be proud of   | 84%    | 74%    | 78%    | 75%    | 73%    | 71%    | 80%    |
| <b>Social Desirability</b>  | 12.7   | 11.8   | 10.7   | 10.0   | 10.0   | 9.7    | 13.5   |
| I have always told the truth  | 88%    | 84%    | 77%    | 76%    | 77%    | 75%    | 70%    |
| I like everyone I have met  | 92%    | 82%    | 74%    | 66%    | 64%    | 62%    | 100%   |
| I always share my sweets  | 74%    | 71%    | 63%    | 57%    | 59%    | 57%    | 100%   |
| <b>Positive emotional state</b>   | 24.7   | 22.3   | 21.4   | 20.7   | 20.3   | 19.9   | 23.5   |
| I've been feeling calm  | 84%    | 72%    | 64%    | 68%    | 64%    | 65%    | 70%    |
| I've been in a good mood  | 84%    | 72%    | 70%    | 70%    | 70%    | 68%    | 70%    |
| I enjoy what each new day brings  | 87%    | 76%    | 74%    | 70%    | 68%    | 65%    | 100%   |
| I've been getting on well with people   | 83%    | 78%    | 75%    | 69%    | 71%    | 71%    | 90%    |

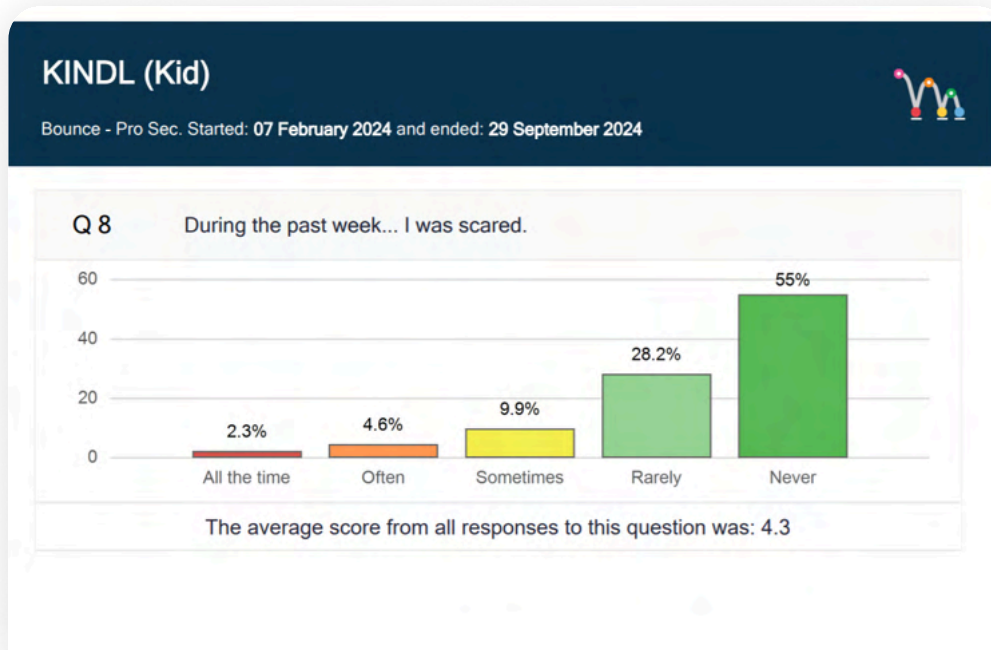


# Question breakdown

 Why it matters: once you have identified a trend or if you want to dig deeper into a sub-scale, view the results by question.

It will show you the proportions (e.g. 55% agree) as well as the “score” for the question. The score shows you, on the whole, what your pupils (or staff!) think.

This section is ideal for showcasing where you’re excelling or evidencing what you are driving is working. e.g. 95% of our pupils feel confident about their learning. This level of insight can help you tell compelling stories.






## **Impact** Report

Evaluate the impact of your interventions by running an impact report (it's literally 1x click!)





# Sub-scale comparisons

 Why it matters: Utilise the sub-scale when comparing results to identify areas that have dropped or risen.

The chart helps you to visualise your results side-by-side so you can look at data from one point in time against the next.







## Question breakdown

🔍 Why it matters: The scores from the sub-scales will show you the changes in categories. Usually, sub-scales are comprised of more than 1 question. Dig into the sub-scales questions by looking at the answers within!

The impact report will visualise your responses to questions side by side. You will be able to see impact at this level as well as the scoring showing how the results have changed (if they have) “on the whole”.








## **Identification** Report

Looking at the unique answers from your pupils is an effective way of helping to understand what they're thinking and how they're feeling.





# RAG-rated scoring


 Why it matters: Using baseline data, evidence-based surveys can provide an effective means of highlighting pupils that could be struggling. Running a report at year/class level provides you with an ordered list of pupils and how they've scored.

In BounceTogether, you're 1-click away from seeing the lowest and highest scoring pupils in your survey. Remember - this is not a test. It's all about learning more about your pupils so you can support them in their learning.

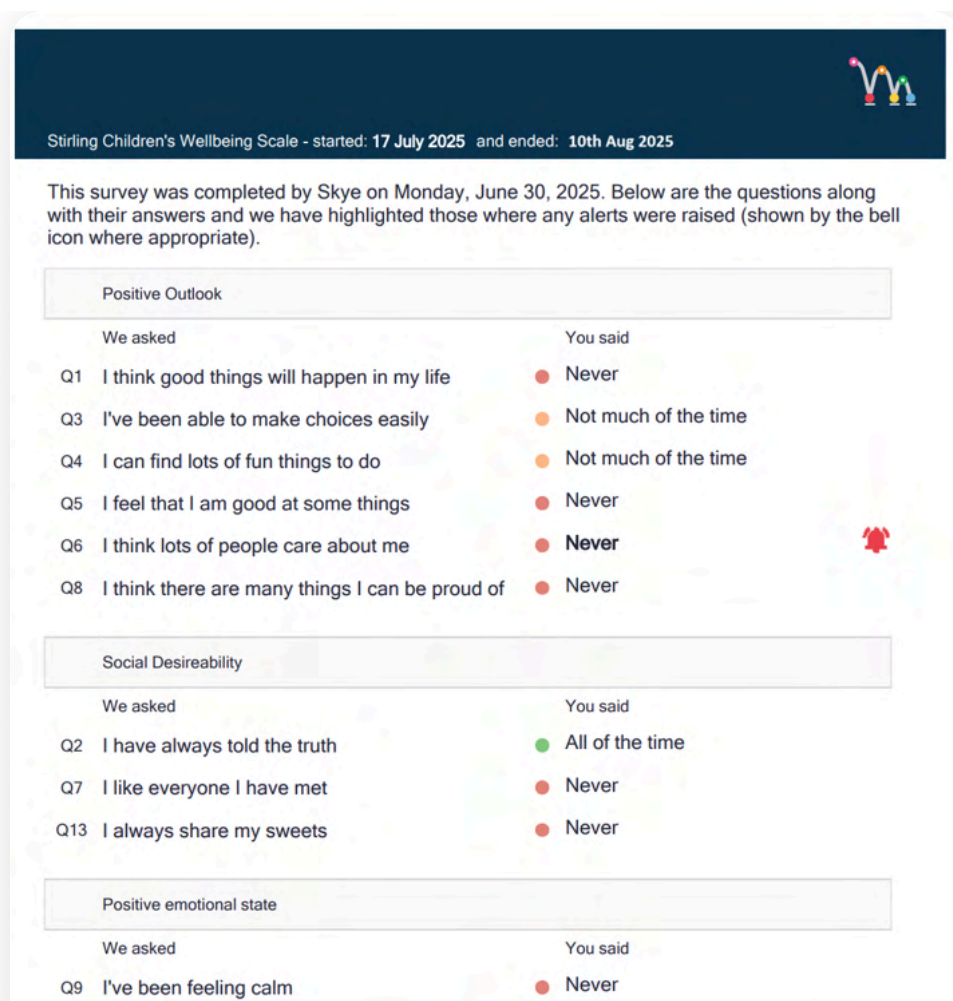
| Stirling Children's Wellbeing Scale   |                     |                          |                  |                     |
|---|---------------------|--------------------------|------------------|---------------------|
| Alvington Junior School. Started: 17 February 2024 and ended: 1 March 2024  |                     |                          |                  |                     |
| Respondent breakdown  |                     |                          |                  |                     |
| The table below provides a full breakdown of this surveys results, showing every respondent's score for each subdomain. |                     |                          |                  |                     |
| Name  | Emotional Wellbeing | Positive emotional state | Positive Outlook | Social Desirability |
| Smith, John   | ● 28                | ● 16                     | ● 12             | ● 9                 |
| Patel, Ananya   | ● 29                | ● 12                     | ● 17             | ● 9                 |
| Bobut, Sofia  | ● 30                | ● 17                     | ● 13             | ● 9                 |
| Lee, Jun  | ● 35                | ● 18                     | ● 17             | ● 7                 |
| Jones, Mary   | ● 35                | ● 17                     | ● 18             | ● 9                 |
| Khan, Omar  | ● 35                | ● 18                     | ● 17             | ● 12                |
| Davis, Robert   | ● 35                | ● 16                     | ● 19             | ● 11                |
| Singh, Ravi   | ● 35                | ● 20                     | ● 15             | ● 14                |
| Lopez, Maria  | ● 36                | ● 17                     | ● 19             | ● 8                 |
| Thomas, Joseph  | ● 36                | ● 18                     | ● 17             | ● 10                |



# Unique answers


 Why it matters: If a child doesn't feel safe anywhere in their environment it's almost impossible for them to focus, learn, or thrive. Visibility of the answers pupils provide help schools spot issues that might otherwise go unseen, from bullying to safeguarding concerns.

This direct insight allows teachers to proactively address a pupil's needs before a crisis occurs, ensuring every pupil feels safe enough to learn and grow.



**Stirling Children's Wellbeing Scale** - started: 17 July 2025 and ended: 10th Aug 2025

This survey was completed by Skye on Monday, June 30, 2025. Below are the questions along with their answers and we have highlighted those where any alerts were raised (shown by the bell icon where appropriate).


| Positive Outlook                                   |  |
|--|--|
| We asked   | You said   |
| Q1 I think good things will happen in my life      | ● Never  |
| Q3 I've been able to make choices easily           | ● Not much of the time   |
| Q4 I can find lots of fun things to do             | ● Not much of the time   |
| Q5 I feel that I am good at some things            | ● Never  |
| Q6 I think lots of people care about me            | ● <b>Never</b>  |
| Q8 I think there are many things I can be proud of | ● Never  |

| Social Desirability             |                   |
|---------------------------------|-------------------|
| We asked                        | You said          |
| Q2 I have always told the truth | ● All of the time |
| Q7 I like everyone I have met   | ● Never           |
| Q13 I always share my sweets    | ● Never           |

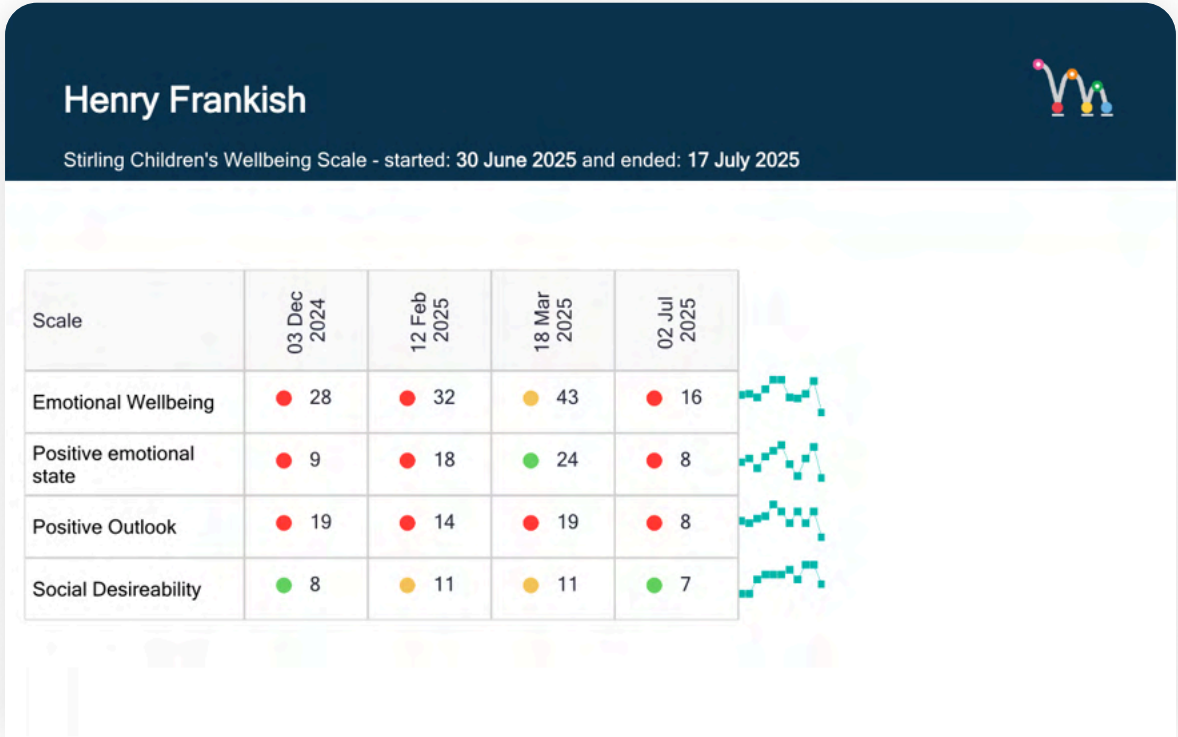
| Positive emotional state  |          |
|---------------------------|----------|
| We asked                  | You said |
| Q9 I've been feeling calm | ● Never  |

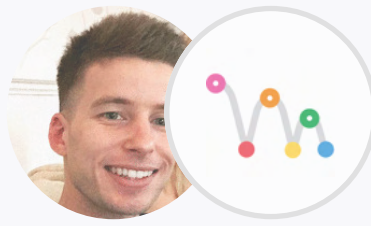


# View the history and trends

 Why it matters: Use the pupil summary report to assess patterns across common surveys. Longitudinal data allows schools to see how a pupil's wellbeing changes over time, helping you to understand patterns in a pupils emotional development.

This enables early intervention and the ability to measure the impact of support initiatives, ensuring sustained improvement for every student.





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or email [bob@bouncetogether.co.uk](mailto:bob@bouncetogether.co.uk)