Wirral Mental Health & Emotional Wellbeing: School Survey 2019 Results

Wirral Intelligence Service

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Wirral Mental Health & Emotional Wellbeing: School Survey 2019 Results

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Content overview

Abstract	Summary of "Future in Mind: Mental Health & Services in Wirral Schools" 2019 survey results.
Intended or potential audience	**Internal** • Future in Mind Steering Group whose members come from a variety of sectors and organisations – this will be distributed via the group
Links with other topic areas	• Children & Young People • Mental Health • Mental Health: Children, Young People & Families

Key Findings

- 65 schools responded to the survey, predominantly mainstream primary (51 of 65); the total take up was 52% across all schools in Wirral for 2019.

- According to feedback, major improvements have been noted in the Child and Adolescent Mental Health Services (CAMHS) service with the introduction of the Advice Line. However, there are still concerns over the delay in pupil's accessing therapeutic support after referral.

- Overall, 65% of respondents stated that they were satisfied with the Advice Line provided by CAMHS, with 46% also satisfied with communication and liaison with the service. However, 68% expressed dissatisfaction with the effectiveness of young people's access to therapeutic support in CAMHS

- In terms of issues perceived by schools as affecting the mental health and wellbeing of their pupils, "Exam/School Pressure/Issues" was thought to have the greatest impact. This was followed by "Self-esteem/Self-confidence/Self-image and access to "Behavioural outbursts / Anger management" and "Parental Physical/Mental Health"

- 42 of 65, or 65.6% of responding schools were undertaking to buy-in additional mental health services to supplement their mainstream offer. Of these, most reported that the services were accredited

- Schools are providing a wide range of in-house alternatives to mainstream provision, with 35 different services reported. Services included Pressure Point, Edsential and counselling services

- 39 (61% of those who replied) schools already currently purchase additional Speech and Language Therapy (SALT) services, with most buying from private providers (19) rather than additional NHS provision (13)

- The two most common strategies in supporting the mental health and wellbeing of staff was to ensure Wellbeing Time/Promotion was available and Mental Health & Wellbeing Policies & Resources, e.g. Stress Management were available. Workload reduction initiatives and Adaptable/Flexible working conditions/workload were also identified

- Promoting a supportive and open school culture was the predominant key point in the

Contents

Background to survey

This survey was undertaken on behalf of the Wirral Future in Mind Steering Group in order to ascertain and understand some key components related to:

- Children & Young People's mental health
- How services were able to respond to that expressed need
- How schools were able to work with Child & Adolescent Mental Health Services
- The views of school leaders in relation to key mental health issues
- Access to Speech & Language Therapy (SALT) services
- Approaches to Staff Wellbeing
- Whole school approaches to improving mental health and wellbeing

The 1st survey was undertaken in the summer of 2016 and has now been running for 4 years. In 2016, a total of 46 schools responded to the survey, this increased to 68 schools in 2017 and then to 97 schools in 2018. In 2019, the survey was made available to all schools on the Wirral for completion during November/December. The total number of schools completing the survey for 2019 fell to 65. The total number of school settings on the Wirral invited to take part in the survey is 125, giving a response rate of 52% (See appendix 2 the full list).

Over the last two school surveys (2018 and 2019), 112 schools have completed at the survey at least once in these two years. 44 schools (35 primary, 4 secondary and 5 special schools) have completed the survey in both 2018 and 2019. Only 13 education settings (7 primary, 5 secondary and 1 special school) haven't completed a survey in either the last 2 years.

The survey questions (Appendix 1) and subsequent responses are presented in graph format with some additional context. The results form a key information source for local service leaders and commissioners to continue developing ideas and solutions to meet local need.

Survey Results

Figure 1 shows the breakdown of schools who responded to the survey(n=65) by the number of schools by type.

Figure 1: Responses received by school type (Question 2)
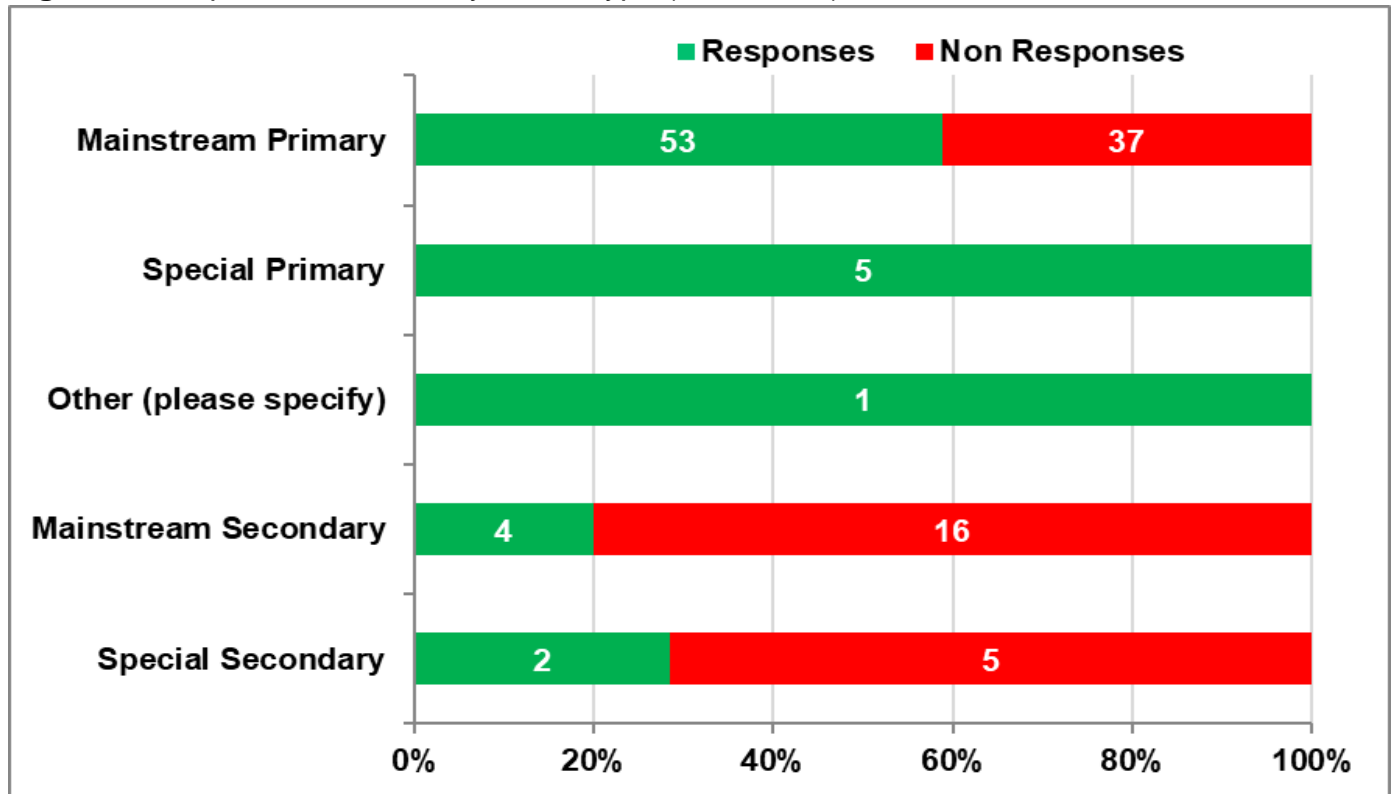
As can be seen in **figure 1**, the majority of schools responding were mainstream primary schools. Appendix 2 shows the full list of schools (Highlighted in yellow) who participated in the survey.

Table 1a shows that the proportional representation is similar in the last 3 years with some increases in special primary and decreases in mainstream secondary in 2019; mainstream primary being the most represented group of the last 3 years.

Table 1a: Proportion of responses by school type, 2017 - 2019

School Type	2017	2018	2019
Special Primary	2.9% (n=2)	4.1% (n=4)	7.7% (n=5)
Special Secondary	2.9% (n=2)	4.1% (n=4)	1.5% (n=2)
Other	2.9%(n=2)	6.2% (n=6)	6.2% (n=1)
Mainstream Secondary	12.9% (n=9)	14.4% (n=14)	6.2% (n=4)
Mainstream Primary	77.9% (n=53)	71.1% (n=71)	78.5% (n=53)

Note: Those schools defined by "Other" refer "all-through" schools (i.e. 3-18 years)

Table 1b: Proportion of responses by schools compared to total schools by broad school type, Wirral, 2019

School Type	2019
Special Schools	58%
Mainstream Secondary Schools	20%
Mainstream Primary Schools	59%

As **Table 1b** shows, just a quarter of mainstream secondary schools responded (n=4), just under three quarters of mainstream primary schools responded (n=51) and over half of special schools completed the survey (n=7).

Participants were asked about what their key priorities are to support emotional health and wellbeing within their school over the next year. Most (63 of the 65) schools filled in at least one response to this question. Some of the most common themes that appeared were the same as last year's report (2018) and related to the following:

- Teacher workload
- Staff training
- Reduction of stress
- Awareness of mental health needs for both students and parents

(**A full detailed list of all 272 responses can be found in the appendix section 3a**)

Staff Training

Mental Health Training
Respondents were asked if they had bought in some additional mental health training. Of the 65 respondents who answered the question, just over half (33, 51%) had said they had, see **figure 2** below:

Figure 2: Do you buy-in additional mental health training? (Question 7)
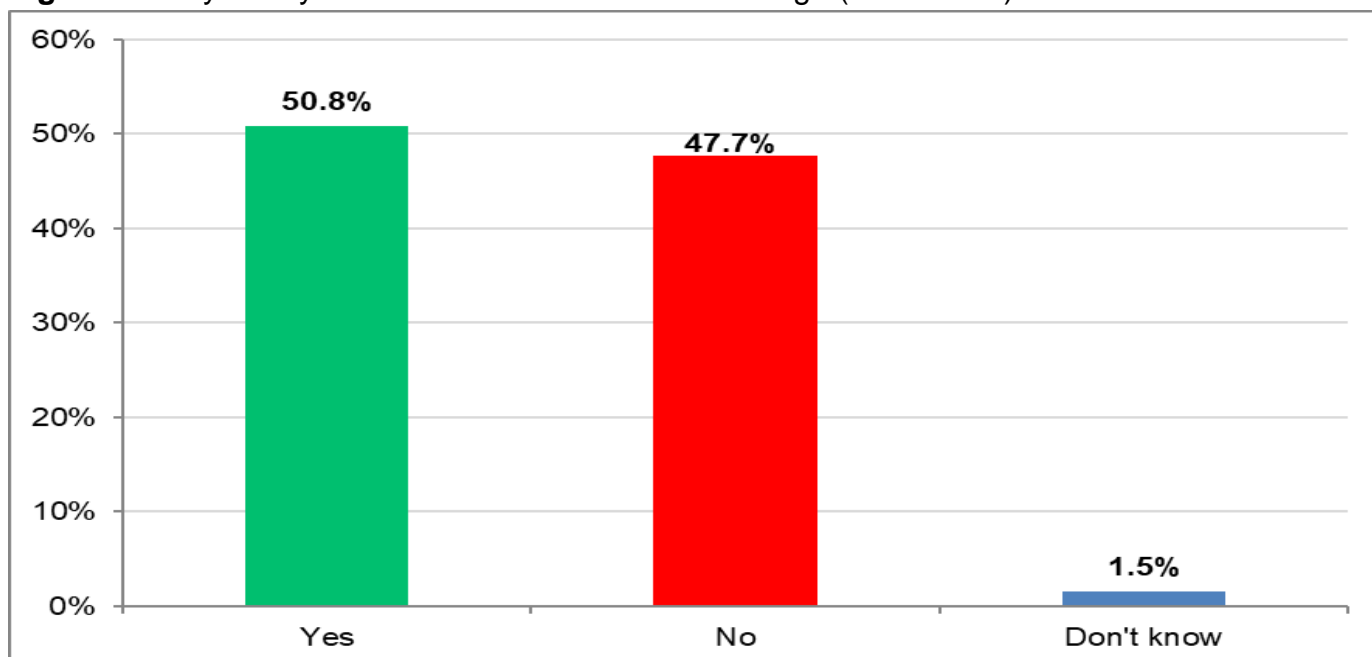
Of the 33 responders who said yes to the buying in of additional mental health services (Question 8), most participants had bought more than one service in. The main services bought in were the ADHD (Attention Deficit Hyperactivity Disorder) Foundation, Thumbs Up and My Esteem. There were other various services mentioned in the questionnaire (**see appendix 3b for all responder's full answers**).

Participants were asked how confident they were in the ability of their staff team to deal with emotional wellbeing and mental health issues in children and young people see **figure 3** below:

Figure 3: How confident are you in the ability of your staff team to deal with emotional wellbeing and mental health issues in children and young people? (Question 9)
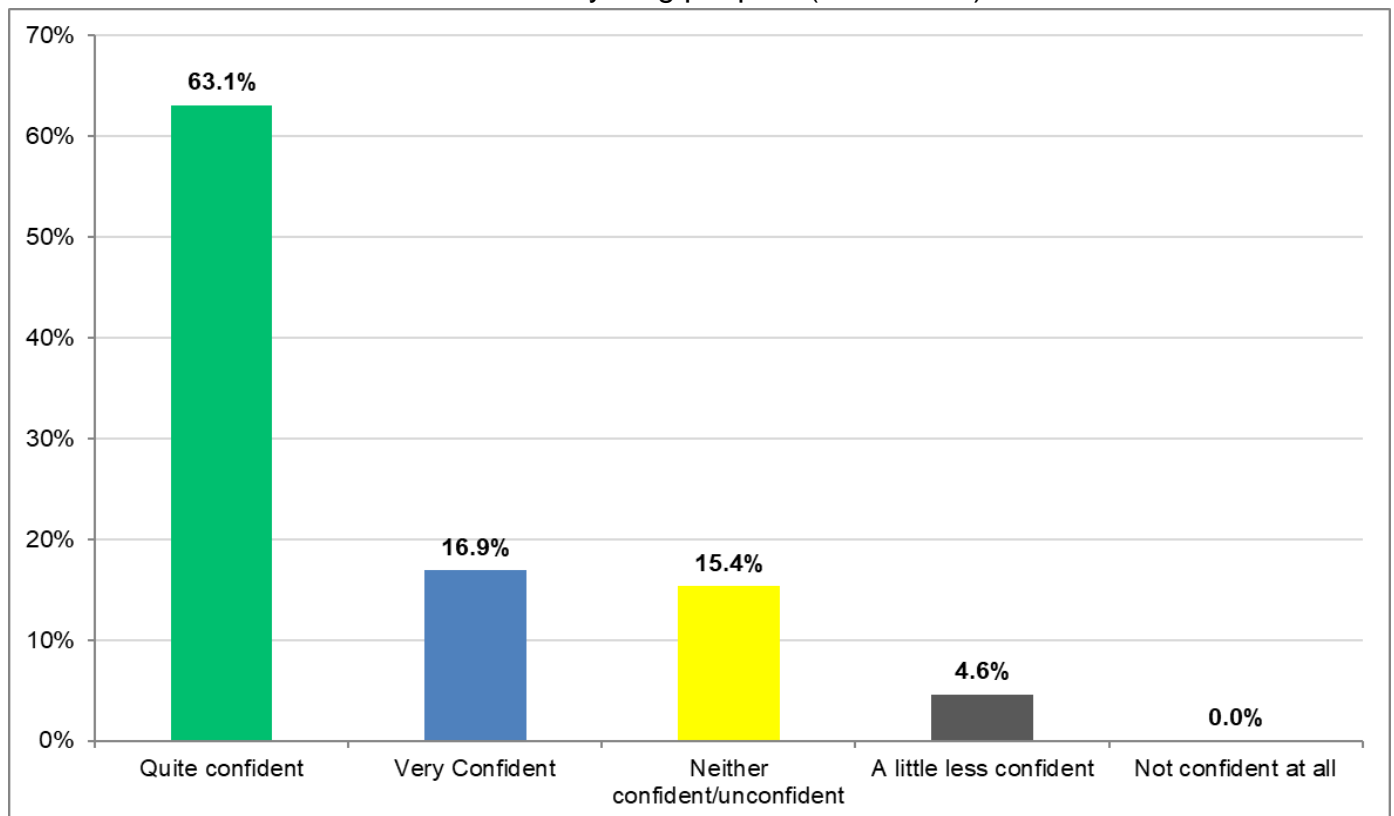

As shown above in **figure 3,** overall, four out of 5 schools (80%) reported they were either 'Very Confident' or 'Quite Confident' in the ability of their staff team to deal with emotional wellbeing and mental health issues in children and young people. Just over 4% were either 'A little less confident' or 'Not confident at all' and 15% were 'Neither confident/unconfident'.

Advice Line
Participants were asked if their staff had used the Advice Line provided by Child and Adolescent Mental Health Services (CAMHS); of the 65 respondents 59 (or 91%) had used the service, only 3 (5%) either hadn't used the service or didn't know. 88% of responders from the 2018 school survey report had used the advice line so an increase of 3% compared to last year's survey.

Figure 4a shows the feedback received from those 65 respondents around whether the Advice and Duty Line enabled staff to support the wellbeing of the child.

Figure 4a: If so, did Advice and Duty Line from CAMHS enable staff to support the wellbeing of the child? (Question 11)
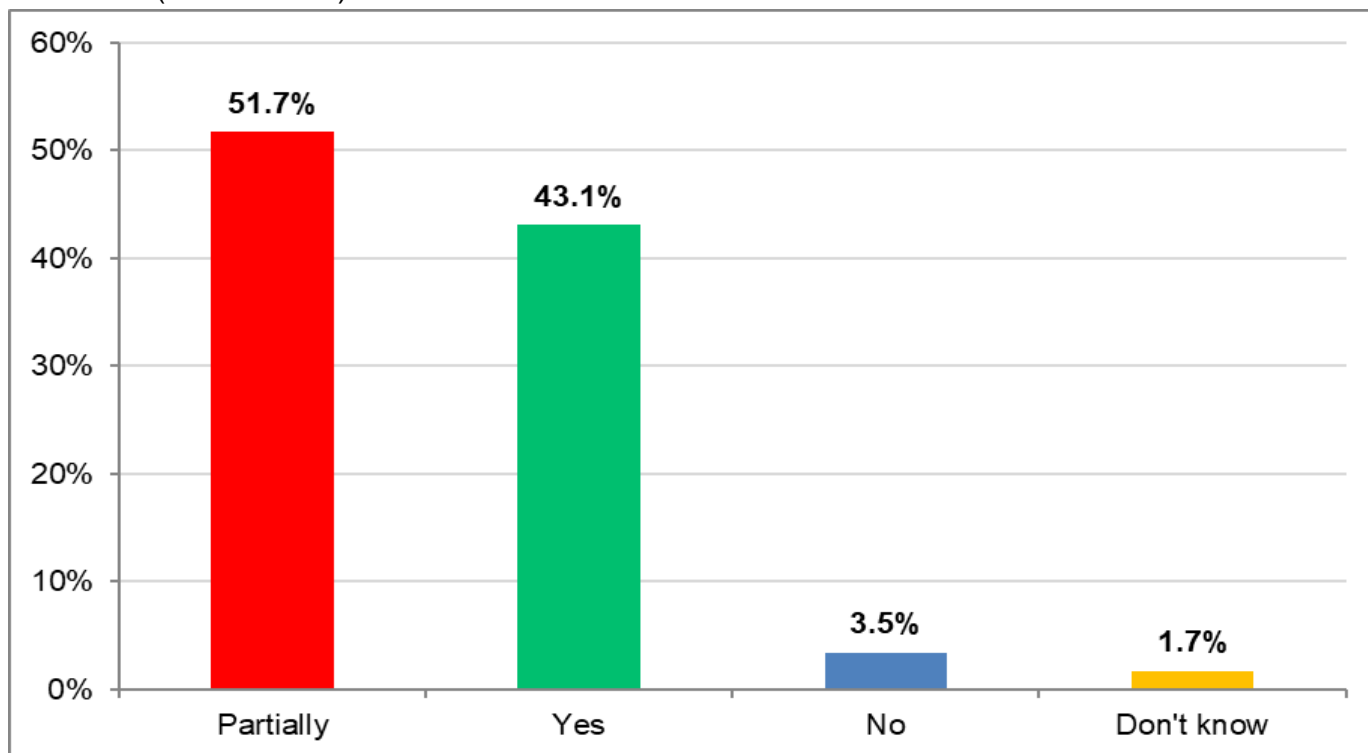
Participants were also asked to provide their views and experience of CAMHS service provision by answering a multiple-choice question, the breakdown of which is detailed in **figure 4b.**

Figure 4b: Your views on access to and communication with CAMHS (Question 12)
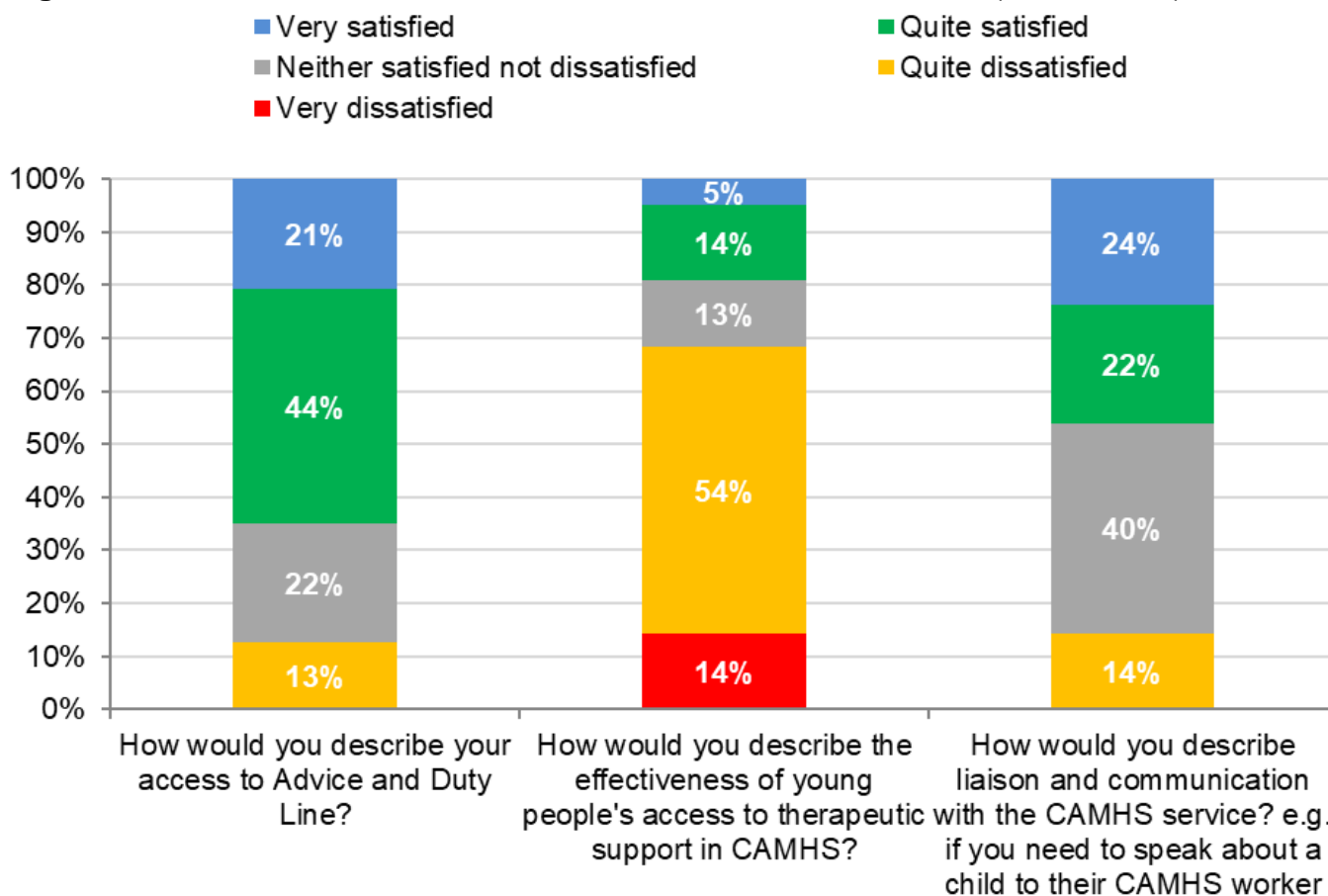
- **Figure 4b** shows that the majority (65% of respondents or n=41) were either "Quite Satisfied" or "Very Satisfied" with access to the Advice Line.
- The majority of respondents were satisfied with liaison and communication with CAMHS (46% or n=29).
- In contrast, the majority of respondents were dissatisfied (with 14% being "Very Dissatisfied) with the effectiveness of access to therapeutic support; 68% expressed dissatisfaction overall, or n=43.

Additional Mental Health support services for pupils

Participants were asked if they bought in additional mental health service provision for their school to support their pupils, *other than* CAMHS. As seen in figure 5, the majority (80%) of schools (or 52 of 65) do buy in additional mental health provision. This is an increase compared to 2018, when 58% of school bought in additional mental support services, so an increase of just over 20%.

Figure 5: Do you buy-in additional mental health support services for the pupils at your school? (other than CAMHS) (Question 13)
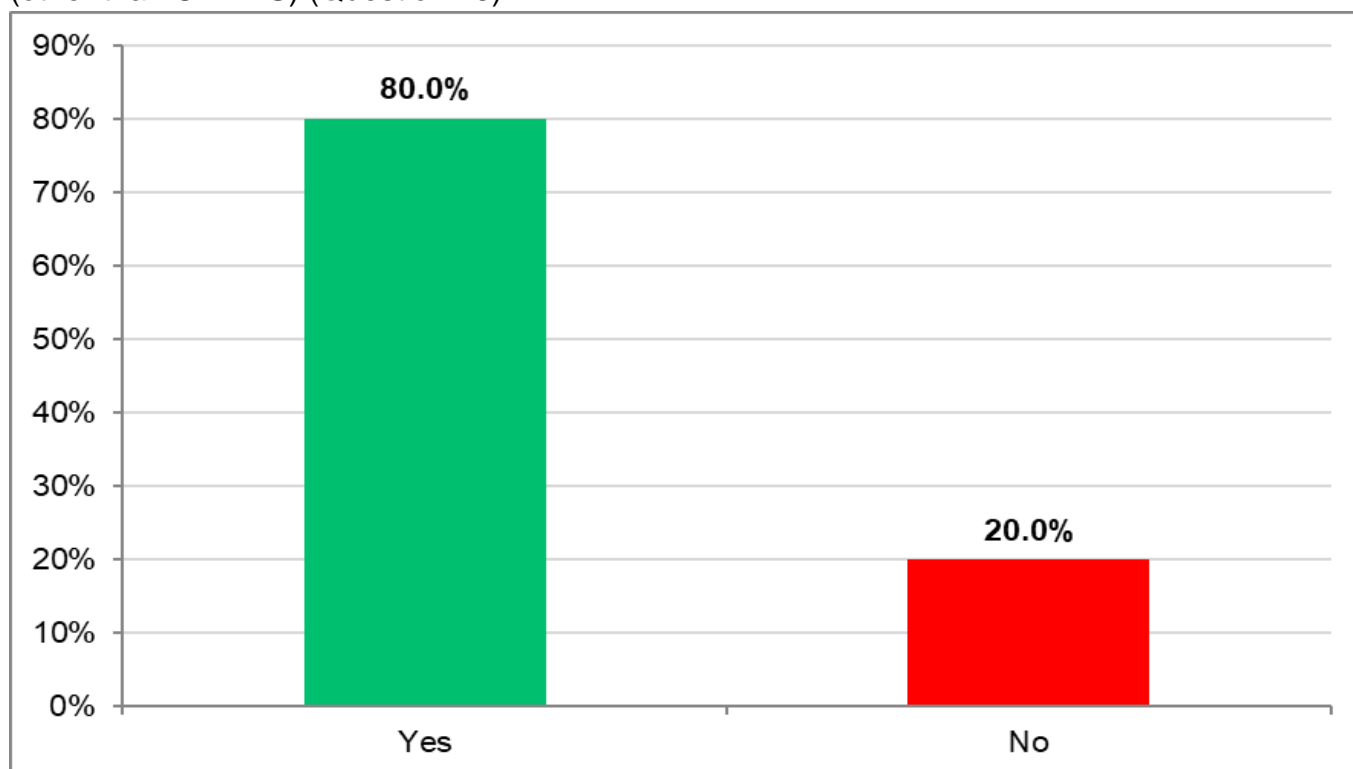
The services and additional options being bought-in by the 65 schools who answered were:

- A Place 2 Be
- Additional trained staff
- Cherished
- Dove
- Education Psychologist
- Full of Beans Project
- HYPE
- ADHD Foundation
- CBT Therapist
- Counselling Service
- Edsential
- Forest School
- Kilgarth Outreach
- Learning Mentor
- LJMU Project
- Mindfulness
- My Esteem
- Positive Resolutions

- Relax kids
- Season for Growth
- SIBS Talk Primary
- School Intervention Programme
- Speech & Language Therapist
- Thumbs Up
- Time to talk
- Utopia
- Lego Therapy
- Military Style Education

- Momentous
- Play Therapy
- Pressure Point
- Shaping Futures
- Solihull online
- Well Being Mentor
- Wirral Youth for Christ

Participants were also asked if those additionally bought-in Mental Health support service providers were accredited by a professional body. Of the 35 services above, it was stated that 32 were accredited, with 6 services where accreditation status was unknown and 0 with no accreditation. It is worth noting that there appears to be some confusion about whether services are accredited or not, with some schools stating that a services was accredited, while others stated that the same service was not.

In-house support and/or programmes performed by school teaching or support staff

Participants were asked to consider their schools provision of in-house options performed by school staff. A pre-populated list was provided, in addition to the option to add other provision unique to their school, the results of which can be seen in **figure 6.**

Figure 6: Range of support and/or programmes delivered in-house by school staff? (Question 15)
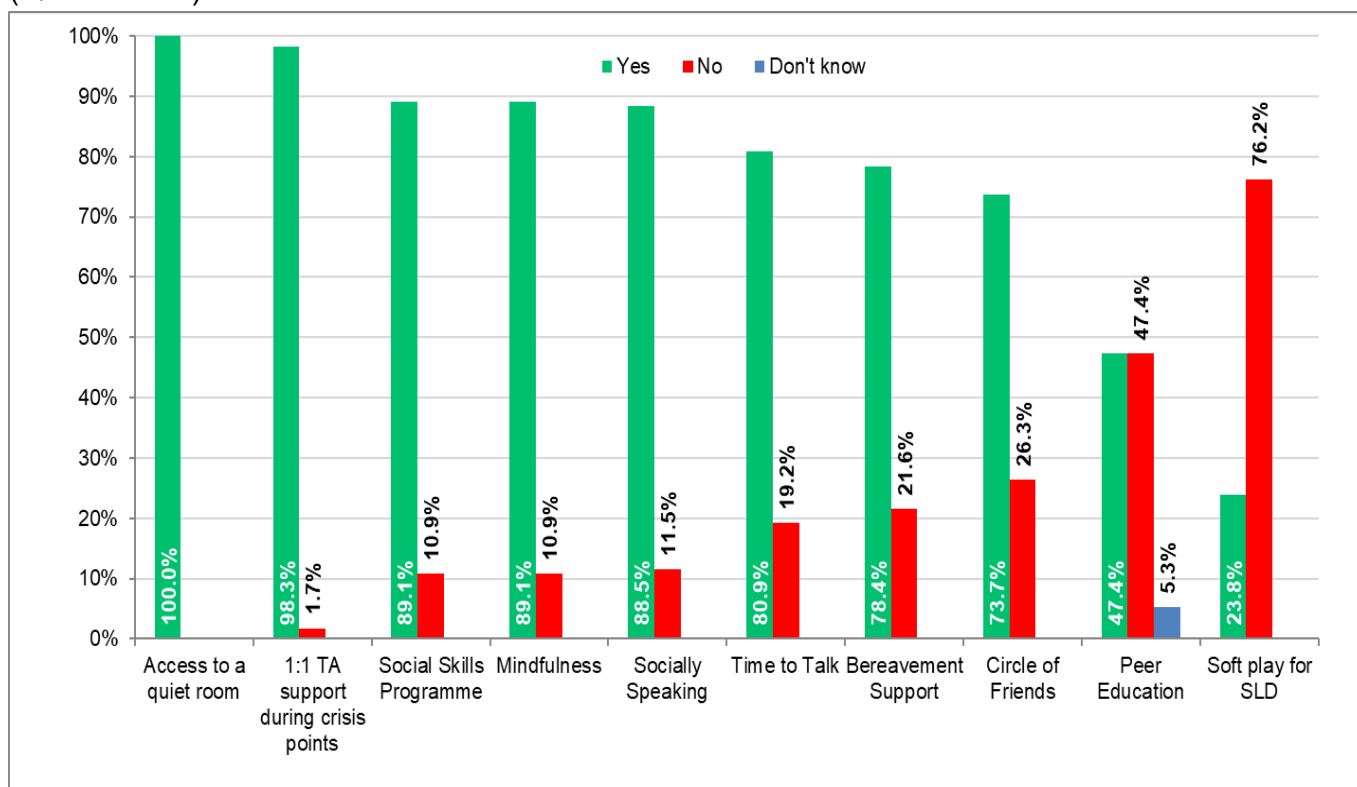
The options that received the highest recognition from respondents was "Access to a quiet room", which registered 100%, followed by "1:1 TA support during crisis points" with 98.3% and "Mindfulness" & Social Skills Programme (89.1%). There were 65 responders to this question and 28 participants filled in the section labelled "Other".

(**[A full list of the "Other" services being provided can be found in appendix 3c](#)**)

Issues currently affecting the mental health & wellbeing of pupils

Schools were asked to note what they felt the issues affecting their pupils' mental health and wellbeing were and from these, to rank the top 5 issues. This question generated 397 suggestions as to current issues, which have been analysed and coded into 29 headline areas, as can be seen in **table 2**. The responses generally covered 4 themes:

- Pupil's feelings, attitudes and behaviour
- Family/Home life and environment
- Issues happening to the pupil, i.e. transition and/or exam pressure
- Social skills and relationships, including social media

The most commonly suggested issues reflected pupils' school life, e.g. Exam and school pressure and issues. All schools responded with at least one issue on this question.

Table 2: Suggested issues affecting pupils' mental health and wellbeing

Issue	Number of responses	% of respondents
Anxiety / Worrying	48	73.8%
Self esteem / Self confidence / Self image	48	73.8%
Behavioural outbursts / Anger management	38	58.5%
Exam/School Pressure/Issues	31	47.7%
Low mood / depression	24	36.9%
Social Media / Internet / Gaming	24	36.9%
Parental Physical/Mental Health	21	32.3%
Attachment issues	18	27.7%
Home/Neighbourhood Environment	17	26.2%
Access to services/help	16	24.6%
Autistic Spectrum Condition / Other learning disability	16	24.6%
Friendships / Social interaction / Communication	15	23.1%
Parenting Skills	11	16.9%
Resilience	11	16.9%
Bereavement	11	16.9%
Parental Separation / Divorce / Family breakdown	9	13.8%
Trauma	8	12.3%
Peer Pressure	6	9.2%
Family discord	5	7.7%
Eating disorders	3	4.6%
Addiction / Substance Misuse (in family)	3	4.6%
Domestic Violence	3	4.6%
Sexuality / Gender identity	3	4.6%
Poor sleeping patterns	2	3.1%
General pressure/stress	2	3.1%
Physical Health	1	1.5%
Bullying	1	1.5%
Undiagnosed conditions	1	1.5%
Self harm and suicide	1	1.5%
Total	**397**	

Note: Number of responses n=397. Number of respondents n=65

Table 3a shows those issues that were ranked (1-5) as the most pressing issues.,

The responses generally covered 4 themes (see table 3c for colour coding descriptions):

- Pupil's feelings, attitudes and behaviour
- Family/Home life and environment
- Issues happening to the pupil, i.e. transition and/or exam pressure
- Social skills and relationships, including social media

Table 3a: Suggested issues affecting the mental health and wellbeing of pupils, by rank

Issue	1st	2nd	3rd	4th	5th	Total
Anxiety / Worrying	24	13	7	2	1	47
Self esteem / Self confidence / Self image	6	11	7	11	6	41
Behavioural outbursts / Anger management	5	4	6	4	7	26
Exam/School Pressure/Issues	1	5	5	5	6	22
Attachment issues	3	8	2	3	2	18
Low mood / depression	1	0	6	5	6	18
Social Media / Internet / Gaming	1	4	2	5	4	16
Parental Physical/Mental Health	7	3	2	2	2	16
Home/Neighbourhood Environment	2	3	4	2	1	12
Friendships / Social interaction / Communication	1	1	3	2	5	12
Access to services/help	3	2	4	2	0	11
Resilience	2	3	2	1	1	9
Autistic Spectrum Condition / Other learning disability	1	1	1	4	2	9
Parenting Skills	2	2	4	0	0	8
Trauma	2	1	1	3	0	7
Parental Separation / Divorce / Family breakdown	2	3	0	1	1	7
Bereavement	1	0	2	2	1	6
Family discord	1	0	0	1	1	3

Table 3b below shows those issues that were not ranked number 1 by any responder but were listed as issues (ranked 2 to 5)

Table 3b: Suggested issues affecting the mental health and wellbeing of pupils, by rank

Issue	1st	2nd	3rd	4th	5th	Total
Sexuality / Gender identity	0	0	2	1	0	3
Domestic Violence	0	0	1	1	1	3
Addiction / Substance Misuse (in family)	0	0	0	1	1	2
Peer Pressure	0	1	1	0	0	2
General pressure/stress	0	0	0	2	0	2
Poor sleeping patterns	0	0	0	1	0	1
Undiagnosed conditions	0	0	0	0	1	1
Eating disorders	0	0	1	0	0	1

**Table 3c:** Colour Code

	Family/Home life and environment
	Issues happening to the pupil
	Social skills and relationships
	Pupil's feelings, attitudes and behaviour

Table 3b shows that sexuality/gender identity and domestic violence were the most commonly ranked issue mentioned, without being ranked as the top issue. This was followed by addiction/substance misuse, peer pressure and general stress/pressure.

Although the respondents were asked to note and rank the key issues that in turn have been separated into the 4 categories (**Table 3c**), they are intrinsically related and should therefore not be considered in isolation, and e.g. self-esteem could be affected by friendship/social media.

Schools were asked for the first time in the survey if they had a bereavement policy in place. Of the 65 responders 18% (n=12) reported they had a bereavement policy, 69% (n=45) did not have a policy in place and 12% (n=8) didn't know if they had a policy (**see figure 7 below**)

Figure 7: Do you have a bereavement policy? (Question 17)
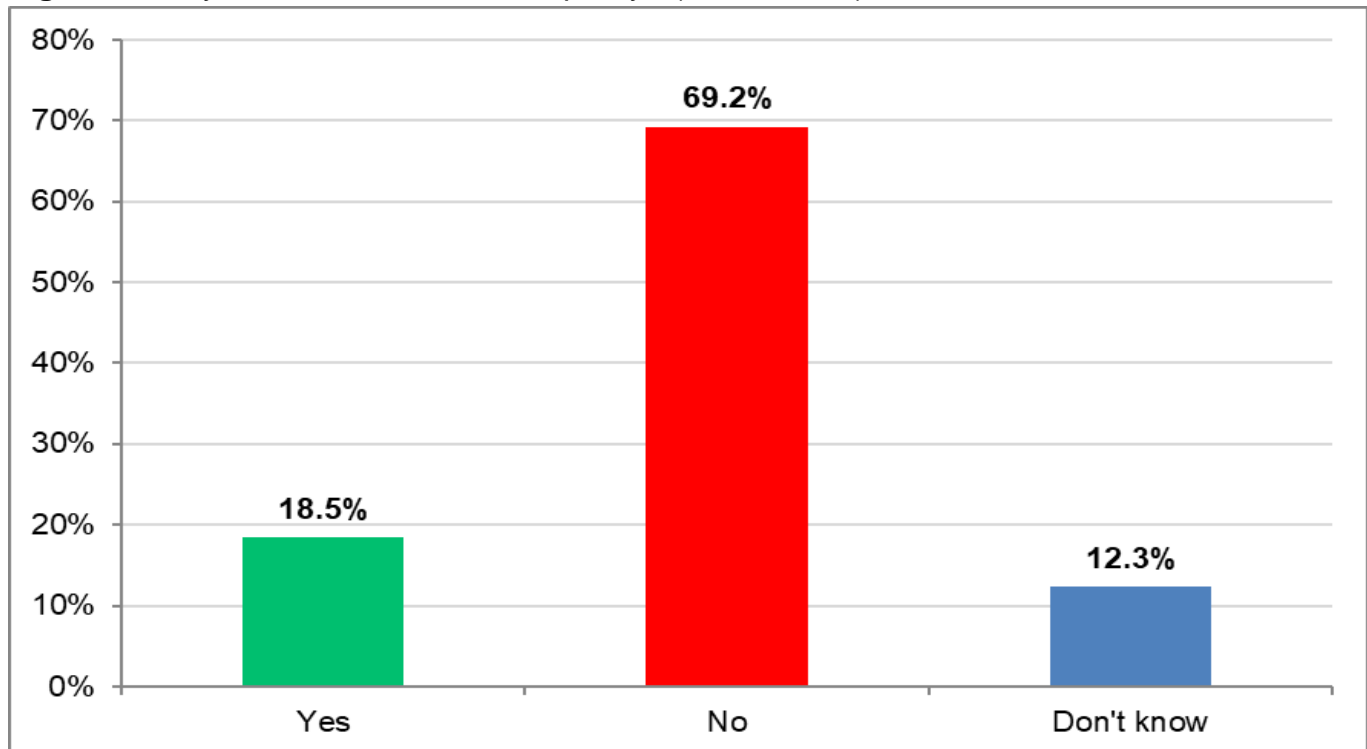
Schools were also asked to estimate of the number of children who have experienced the death of a significant person in the last year. The number of responders was 64 (with one responder skipping this question). The number of children who experienced a significant death ranged from 0 to 50 by the 64 responders. A total of 480 deaths by the 64 responders was recorded at an average of about 8 deaths per school.

Additional Neurodevelopment Support

Participants were asked what top 5 supports they are currently providing for children with neurodevelopment conditions. The majority (60 of the 65) participants responded to this section with 100% giving at least one of five answers, 97% (n=58) giving two answers, 93% (n=54) giving at least three answers.

The main themes in the first three answers reported where that these children are given one to one support, additional teaching assistants and group support. Various interventions were repeatedly mentioned, e.g. quiet time and time out spaces were prominent. (**Lists of all responses to this question are available in the appendix section 3d**)

Participants were asked if additional neurodevelopment support was bought in, see **figure 8** below:

Figure 8: Do you buy-in additional neurodevelopmental support (e.g. ADHD, ASC)? (Question 20)
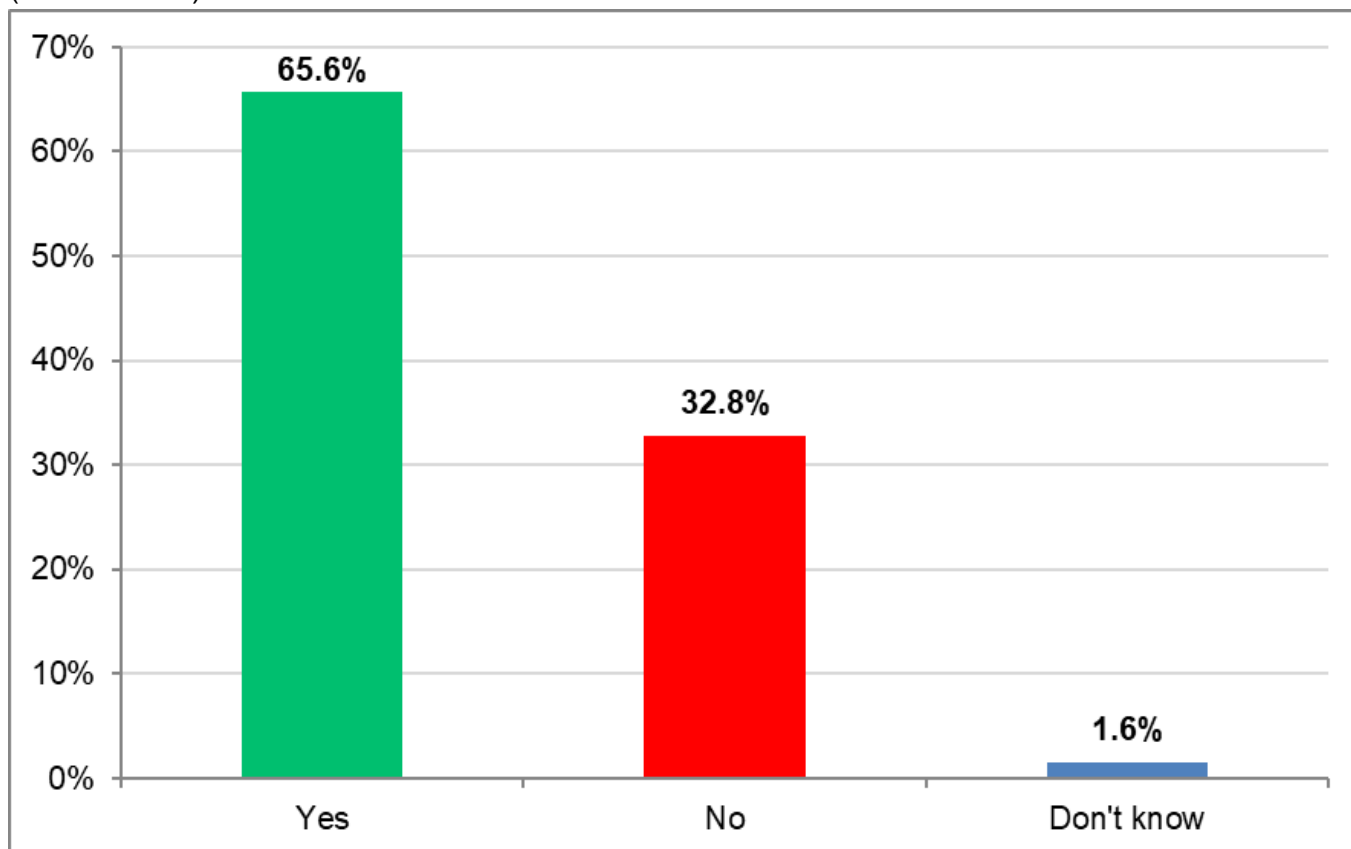

Of the 64 participants answering this question, 66% (n=42) schools did buy in extra support currently with 33% (n=21) not requiring additional support at the current time and just 2% (n=1) reported they didn't know. Compared to 2018, the majority (76% of responders) recorded they didn't need additional neurodevelopmental support compared to 65% of responder sin the 2019 school survey who reported they did need additional support so the difference between the two years has reversed for not needing support to needing support.

Of those 47 responders who did buy in additional neurodevelopment support, the most prominent types of support brought in were the Sennat and Education psychologist services.

There were 14 different bought in services were recorded and all of these 100% (n=14) were recorded as accredited by a professional body, 36% (n=5) recorded don't know and 8 were recorded as not accredited **(Figure 9)**.

It Is clear from this data that there is some confusion between schools on which training is accredited and not accredited e.g. Lego Therapy was identified by the same number of schools as being both accredited and not accredited.

Figure 9: If you do buy-in additional neurodevelopmental support (e.g. ADHD, ASC) - please select from the providers listed below and state their accreditation status. Note - Please use the "Other" box to state any support services not included in the list below? (Question 21)
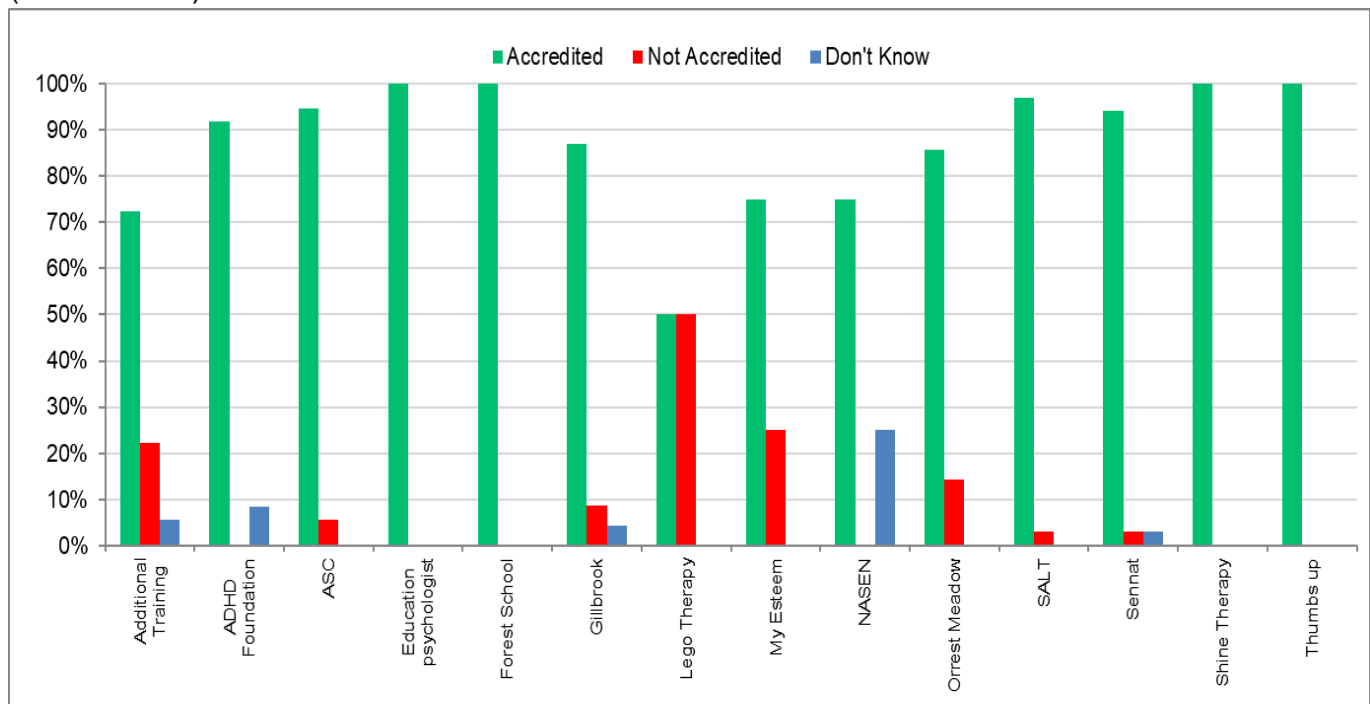
## Additional Speech & Language Therapy (SALT) services

Respondents were asked to consider their provision of Speech and Language Therapy (SALT) services, in particular whether additional provision was being bought in. **Figure 10** shows that 60.9% (n=39) of respondents stated that additional services were bought-in whereas 37.5% (n=44) did not and 1.6% (n=1) didn't know, with a further responder skipping this question.

Figure 10: Are any additional SALT services for pupils bought-in over and above the core NHS SALT service? (Question 22)
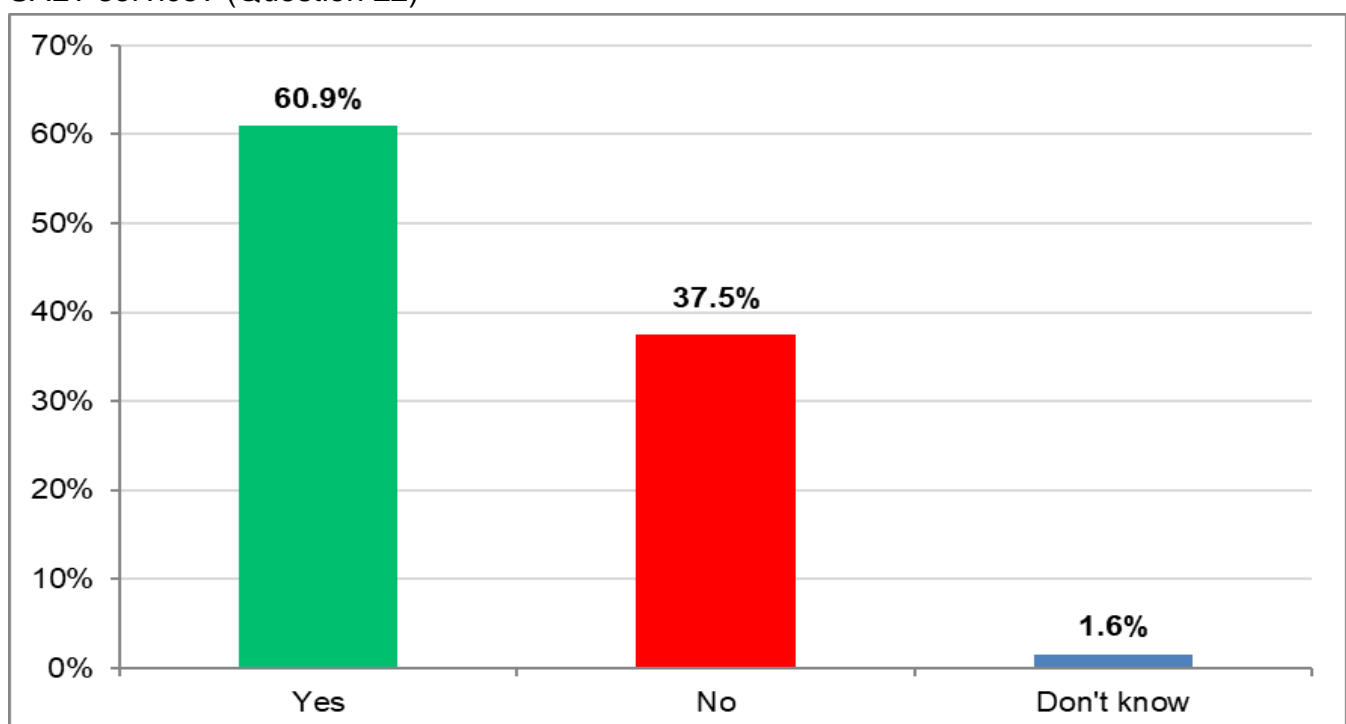
For those who answered 'Yes' to the above question, an additional question was then asked regarding the type of provision bought-in (**Figure 11).**

Figure 11: If you do buy-in additional Speech & Language (SALT) services for the pupils at your school, is this... (Question 23)
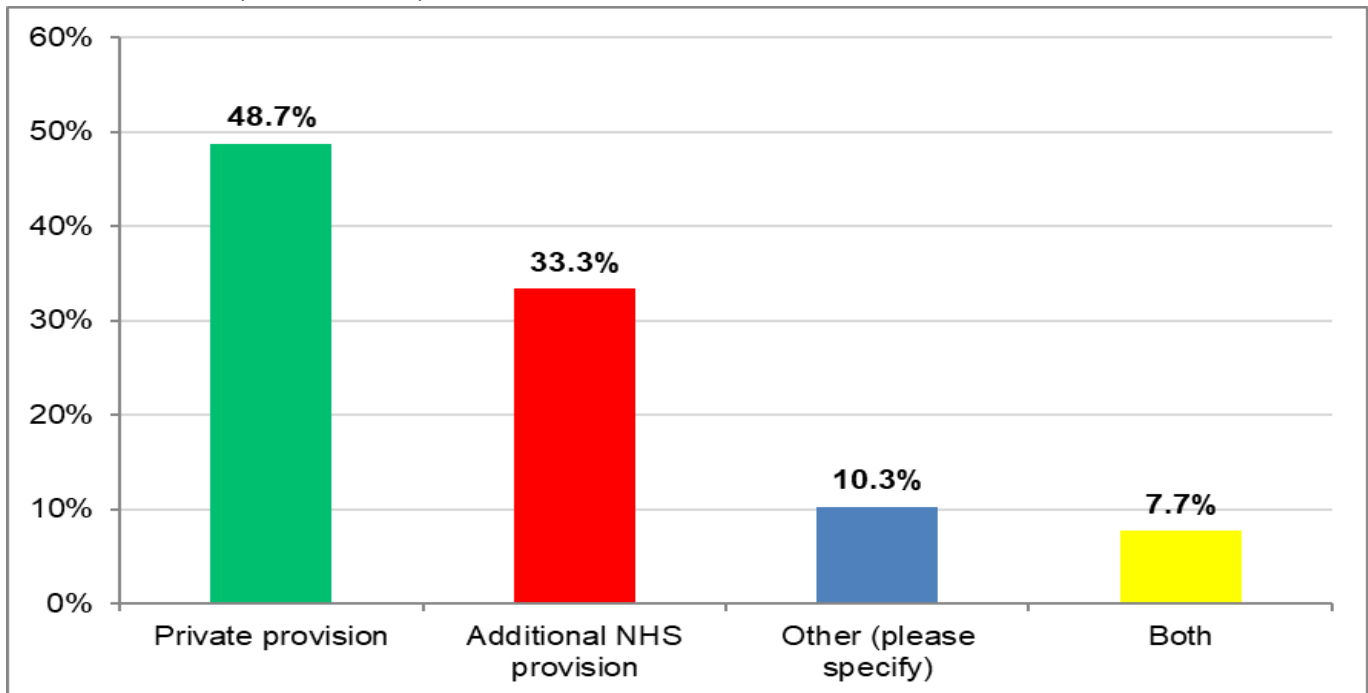
Note: 'Other (please specify)' is "Teaching assistant delivers SALT packages", "currently under review as we are disappointed at the lack of SALT personnel", "Ex-NHS Therapist" and "Talk about Town"

As **figure 11** shows, additional provision was predominantly from a private supplier, with additional NHS provision closely following (48.7% n=19 compared to 33.3% n=13).

Also, of note, 7.7% (n=3) of those buying in additional provision purchased a mix of NHS and private provision.

Parenting/Family Support

Participants were asked if they employed non-teaching staff to work with families/provide parenting support within their school. Some examples provided were family support worker, wellbeing manager and pastoral support.

Of the 63 schools who answered the question, nearly two thirds (59%, n=37) did employ non-teaching staff as **figure 12** below shows.

Figure 12: Do you employ non-teaching staff to work with families/provide parenting support within your school? (E.g. family support worker, wellbeing manager, pastoral support) (Question 24)
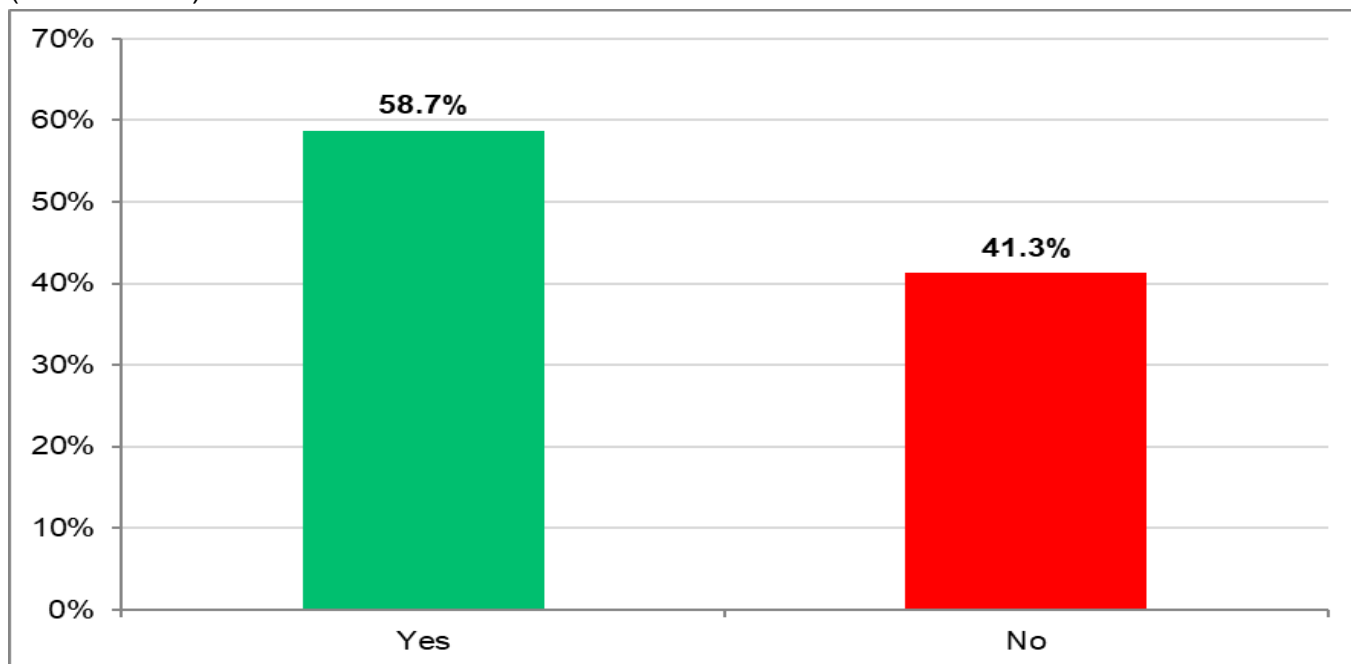
The list of the type of jobs/roles given in answer to the 59% and the fulltime equivalent (FTE) for the above is available in the appendix 3h and 3i. The vast majority (89%, n=32) of the types of roles were not shared between schools as **figure 13** below shows:

Figure 13: Is this role shared between schools? (Question 27)
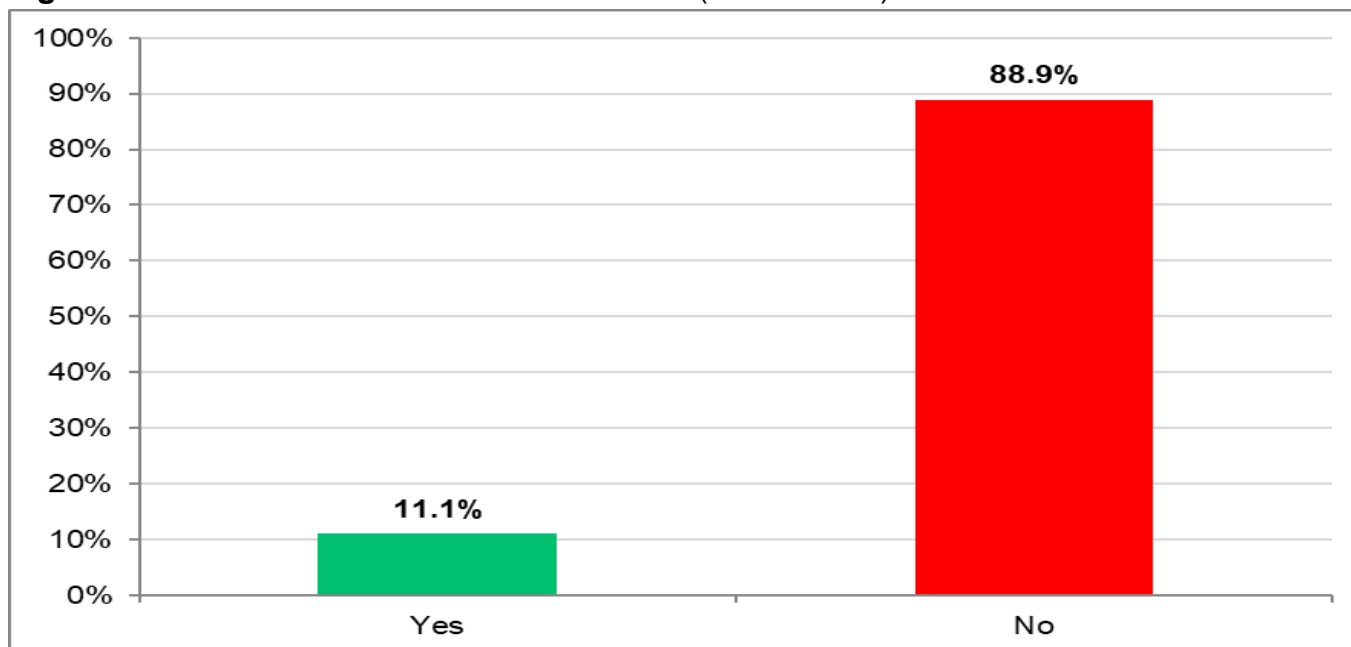
Participants were asked to list support that is currently offered around parenting/family support. Of the 65 responders, about a third gave a response (37%, n=24). There were over 100 different answers, the most prominent groups where parent support, family support and learning mentors. (**A full list can be found in appendix section 3e**)

Participants were also asked if the support offered to parent/families was supplied by their own staff or brought-in. Over half (60%) of services offered were supplied by the school's own staff followed by 46% of services bought in and 19% didn't know if they were bought in or not.

Staff Mental Health & Wellbeing

Participants were asked to consider their approach to maintaining and improving staff's mental health and wellbeing, namely the most effective strategies in place. This question generated 272 responses that have been analysed and coded into 27 overarching categories.

Table 4: Approaches in supporting staff mental health and wellbeing

Approach	Number of schools with approach	% of schools with this approach
Wellbeing Time/Promotion	38	61%
Mental Health & Wellbeing Policies & Resources, e.g. Stress Management	32	52%
Workload reduction initiatives	31	50%
Adaptable/Flexible working conditions/workload	16	26%
Access to 1-2-1/Group Support	15	24%
Supervision/1-2-1 Communication meetings	15	24%
Advice & Support	13	21%
Appropriate Training	11	18%
Open school culture	11	18%
Clear communication policies	9	15%
Team Building	7	11%
Governor/SLT responsibility for staff wellbeing	7	11%
HR Support, e.g. Occupational Health, Absence policy	7	11%
PAM Assist	6	10%
Physical Health/Exercise Classes	6	10%
Other	4	6%
Celebration Events, e.g. employee of the month	3	5%
Whole School Development activities	3	5%
Clear policies and procedures	3	5%
Peer Support	2	3%
Minimal/Reduction of out-of-school-hours meetings/working	2	3%
A Place 2 Be	2	3%
Return to Work policy	1	2%
Coaching	1	2%
Wellbeing Coordinator(s)	1	2%
Paid Flu Immunisation for Staff	1	2%
Employment of Learning Mentor	1	2%
Improved staff facilities	1	2%
Tranquillity Resources	1	2%
Mindfulness	1	2%

Table 4 shows that the most commonly used strategy by schools was providing "Wellbeing Time/Promotion" with more than a third of schools adopting this type of approach. Following this, around a half (52% or n=32 and 50% n=31) of schools who responded provide "Mental Health & Wellbeing Policies & Resources, e.g. Stress Management" and "Workload reduction initiatives".

Participants were also asked if they buy in any additional support, see **figure 14** below:

Figure 14: Do you buy-in any additional support for staff mental health and wellbeing at your school? (Question 32)
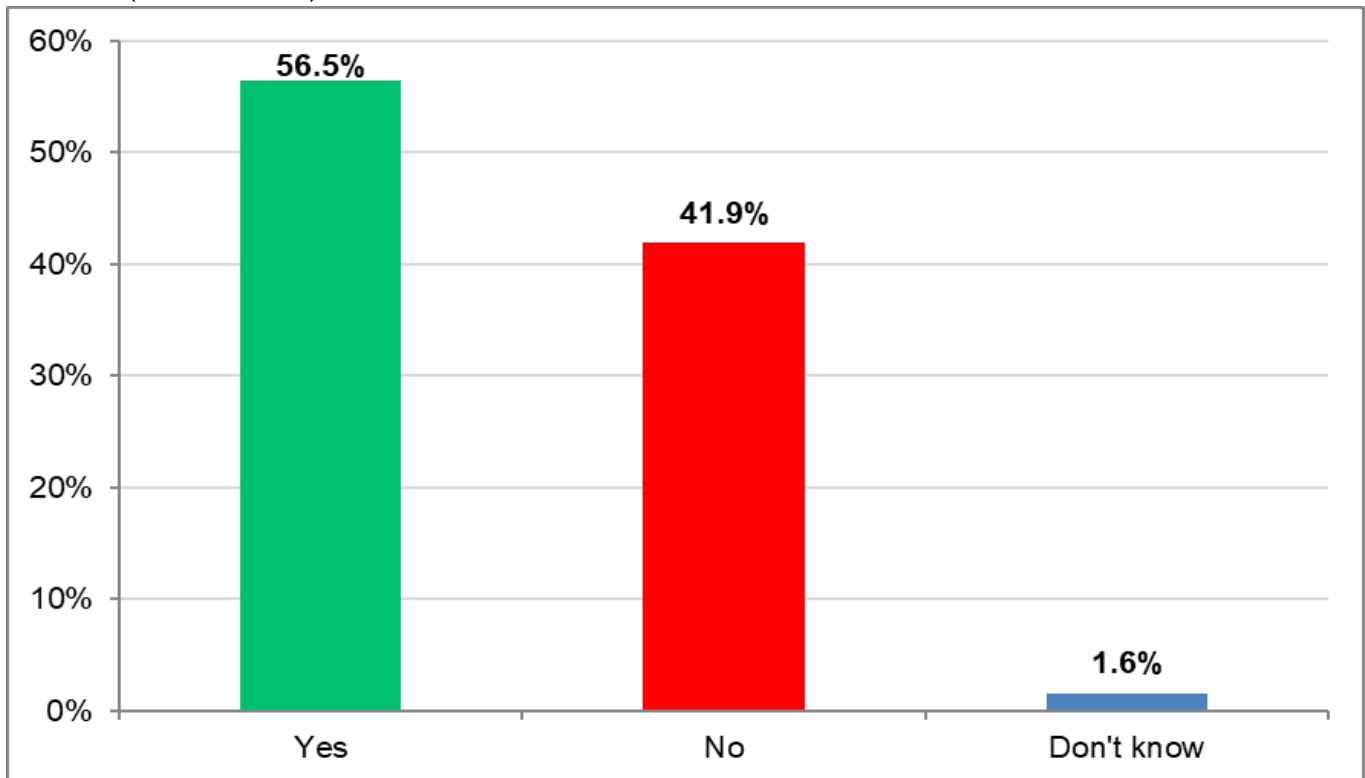

Just over half (56.5% or n=35) of schools bought in additional support, compared to 42% (n=26) who did not. As with question 20 above, answers to this question mark a reversal from last year.

In other words, last year's survey, the majority of schools didn't need additional support but this year, the majority did feel they needed additional support.

Of the 44 responders to the question above, the most common support bought in was HR telephone access to advice (n=21) and support and occupational health support (n=22). A total of 29 services were listed from previous years and 6 previous services were not recorded as being used this year.

Ten services were recorded as not accredited and seven responders were unsure of the accreditation status of the services.

Figure 15: If you do buy-in additional support for staff mental health and wellbeing at your school - please select from the providers listed below and state their accreditation status. Note - Please use the "Other" box to state any support services not included in the list below
Note: Please leave blank if not applicable? (Question 33)
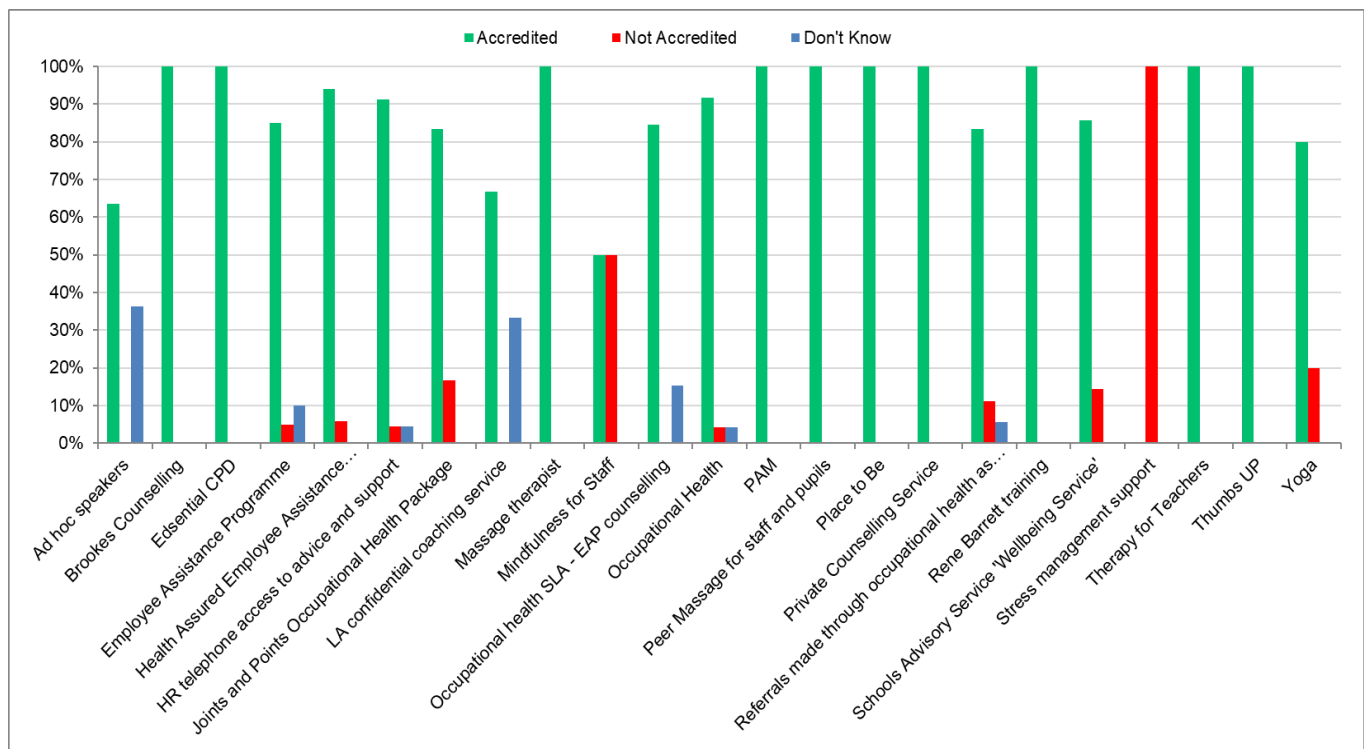
As mentioned previously, there is obviously some confusion among schools about whether services are accredited or not, as some schools have classed a service as accredited, while other schools have classed the same services as non-accredited. 'Mindfulness for staff' for example, had as many schools saying it was accredited as said it was non-accredited.

Participants were asked to choose from a list of key principles they have adopted as part of their whole school approach to supporting emotional health and wellbeing. This question in previous surveys was often a free text question, but 8 core principles of the previous surveys were reviewed, and eight options were offered to the responders to select from instead of free text answers.

The responders were given an option to say if the principles had been implemented, partly implemented or not yet implemented. The majority (60 of the 65 responders or 92%) completed this question and the results are seen below in **figure 16**.

Figure 16: Which of the principles of the Whole School Approach have you implemented? (Question 34)
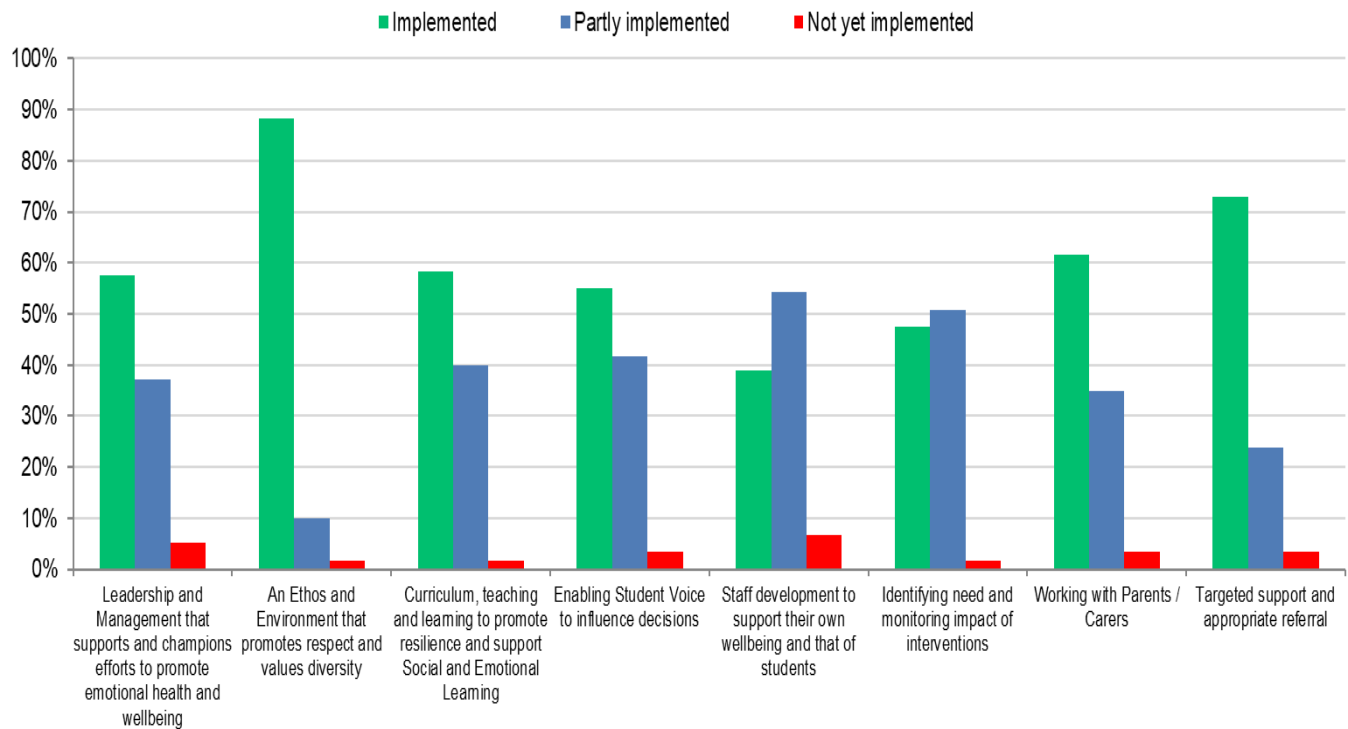
All of the 60 responders gave at least one answer for each of the eight-key whole school approach principles. The most implemented principle was "an ethos and environment that promotes respect and values diversity", with 89% schools (n=53) saying this was one of their implemented principles.

The principle least likely to have been implemented was "Staff development to support their own wellbeing and that of students" with 39% (n = 23) of schools saying they had implemented the principle, 54% responders or n=32, reported they had partly implemented and 7% schools (n=4) reported they had not yet implemented the principle.

Policy and Priority

The final section of the survey focussed around policy and priority.

The participants were asked whether there was currently a mental health and wellbeing policy implemented at their school. **figure 17** shows that around half, 46.8% (n=29) (of the 62 schools who responded) did not currently have a policy in place.

Figure 17: Do you currently have a mental health and wellbeing policy in your school? (Question 35)
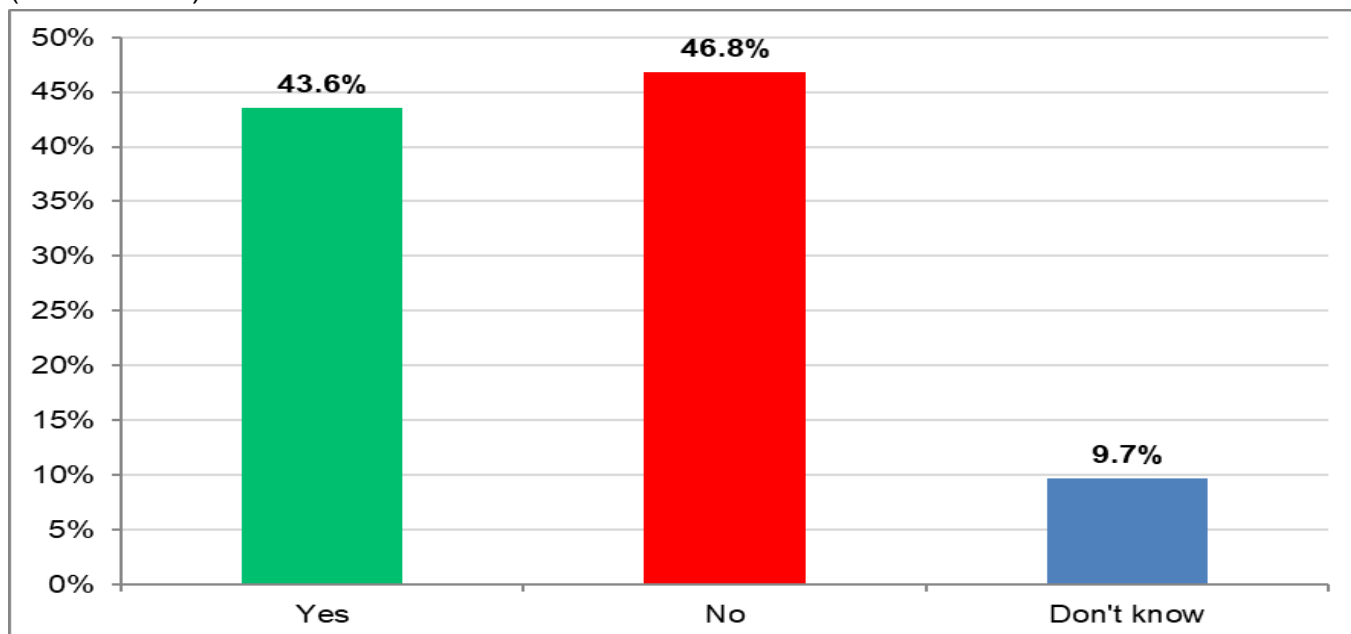
Participants were then asked whether mental health and wellbeing was a priority in the school development plan over the next two years.

Figure 18 below shows that 74.2% (n=46 or 3 in 4 schools) had included mental health and wellbeing as a priority in their school development plan.

Figure 18: Is mental health and wellbeing a priority in your school development plan over the next 2 years? (Question 36)
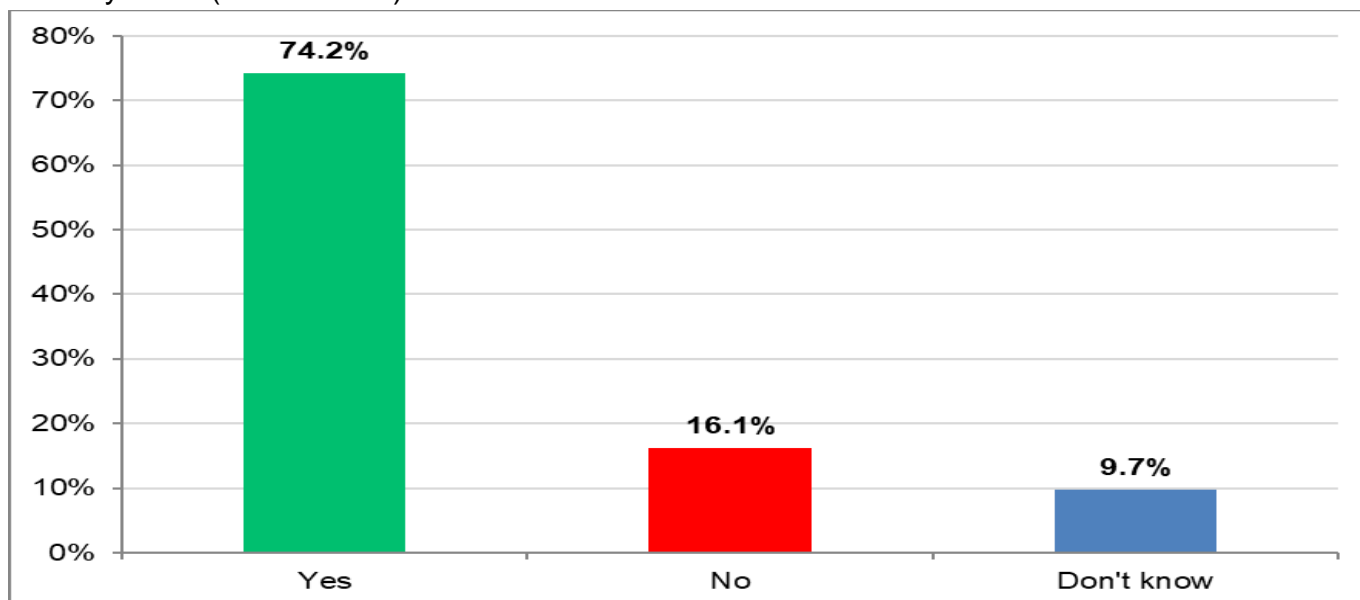
(**A list of other comments and views or experiences supplied by 13 of the 65 responders is available in the appendix 3f**)

Appendices

Appendix 1

Appendix 1 Future in Mind 2019 Survey Questions

Please note – we are awaiting the full list of survey questions – these will be added shortly

Appendix 2

SCHOOL		SCHOOL		SCHOOL	
Ganneys Meadow EYC		Mersey Park Primary		Woodchurch Rd Prim	
Leasowe EYC		Millfields Primary		Woodlands Primary	
Somerville Nursery School		Mount Primary		Woodslee Primary	
Barnston Primary		New Brighton Primary			
Bedford Drive Primary		Our Lady & St Ed's RC			
Bidston Avenue Primary		Our Lady of Pity RC			
Bidston Village CE Prim		Overchurch Infant		Bebington High Sports	
Black Horse Hill Infant		Overchurch Junior		Birkenhead High Ac	
Black Horse Hill Junior		Park Primary		Birkenhead Park School	
Brackenwood Infant		Pensby Primary		Calday Grange Grammar	
Brackenwood Junior		Portland Primary		Hilbre High	
Brookdale Primary		Poulton Lancelyn Prim		Mosslands	
Brookhurst Primary		Prenton Primary		Oldershaw	
Castleway Primary		Raeburn Primary		Pensby High School	
Cathcart Street Primary		Riverside Primary		Prenton High Girls	
Christ Church CE Pri (B)		Rock Ferry Primary		Ridgeway High	
Christ Church CE Pri (M)		Sacred Heart RC Prim		South Wirral High	
Christ the King RC Prim		Sandbrook Primary		St Anselm's College	
Church Drive Primary		Somerville Primary		St John Plessington	
Dawpool CE Primary		SS Peter & Paul's RC		St Mary's College	
Devonshire Park Primary		St Alban's RC Primary		Upton Hall School	
Eastway Primary		St Andrew's CE Prim		Weatherhead High	
Egremont Primary		St Anne's RC Primary		West Kirby Grammar	
Fender Primary		St Bridget's CE Prim		Wirral Grammar Boys	
Gayton Primary		St George's Primary		Wirral Grammar Girls	
Greasby Infant		St John's RC Infant		Woodchurch High	
Greasby Junior		St John's RC Junior			
Great Meols Primary		St Joseph's (B)			
Greenleas Primary		St Joseph's (U)		Clare Mount	S
Grove Street Primary		St Joseph's (W)		Elleray Park	P
Heswall Primary		St Michael & All Angels		Foxfield	S
Heygarth Primary		St Paul's RC Primary		Gilbrook	P
Higher Bebington Junior		St Peter's CE Prim (H)		Hayfield	P
Hillside Primary		St Peter's RC Prim (N)		Kilgarth	S
Holy Cross RC Primary		St Saviour's CE Oxton		Meadowside	S
Holy Spirit RC & CE Prim		St Werburgh's RC Primary		Observatory School	S
Hoylake Holy Trinity Prim		Stanton Road Primary		Orrets Meadow	P
Irby Primary		The Priory CE Primary		Stanley School	P
Kingsway Primary		Thingwall Primary		Wirral Hospital	S
Ladymount RC Primary		Thornton Hough Prim		Emslie Morgan	S
Leasowe Primary		Town Lane Infant, Beb			
Lingham Primary		Townfield Primary			
Liscard Primary		Well Lane Primary			
Manor Primary		West Kirby Primary			
Mendell Primary		Woodchurch CE Prim			

Appendix 3

All text has been left as the responders have inputted into the survey and not altered in any way. This is to demonstrate for future surveys the possibility of grouping the answers up before launching the questionnaire as similar themes occur multiple times. The length of answers and amount of different answers for this appendix section had to be added into the link below with reference to the actual question asked in the questionnaire and then referenced for this document into separate answers **(3a to 3f).**

Appendix 3: Responses to ALL open questions posed in FiM Survey 2019

Contact details

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