

Impact Evaluation of Thrive

Thrive Users Survey 2019



Background

All users of Thrive-Online were invited to participate in an evaluative survey, providing information about their use of the Thrive Approach and the impact this was having in their settings (both Licenced Practitioner (LP) and non-LP users). The survey was conducted during the Spring of 2019 and resulted in 701 responses. The following key findings are taken from the evaluation report based on the 491 respondents from primary settings, which represents 19% of Thrive primary settings at that time¹.

Key findings

- The majority of schools adopted Thrive to improve their whole school approach to children's social and emotional development (77%).
- The majority of senior leaders said that Thrive now forms part of the School Improvement plan or equivalent (73%).
- The majority of schools have a dedicated Thrive room (71%) or are planning to (12%), and have timetabled Thrive time (89%) or are planning to (5%).
- Almost every respondent felt that their personal beliefs/opinion of Thrive was an enabler to adopting the Thrive Approach in their setting (87% major enabler and 11% minor enabler).
- Almost every respondent believed the Thrive training they had received was an enabler to adopting the Thrive Approach in their setting (83% major enabler and 14% minor enabler).
- The majority of respondents have changed their teaching practice as a result of adopting Thrive (77% have with a further 4% intending to).
- The vast majority of settings have changed their whole school approach to behaviour management following the adoption of Thrive (29% major changes, 40% minor changes and 13% planning changes).
- Nearly all settings have seen a positive impact on children's social and emotional wellbeing since adopting Thrive:

Aspect of Social and Emotional Wellbeing	Total Positive	Major	Moderate	Minor
Whole-school ethos around and approach to children's social and emotional wellbeing	97%	39%	39%	19%
Children's social and emotional wellbeing in general	98%	38%	45%	15%
Social and emotional wellbeing of individual or small groups of vulnerable children	100%	59%	34%	7%
Children's confidence	97%	41%	44%	12%
Confidence of vulnerable children	99%	48%	40%	11%
Personal confidence in meeting children's social and emotional needs	98%	58%	34%	6%
Personal confidence in meeting vulnerable children's social and emotional needs	98%	62%	30%	6%
Colleague's confidence in meeting children's social and emotional needs	91%	21%	46%	24%
Colleague's confidence in meeting vulnerable children's social and emotional needs	92%	21%	48%	23%

- Nearly all settings have seen a positive impact on children’s learning since adopting Thrive:

Aspect of Learning	Total Positive	Major	Moderate	Minor
Children’s engagement in their learning	96%	24%	54%	18%
Engagement of vulnerable children in their learning	97%	34%	47%	16%
Children’s academic attainment or progress	90%	17%	52%	21%
Vulnerable children’s academic attainment or progress	92%	23%	50%	19%

- Nearly all settings have seen a positive impact on relationships within their setting since adopting Thrive:

Aspect of Relationships	Total Positive	Major	Moderate	Minor
Children’s relationships with each other	94%	25%	47%	22%
Vulnerable children’s relationships with other children	95%	27%	48%	20%
Relationships between children and staff	93%	34%	45%	14%
Relationships between the school and parents in terms of supporting children’s wellbeing	92%	24%	48%	20%

- The majority of settings have seen a positive impact on behaviour since adopting Thrive:

Aspect of Behaviour	Total Positive	Major	Moderate	Minor
Children’s behaviour in the classroom (eg levels of disruption)	93%	25%	50%	18%
Vulnerable children’s behaviour in the classroom (eg levels of disruption)	95%	31%	45%	19%
The amount of fixed-term and permanent exclusions	71%	33%	26%	12%
The amount of inappropriate referrals to external services	72%	23%	30%	19%
Children’s attendance (ie levels of unauthorised absence)	76%	17%	39%	20%

¹Seymour Research Ltd (2019). Evaluation of the Thrive Approach: Full Report. Totnes: Seymour Research Ltd

“I have been a teacher for over twenty years and I can honestly say it is the best CPD training I have ever done. The impact on me as an individual, individual children as well as the whole school has been remarkable.”

“I love Thrive, it has such a positive impact on our children and their futures are brighter for it.”

“I think Thrive is a brilliant programme that all schools should adopt.”

Next steps

Find out more about Thrive and how you can help change lives at thriveapproach.com or email enquiries@thriveapproach.com or call the Thrive team direct on **01392 797555**

