



Y RHWYDWAITH  
YMCHWIL IECHYD  
MEWN YSGOLION

THE SCHOOL  
HEALTH RESEARCH  
NETWORK

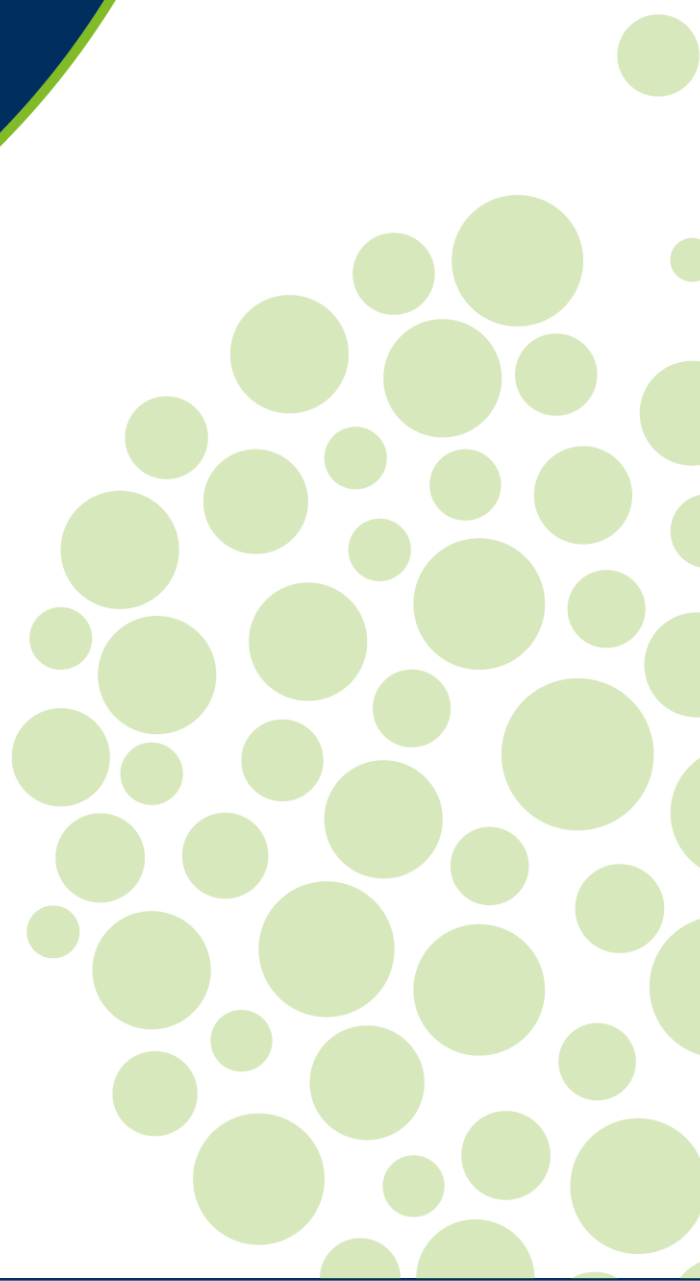
[shrnl.org.uk](https://shrnl.org.uk)

# The School Health Research Network (SHRN)

## Case Study:

### Cogan Primary School: Building Brighter Futures By Using SHRN Data To Empower Year 6 School Leavers

May 2025



RhwYdwaith Ysgolion Cymru  
sŷn Hybu Iechyd a Lles  
Welsh Network of Health and  
Well-being Promoting Schools



GIG  
CYMRU  
NHS  
WALES | Iechyd Cyhoeddus  
Cymru  
Public Health  
Wales



CANCER  
RESEARCH  
UK



Llywodraeth Cymru  
Welsh Government



## Authors

Maria Boffey, Tom Lewis and Charlotte Wooders

To read author biographies, please refer to the final section of this case study.

## Acknowledgments

SHRN would like to acknowledge and thank Tom Lewis, Health and Well-being Lead at Cogan Primary School, for his invaluable support and contribution to the development and writing of this case study.

### **Please note:**

This case study is a way of sharing school practices. It draws on the experiences of this particular school and highlights approaches they found beneficial in their context. The effectiveness of these approaches may vary, and they have not been independently verified or evaluated by SHRN.



# Cogan Primary School: Building Brighter Futures By Using SHRN Data To Empower Year 6 School Leavers

| Contents  | Page |
|---|------|
| 1. Case Study Overview  | 4    |
| 2. About Cogan Primary School   | 4    |
| 3. Identifying the Priorities: How SHRN Data Guided the Way   | 5    |
| 4. Tailoring Interventions to Meet Learners' Needs  | 8    |
| 5. A Collaborative Approach: Involving the Whole School Community                                   | 8    |
| 6. What Action Looked Like: Practical, Personal, and Positive                                       | 9    |
| 7. Evaluating Impact: Demonstrating Positive Change in Learners' Well-being                         | 10   |
| 8. Moving Ahead: Sustaining and Expanding Health and Well-being Initiatives at Cogan Primary School | 11   |
| 9. Final Reflections: Celebrating Progress and a Commitment to Health and Well-being                | 12   |
| 10. SHRN Data Collection in Primary Schools 2026  | 13   |
| 11. Share Your SHRN Success Story!  | 13   |
| 12. Additional SHRN Resources   | 13   |
| 13. Contact Us  | 13   |

## 1. Case Study Overview

This case study highlights Cogan Primary School's utilisation of SHRN data to inform decision-making, foster collaborative efforts involving the whole school community, and their effective use of external resources to achieve lasting, positive outcomes for their learners.

During 2022/2023, the school participated in [The SHRN Student Health and Well-being Survey in Primary Schools](#) which provided valuable insight into learners' health and well-being.

Analysis of their SHRN data revealed that Year 6 learners were experiencing lower levels of self-esteem and challenges in peer relationships. In response, and with support from their local [WNHWPS](#) Healthy Schools Co-ordinator, the school collaborated with an external organisation to implement a targeted intervention aimed at building confidence, enhancing emotional awareness, and strengthening positive peer connection.

## 2. About Cogan Primary School

Cogan Primary School is located in Penarth, in the Vale of Glamorgan. The school caters for children aged 3 – 11 years and currently has approximately 227 learners on roll.

'Cogan Primary School is at the heart of its community. It provides a safe, welcoming and stimulating learning environment for its learners.

The headteacher, Sue Sibert encourages her experienced and established staff to research and to try new approaches, while at the same time maintaining learning experiences of high quality for learners. Most learners become confident young citizens, who respect others, understand and celebrate diversity, and enjoy learning.'

Source: [Estyn School Inspection Report 2018](#)

### 3. Identifying the Priorities: How SHRN Data Guided the Way

During 2022/2023, Cogan Primary School participated in [The SHRN Student Health and Well-being Survey in Primary Schools](#), a pilot initiative designed to explore how SHRN could be extended to primary schools across Wales. With support from their local [Welsh Network of Health and Well-being Promoting Schools \(WNHWPS\)](#) Co-ordinator (HSC), the school recognised the value of using SHRN data to strengthen their broader commitment to the [Whole School Approach to Emotional and Mental Well-being](#) and ongoing development of the [Curriculum for Wales](#). Taking part in the SHRN survey strengthened the school's commitment to creating positive learner experiences grounded in real evidence.

On receipt of their school-level SHRN report, the Senior Leadership Team (SLT) conducted a detailed and thorough analysis of the SHRN data, gaining critical insights into the health and well-being of their learners.

One of the key findings was a decline in scores among Year 6 learners, particularly in two areas: friendships and self-image (as illustrated in the table below). These scores were significantly lower than the school average, leading the SLT to consider how these aspects were impacting learners' self-perception, peer relationships, and their readiness for pivotal transitions, including the move to secondary school.

Additionally, the SHRN data highlighted that Year 6 learners were slightly below other year groups in terms of emotional and behavioural difficulties (as illustrated in the table below). This insight was instrumental in guiding and informing the priorities to be addressed.

By leveraging their bespoke SHRN data, the school was able to clearly identify where additional support was most urgently needed. Crucially, this SHRN evidence served as the foundation for creating focused, impactful initiatives - ensuring their approach was guided by the authentic voices and lived experiences of their learners, rather than by assumptions.



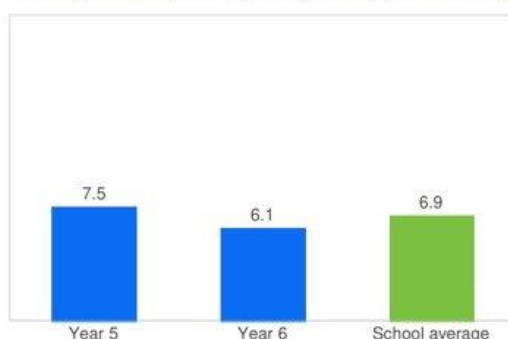
## Cogan Primary School, Student Health and Well-being Survey Report: Emotions and Behaviours Section

Children were asked how happy they are with a range of different aspects of their lives.

These three questions are from the [Good Childhood Index Scale](#)<sup>1</sup>, a validated measure developed by [The Children's Society](#).

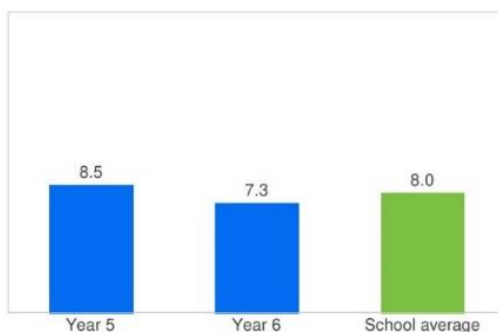
*'How happy are you with your appearance (the way that you look)?'*

Your appearance (the way that you look) (mean score)



*'How happy are you with your relationships with your friends?'*

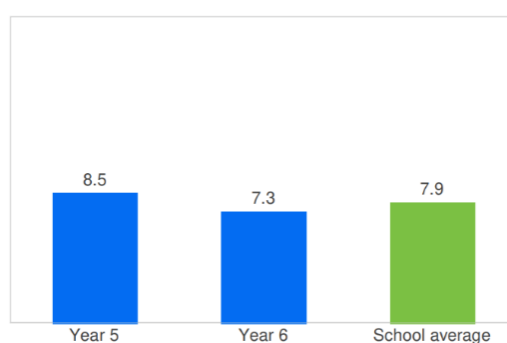
Your relationship with your friends (mean score)



<sup>1</sup> Developed by [The Children's Society](#) in 2010, The Good Childhood Index is validated measure which asks children to rate different aspects of their life on a scale of 0 (very unhappy) to 10 (happy). It includes a single-item measure of happiness with life as a whole, a five-item measure of overall life satisfaction, and questions about happiness with 10 different aspects of life including happiness with school life and relationships with family and friends.

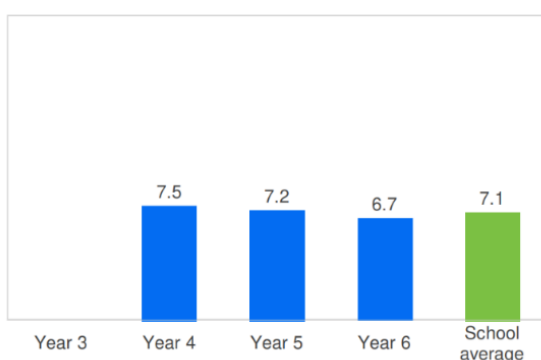
*'How happy are you with the way you spend your time?'*

The way that you use your time (mean score)

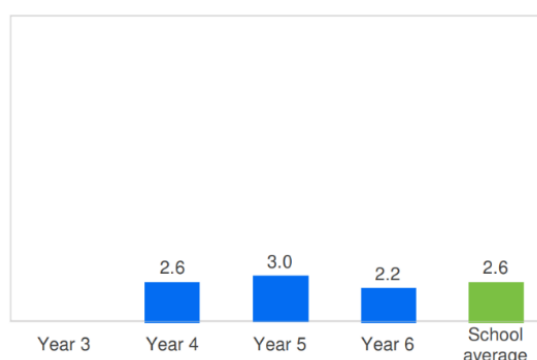


The [Me and My Feelings Questionnaire \(MMFQ\)](#)<sup>2</sup>, is a validated measure used to measure children's mental health. It includes 16 questions, that relate to emotions and behaviours.

Emotional difficulties (mean score scale of 0-20)



Behavioural difficulties (mean score scale of 0-12)



<sup>2</sup> Me and My Feelings Questionnaire (MMFQ) is a validated measure for children's mental health. It includes 16 questions, 10 of which relate to emotions (e.g. 'I feel lonely', 'I cry a lot' and six to behavioural difficulties (e.g. 'I get very angry', 'I break things on purpose). The first 10 form an 'emotional difficulties' score. The remaining six form a behavioural difficulties score. A score of 10-20 on the first scale is considered 'elevated' emotional difficulties, with 12-20 clinically significant. A score of 6-12 on the second scale is considered 'elevated' behavioural difficulties, with 7-12 clinically significant.

#### 4. Tailoring Interventions to Meet Learners' Needs

Following analysis of their SHRN data and the identification of key health and well-being priorities among learners, they reached out to the [Flourish Project](#) - delivered by Steve Lock of the [Proton Foundation](#), who has worked with a number of schools in the Vale of Glamorgan. This initiative was specifically designed to assist learners struggling with peer relationships and self-esteem, providing them with the support they needed to thrive. With a specific focus on strengthening learner relationships, the initiative provided structured support to those struggling with social connections and self-worth, in direct response to findings from the SHRN report.

Having previously collaborated with the school, Steve was already familiar with its ethos and the unique needs of its learners. This established relationship enabled a highly tailored intervention, ensuring a targeted response to issues highlighted by the school's SHRN data.

This established relationship facilitated smooth cooperation and a tailored approach to the intervention. In collaboration with the Year 6 teacher, a select group of learners were chosen to take part in the Flourish Project. Delivered over an initial six-week period, the project offered weekly sessions designed to foster teamwork, enhance self-esteem, and equip learners with the skills to nurture positive peer relationships.

The sessions combined interactive activities with reflective exercises, providing learners with practical strategies to heighten their emotional awareness, make thoughtful choices, and cultivate a more positive perception of both themselves and their peers.

By integrating SHRN-informed well-being strategies, the programme ensured that learners were receiving support tailored specifically to their needs, based on real-world data.

#### 5. A Collaborative Approach: Involving the Whole School Community

The success of SHRN integration and tailored approach at Cogan Primary School was the result of a robust team effort within the school. The Headteacher, SLT, Health and Well-being Lead, and the Year 6 Teacher worked together to identify the issues by thoroughly analysing their SHRN data. Their collaborative efforts led to the creation and implementation of a customised support plan to address the specific needs of their learners.

The intervention was carefully coordinated, with input from the schools Health and Well-being Lead, SLT and the School Governors to ensure the Flourish sessions aligned with the school's wider strategies for learner health and well-being. Ongoing support involved

consultation with the schools local [WNHWPS](#) Healthy Schools Co-ordinator (HSC), to ensure the initiative aligned within and reinforced the school's [self-evaluation](#) of the [Whole School Approach to Emotional and Mental Wellbeing](#).

To further embed SHRN's influence, the school worked closely with their feeder secondary school, ensuring a smooth transition process for Year 6 learners facing challenges identified in their SHRN report.

## 6. What Action Looked Like: Practical, Personal, and Positive

The Flourish Project was delivered through a series of weekly sessions, each filled with a variety of practical activities. The sessions included team challenges, group discussions, and confidence-building tasks - all underpinned by a focus on positive relationships and self-worth.

Each activity was designed to help learners develop a more positive mindset and a stronger sense of their own self-awareness. They learned how to manage their emotions, improving communication with peers and appreciating their own worth as well as the contributions of others.

By collaborating with an external organisation such as the [Proton Foundation](#), the school was able to access specialist support that complemented its existing work and aligned with its values. This highlights the value of targeted, relationship-based interventions - whether developed internally or established through trusted partnerships - to address specific health and well-being needs of learners.

### Image 1 and 2: Year 6 Learners Participating in Flourish Activities



## 7. Evaluating Impact: Demonstrating Positive Change in Learners' Well-being

To measure the effectiveness of SHRN evidence-based interventions, Cogan Primary School have implemented pre- and post-intervention assessments, tracking improvements in self-esteem and peer relationships. Regular feedback from learners and staff, combined with academic indicators and transition tracking, provided valuable insight into the long-term effects of their SHRN-led initiatives. These approaches ensure that SHRN data drives meaningful, evidence-based improvements in all learner outcomes.

Further, the impact of the Flourish Project at Cogan Primary School has been both meaningful and measurable. Feedback from learners and staff - along with follow-up data - shows clear improvements in learners' confidence, social skills, and self-image. SHRN's evidence-based methodology ensured that interventions were designed for maximum effectiveness, empowering the school to take informed actions based on reliable data.

Learners shared that they felt a stronger sense of connection with their peers and a more positive perception of their own identity. Staff observed enhanced classroom interactions, with noticeable improvements in learners' eagerness to participate and engage.

Here's what key members of the school community had to say about how SHRN has supported their health and well-being practice in the school<sup>3</sup>:

*'The stuff we did helped me get ready for secondary school'*

Josie

*'The activities were fun and exciting!'*

Hira

*'I feel better about myself now.'*

Ben

*'I enjoyed working in a small group outside my classroom.'*

Thea

<sup>3</sup> Please note: The learners' names used in this case study has been changed to protect the privacy of individuals.

---

*‘The problem-solving aspect of each activity enabled the children to collaborate as a team and also work independently. This empowered them and boosted their confidence when tackling unfamiliar tasks.’*

**Daniel Bennett, Year 6 Teacher, Cogan Primary School**

---

*‘Importantly, my school continues to use our bespoke SHRN data to support our school self-evaluation across other areas of health and well-being, ensuring our actions are responsive to the genuine needs of our learners.’*

*The project has now run successfully with three separate cohorts, reflecting our ongoing commitment to embedding health and well-being into everyday practice.*

*We are excited about continuing to use our SHRN data to identify priorities and shape targeted actions that support the health and well-being of all our learners.’*

**Tom Lewis, Health and Well-being Lead, Cogan Primary School**

---

## **8. Moving Ahead: Sustaining and Expanding Health and Well-being Initiatives at Cogan Primary School**

Cogan Primary School have made substantial strides and remain committed to supporting their learner’s health and well-being. They are deeply committed to integrating SHRN data into their long-term planning.

Moving forward, the school aims to:

- Further integrate SHRN data into the Year 6 to Year 7 transition process from primary to secondary school. By using SHRN data, they hope to provide tailored support during this pivotal time, ensuring that their actions are responsive to the needs of their learners.

- Continue to use SHRN data at multiple levels, leveraging school-level, regional, and national SHRN datasets to track progress and refine interventions. This approach will help them uphold health and well-being as a core principle of their ethos.
- Ensure SHRN remains a guiding force in shaping evidence-based initiatives that benefit learners.

---

*‘We are excited about the opportunities to use SHRN data even more strategically, enabling us to shape evidence-based initiatives that truly benefit our learners.’*

**Sue Sibert, Headteacher, Cogan Primary School**

---

Further, the school is now taking the next steps to ensure the long-term sustainability of the Flourish Project. Plans are in place for school staff to receive training from the Proton Foundation, enabling them to deliver the programme internally to a wider group of learners across different year groups.

In addition, the school is also ambitious to share the learning with other schools in their local cluster. Plans are underway to organise a joint-school Flourish event that fosters emotional well-being on a broader scale, strengthening community ties and promoting the use of SHRN data.

## **9. Final Reflections: Celebrating Progress and a Commitment to Health and Well-being**

Cogan Primary School's approach to utilising their SHRN data exemplifies how primary schools can effectively amplify learner voice to shape health and well-being strategies, ensuring interventions are tailored, focused, and impactful. By using SHRN data and collaborating with the Flourish Project, the school has made a significant and enduring difference in enhancing learners' confidence, fostering positive relationships, and supporting their emotional well-being.

These efforts highlight Cogan Primary School's dedication to leveraging SHRN data-driven insights and building strong partnerships to achieve meaningful, long-lasting benefits for their learners and the broader school community.

For more information on supporting the health and well-being of your learners, please contact your local [\*\*WNHWPS Co-ordinator\*\*](#).

## 10. SHRN Data Collection in Primary Schools 2026

If you represent a primary school in Wales, and you would like to find out more about becoming a member of SHRN or completing the 2026 data collection, please email [primarySHRN@cardiff.ac.uk](mailto:primarySHRN@cardiff.ac.uk)

## 11. Share Your SHRN Success Story!

Sharing your SHRN story is a powerful way to demonstrate your expertise and the positive impact your initiatives have had on learners' health and well-being. SHRN welcomes case studies from both SHRN primary and secondary schools to showcase and share their use of SHRN Student Health and Well-being data and reports, and the value of evidence informed practice.

Discover how you can inspire others by sharing your SHRN journey with us. Your story could be the spark that ignites change and innovation in our community.

Read more about how you can share your story [here](#).

To read more inspiring case studies, visit our [website](#).

## 12. Additional SHRN Resources

Learn more about [The SHRN Student Health and Well-being Survey in Primary Schools](#) and The SHRN [School Environment Questionnaire \(SEQ\)](#).

For more insights on SHRN, read the [SHRN Blog](#).

## 13. Contact Us

To find out more, email our SHRN Engagement Manager, [Charlotte Wooders](#).

## About the Authors

### **Tom Lewis, Health and Well-being Lead, Senior Leadership Team Member, Cogan Primary School**

Tom has been a dedicated member of the teaching staff at Cogan Primary School since 2005. Before joining Cogan, he taught at a primary school in East Cardiff, gaining valuable experience that he has continued to build upon throughout his career.

As the school's Health and Well-being Lead and a key member of the Senior Leadership Team, Tom has played a pivotal role in developing and embedding a Whole School Approach to Emotional and Mental Health and Wellbeing. His leadership has been instrumental in creating a nurturing and supportive environment for both learners and staff.

Tom is a passionate advocate for the positive impact of sport and physical education on mental health and learner well-being. He integrates this belief into his work, ensuring that physical activity remains a core element of the school's well-being strategy.

In his role, Tom has also worked collaboratively with various external agencies on research projects aimed at collecting qualitative data to inform targeted, school-based interventions. His commitment to evidence-based practice ensures that the school's well-being initiatives are both effective and responsive to the needs of the community.

### **Maria Boffey, SHRN Knowledge Exchange and External Affairs Manager**

Maria's role in the SHRN Network is to manage its development by way of knowledge exchange, external affairs and communications, ensuring it meets the needs of schools, researchers, and key health and educational stakeholders. She provides support to schools, whilst developing strategic national and regional partnerships. Her passion for supporting the well-being of children has been constant throughout her career, spending over 20 years within the third sector leading on a wide range of national programmes supporting improved practice and policy outcomes for looked after children. She has also been a School Governor since 2007 in special, primary and secondary school settings. Maria has also worked on a number of research studies with [Cardiff University](#), [DECIPHer](#) and [CASCADE](#), as well as being an author of numerous health and well-being publications.

### **Charlotte Wooders, SHRN Engagement Manager**

Charlotte is responsible for supporting the delivery of the SHRN engagement strategy. This involves working collaboratively with SHRN partners, including schools across Wales and WNHWPS. Her role includes organising knowledge exchange activities and supporting the SHRN strategy to ensure SHRN partners can share ideas and expertise. She works closely with schools to highlight the impact of SHRN and promote evidence-based practices to enhance learner health and well-being, bridging the gap between research and practical application. Additionally, Charlotte is involved in monitoring and evaluating initiatives by collecting and analysing data to assess the effectiveness of SHRN activities and refine future strategies.

Y RHWYDWAITH  
YMCHWIL IECHYD  
MEWN YSGOLION

THE SCHOOL  
HEALTH RESEARCH  
NETWORK

The School Health Research Network (SHRN)  
SPARK  
Maindy Road  
Cardiff  
CF24 4HQ



[shrn.org.uk](http://shrn.org.uk)



[SHRN@cardiff.ac.uk](mailto:SHRN@cardiff.ac.uk)



## The School Health Research Network



[@shrnwales.bsky.social](#)



## SHRN Wales

All rights reserved.

To protect confidentiality, all photos are posed by models.

First published by SHRN © 2025