THE BAXTER PROJECT / ODISSYS

Whitmore High School

Wellbeing & impact report | All recorded history to 12 October 2026

A clearer picture of progress.

Baxter support recorded from 26 January 2026. This school-wide report brings together learner reach, wellbeing and practitioner evidence.

101
Learner-support hours

20
Learners with evidence

133
Outcome records

WELLBEING / SCWBS

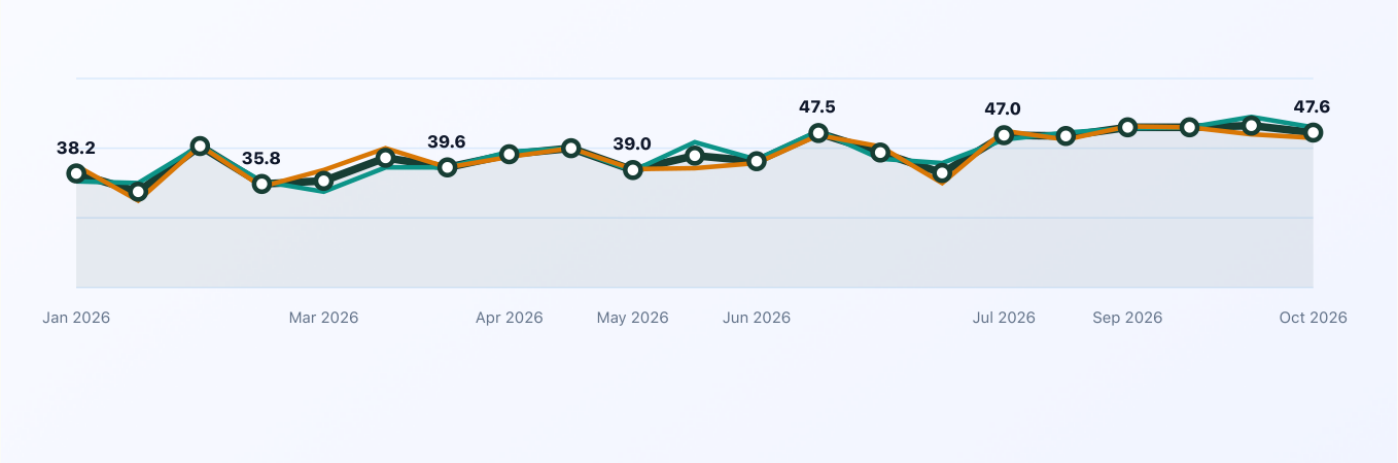
+18.8%
Average recorded wellbeing change
17 learners with comparable responses.

46.1 / 60
Latest wellbeing average
20 learners represented. Higher is favourable.

15 of 17 learners (88%) were improving or maintaining their wellbeing position.

The wellbeing picture over time

Original ODISSYS chart. Latest response per learner in each calendar week.



Evidence into perspective

Professional insight | School voice | How to read the findings

What practitioners recorded

Two completed quick reports cover 15 learners and 72 recorded learner sessions.

+0.7

Average engagement

Practitioner rating: −2 to +2

+0.3

Average impact

Practitioner rating: −2 to +2

Recorded focus areas

Confidence (7) · Self-esteem / self-worth (7) · Attitude (4) · Positivity (4) · Attendance (2). These describe professional reporting, not validated outcome scores.

THE SCHOOL'S PERSPECTIVE

"Students appear more relaxed and happier during and after sessions, and there is evidence that the programme is contributing to improved emotional wellbeing."

School testimonial received outside ODISSYS; uploaded 12 October 2026.

Other recorded scores

Resilience / NMRQ: 36.3/60 · 18 learners. Higher is favourable.
Difficulties / SDQ: 16.5/40 · 17 learners. Lower is favourable.

Paired changes are withheld because the comparable samples are limited.

Read alongside the wider picture

SCWBS scores reflect reported wellbeing, not a diagnosis. Recorded change is an association and does not establish that Baxter caused an outcome. The latest-score and paired-change cohorts differ. Each learner contributes their latest weekly response to the chart.

Baxter confirms one hour per recorded learner session, including groups; learner-support hours are not elapsed practitioner time. These school-wide records are not a separately verified breakdown of Bouygues-funded activity. No MIS attendance or conduct data had been imported in this report.

Public edition of the supplied report, dated 12 October 2026. Confidential safeguarding information, learner-identifying details and small-sample outcome changes are excluded. Figures differ from the website's later 23 October snapshot.