GL assessment

PASS

Pupil Attitudes to Self and School

Sample Reports

PRIMARY & SECONDARY

www.gl-assessment.co.uk/pass

Introduction to Pupil Attitudes to Self and School (PASS) survey

***PASS* is an all-age attitudinal survey that helps schools gain an insight into the mindset of pupils and remove any obstacles that are impacting negatively on attainment.**

Already used by thousands of schools and over 100 local authorities in the UK, the digital survey comprises a series of short psychometric statements linked to key educational goals. It can be used to tackle a range of specific issues, for example it can help to:

- Raise attainment
- Keep track of pupils' wellbeing
- Understand how pupils' attitudes affect their learning
- Inform teaching strategies and intervention programmes
- Tackle challenging behaviour
- Address attendance issues.

The interpretation of *PASS* results is made easy with a brand new *PASS* report, providing an in-depth insight into the minds of your pupils. The report collates results to reveal individual, whole class and whole school attitudinal profiles, and can be broken down further to show how each group compares nationally by gender, ethnicity and year group.

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Why use PASS?

- *PASS* helps inform teaching strategies and intervention programmes to raise standards of attainment and pupil wellbeing.
- Helps schools tackle challenging behaviour, by identifying early those most at risk of developing behavioural problems in the future.
- It is an ideal resource for addressing attendance issues.
- Helps identify and support emotionally vulnerable young people and those with possible mental health issues.
- It provides an objective means to aid communication with parents, carers, external agencies and other professionals supporting young people.
- *PASS* can provide evidence of pupils' perceptions of the school and their learning experience for your inspection.

For more information

For help and advice or to discuss your requirements with one of our consultants, please call **+44 (0)845 602 1937 (option 5)** or email **pass@gl-assessment.co.uk.**

The nine standardised measures

PASS provides standardised measures for:

1	**Feelings about school.**	Explores whether a pupil feels they belong to or are alienated from their learning community. A low score in this measure can indicate feelings of social exclusion and potential bullying.
2	**Perceived Learning Capability.**	Offers a snapshot of a pupil's unfolding impressions of self-efficacy and can reveal early warning signs of demoralisation and disaffection.
3	**Self regard.**	Equivalent to self-worth, this measure is focused quite specifically on learning and shows a strong correlation with achievement.
4	**Preparedness for learning.**	Highly correlated with pupils at risk of behavioural difficulties, this measure explores whether a pupil feels they have the tools in place to learn. It covers areas such as study skills, attentiveness and concentration.
5	**Attitudes to teachers.**	Provides an invaluable insight into a pupil's perception of the relationship they have with school staff.
6	**General work ethic.**	Highlighting pupils' aspirations and motivation to succeed in life, this is the first of two motivational measures. It focuses on purpose and direction, not just at school but beyond.
7	**Confidence in learning.**	Identifies a pupil's ability to persevere when faced with a challenge.
8	**Attitudes to attendance.**	Correlating very highly with actual attendance 12 months later, this measure enables teachers to intercede much earlier with strategies to reduce the likelihood of truancy in the future.
9	**Response to curriculum demands.**	This second motivational measure focuses more narrowly on school–based motivation to undertake and complete curriculum based tasks.

Online Intervention System

To further support *PASS* users, our Online Intervention System has been developed – it presents over 2000 possible intervention strategies. This is included as part of the standard *PASS* Online 3 year contract, alternatively it can be purchased at an additional cost. The system presents combinations of intervention strategies drawn from research reviews and best practice at all levels. For more information please visit **www.gl-assessment.co.uk/pass.**

"PASS provides an insight into pupils' mindsets that would otherwise be difficult to glean. The nine factors fit exactly with the data we are interested in and help us drill down into any specific barriers to learning."

Martyn Silezin, Schools Data Officer at Rhondda Cyon Taf CBC (RCT).

Understanding the *PASS* report

In the report you will find three levels of analysis. Note that analysis of custom groups depends on the information submitted to the *PASS* survey register on Testwise. You can add this information and re-run the report at any time.

Level 1 Analysis

- Whole cohort analysis

Level 2 Analysis

- Analysis by ***PASS*** **factor**
- Analysis by **gender**
- Analysis by **year group**
- Analysis by **ethnic group, FSM status, SEN status, EAL status and two custom groups.**
- Analysis by **year group** and **gender**
- Analysis by **ethnic group** and **gender**

Level 3 Analysis

- Individual profiles
- Item level analysis

For each group (Level 1 and 2 analysis), two types of information are presented:

Non-standardised, or **percentage**, scores look at the school on its own. They are the results of the survey from the school alone and do not include any comparisons with other schools. They are particularly useful for the senior leadership team within the school to obtain an overall view of how the students feel about the school as a whole, what they are satisfied with, and where they feel there is room for improvement. Percentage scores are shown in the bar charts.

The non-standardised score is particularly useful when comparing two consecutive surveys to measure changes across time.

When looking at the scores together, it is important to note that the distribution of national scores is not even, and there may be a significantly high number of schools with high levels of satisfaction. Therefore, it is often found that small increases in the non-standardised percentage scores can lead to large increases in percentile scores especially where a school crosses a percentile rank threshold between two surveys. Individual profiles and item level analysis show percentiles only.

In looking at the results of the *PASS* survey it is important that you:

- identify what **supports** your perceptions about your students' attitudes to school and their learning experience;
- identify what **does not support** your perceptions about your students' attitudes to school and their learning experience;
- use your **professional judgement** to address what doesn't match your assumptions.
- continue to **involve your students** in any work developed from the *PASS* survey, e.g. through assemblies, school councils, focus groups, individual discussions, etc.

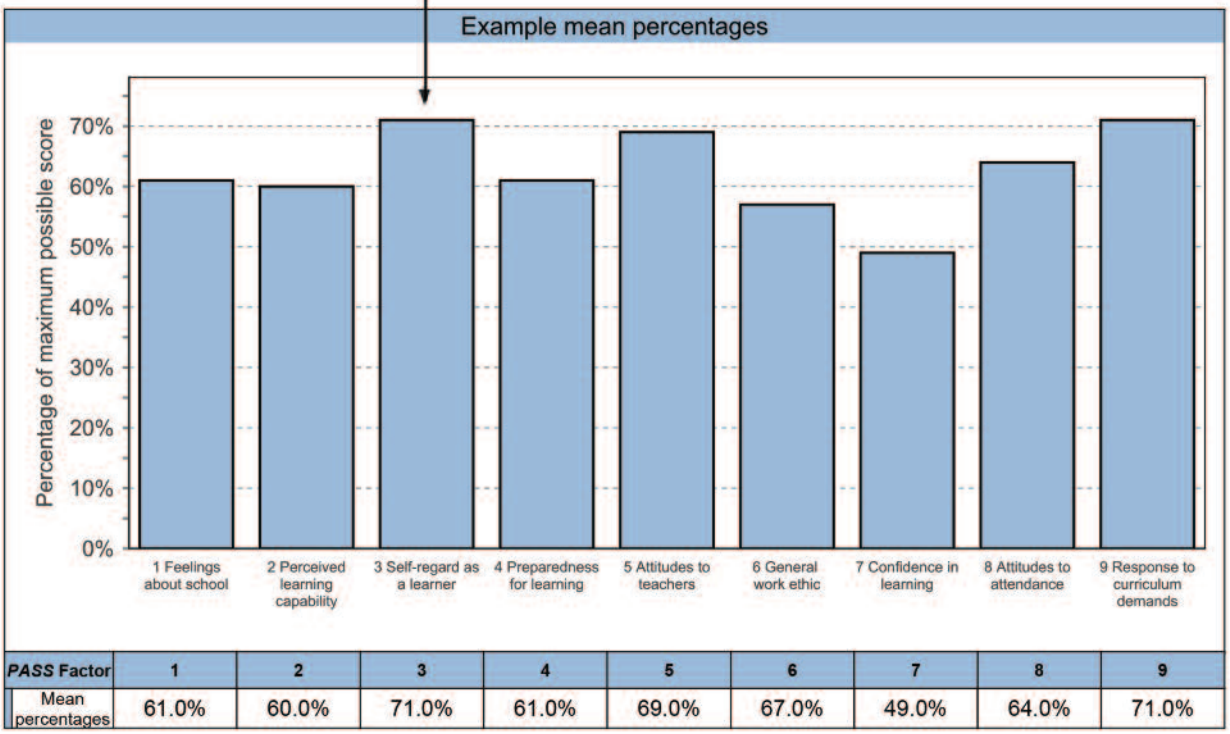
To help you make best use of the information, we have provided for your use along with this report the *PASS* Survey Report Workbook available on the GL Assessment website:

http://www.gl-assessment.co.uk/passworkbook

PASS Pupil Attitudes to Self and School

Example analysis

The bars on the chart represent the school's **non-standardised scores**.This is a score, expressed as a percentage, relative to the maximally positive response to the questions comprising a factor. For example, if boys within a school were to score a maximum of 5 out of 10 for self-regard, then their non-standardised score would be 50%. The score enables comparison across time within a school.



PASS Factor	1	2	3	4	5	6	7	8	9
Mean percentages	61.0%	60.0%	71.0%	61.0%	69.0%	67.0%	49.0%	64.0%	71.0%

Example percentiles

PASS Factor	1 Feelings about school	2 Perceived learning capability	3 Self-regard as a learner	4 Preparedness for learning	5 Attitudes to teachers	6 General work ethic	7 Confidence in learning	8 Attitudes to attendance	9 Response to curriculum demands
Percentile score	21.4	7.5	73.4	4.9	16.9	19.8	16.1	33.5	62.3

The figures in the table below each chart show the school's **standardised scores**. The numbers represent the **percentile** rank for each factor based on the percentage score shown in the chart. These percentiles are benchmarked against national norms providing a standardised indication of attitudes in the school. In the example shown, a score of 61% for Factor 1 puts the cohort in the 21.4th percentile, meaning that they are equally as or more positive than 21.4% of the population on that measure but less positive than 78.6%.

Interpreting percentile scores

The colour coding used in the report should be interpreted as a guide to help schools see at a glance the level of satisfaction that cohorts or individuals have with their school experience. Those found to be in the lowest 5% compared to the UK population should be taken as an immediate concern for the school. The average range of responses lies between the 16th and 84th percentile. Your *PASS* survey report interprets factor and item responses based on the following percentile values:

High satisfaction with their school experience	**Students/Cohorts in the 31st – 100th percentile**
Moderate satisfaction with their school experience	**Students/Cohorts in the 21st – 30th percentile**
Low moderate satisfaction with their school experience	**Students/Cohorts in the 6th – 20th percentile**
Low satisfaction with their school experience	**Students/Cohorts in the lowest 5% of responses**

Attention should be paid to the exact percentiles shown in the standardised score tables:

- Some factor responses shown in green may show a significantly high level of satisfaction and act as evidence of the success of the school's existing programmes;
- Other factor responses categorised as moderate satisfaction may have figures close to those categorised as high satisfaction but that, in combination with other factor responses, may be of either concern or encouragement to the school depending on the context.

A *PASS* survey report provides a picture of the school from the student's perspective and may challenge the assumptions held by the school's teachers, senior leaders and other staff. Successful use of *PASS* data requires an analysis across factors and regular comparison of the data with the particular context of the school.

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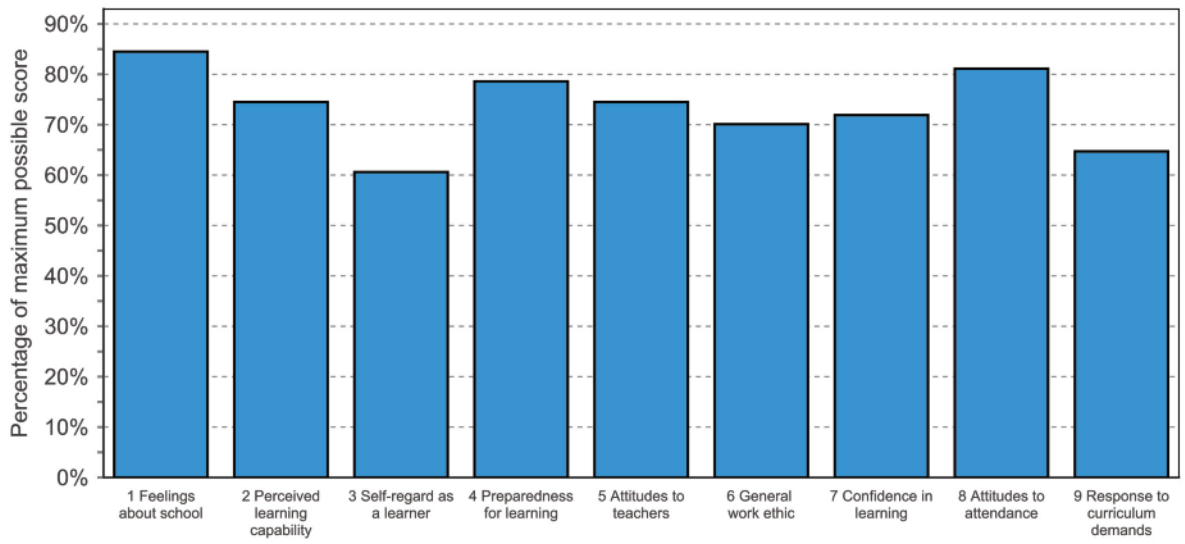
PASS Pupil Attitudes to Self and School

School: PASS Demo Primary School		
Group: Whole Cohort		
Survey period: 14/02/2014 – 28/02/2014	**Level:** PASS 2	**No. of students:** 36

PASS factor analysis

Level 1: Whole cohort profile

Overall mean percentages



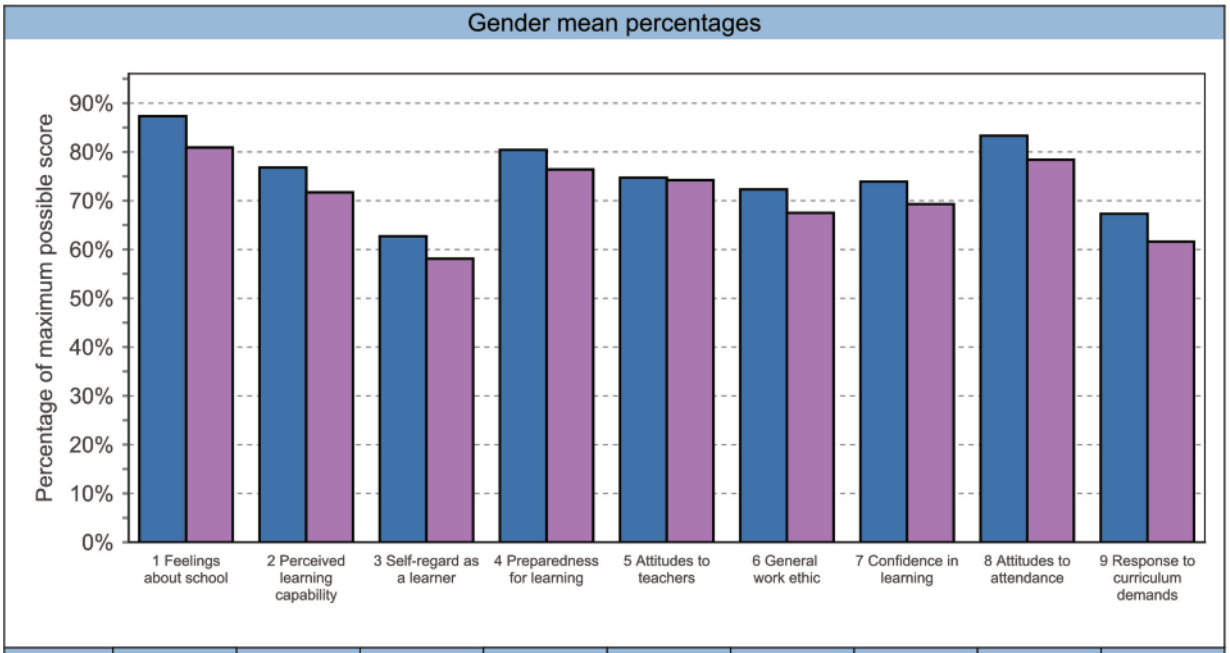
PASS Factor	1	2	3	4	5	6	7	8	9
Mean percentages	84.5%	74.5%	60.6%	78.6%	74.5%	70.1%	71.9%	81.1%	64.7%

Overall percentiles									
	1	2	3	4	5	6	7	8	9
PASS Factor	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
Percentile score	34.2	27.8	42.5	17.6	16.5	21.9	44.2	46.5	42.7

School: PASS Demo Primary School		
Group: Whole Cohort		
Survey period: 14/02/2014 – 28/02/2014	**Level:** PASS 2	**No. of students:** 36

Level 2: Gender

PASS factors analysed by gender



PASS Factor	1	2	3	4	5	6	7	8	9
Boys	87.3%	76.8%	62.7%	80.4%	74.7%	72.3%	73.9%	83.3%	67.3%
Girls	80.9%	71.7%	58.1%	76.4%	74.2%	67.5%	69.3%	78.4%	61.6%

Gender percentiles									
	1	2	3	4	5	6	7	8	9
PASS Factor	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
Boys	48.8	36.4	45.2	31.0	19.1	23.2	52.1	66.6	46.9
Girls	21.1	19.9	29.5	11.6	13.7	20.5	36.1	39.1	26.5

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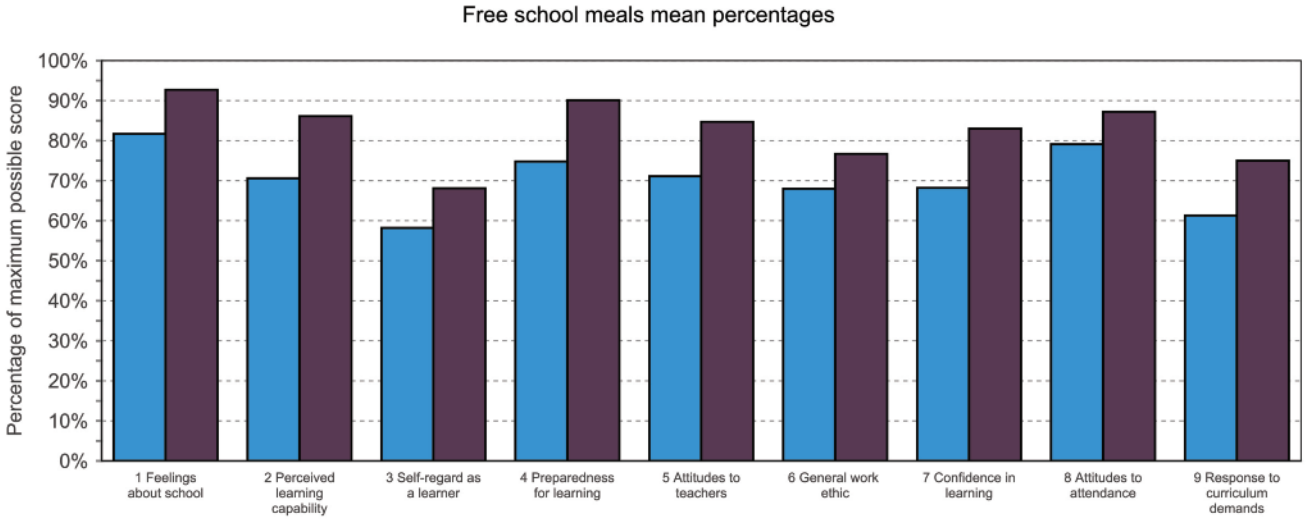
School: PASS Demo Primary School		
Group: Whole Cohort		
Survey period: 14/02/2014 – 28/02/2014	**Level:** PASS 2	**No. of students:** 36

Level 2: Free school meals

PASS factors analysed by free school meals



	PASS Factor								
	1	2	3	4	5	6	7	8	9
No	81.7%	70.6%	58.2%	74.8%	71.1%	68.0%	68.2%	79.1%	61.3%
Yes	92.7%	86.1%	68.1%	90.1%	84.7%	76.7%	83.0%	87.2%	75.0%

	Free school meals percentiles								
	1	2	3	4	5	6	7	8	9
	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
No	27.8	16.3	32.3	12.5	8.6	21.9	37.1	46.5	30.6
Yes	61.8	61.7	53.6	54.6	48.4	39.0	75.3	59.8	71.2

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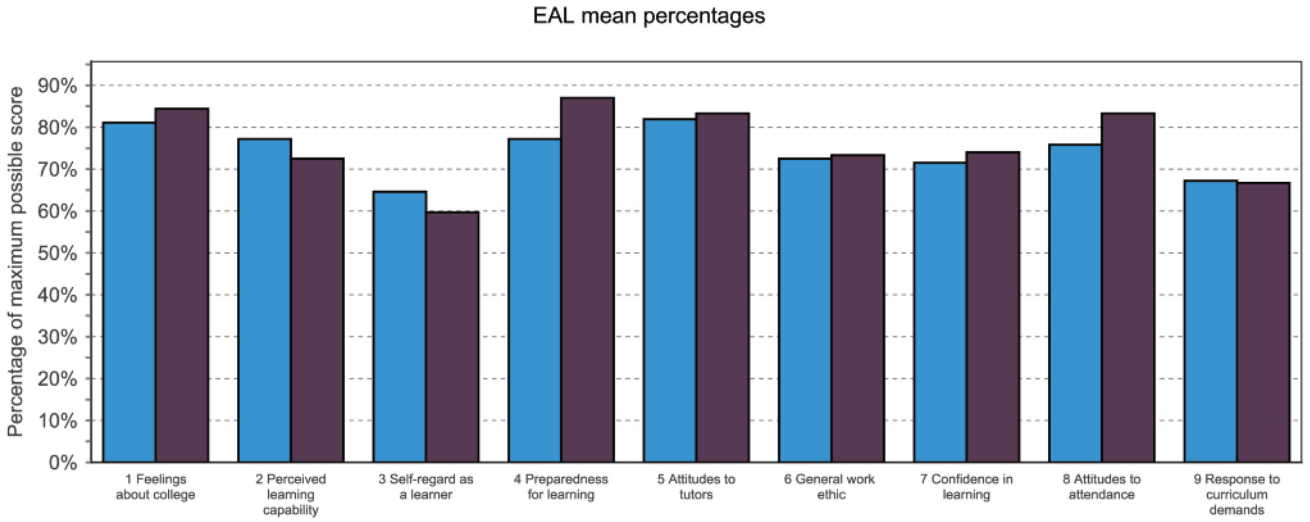
College: PASS Demo Primary School		
Group: Whole Cohort		
Survey period: 11/02/2014 – 12/02/2014	**Level:** PASS 4	**No. of students:** 21

Level 2: EAL

PASS factors analysed by EAL



	PASS Factor								
	1	2	3	4	5	6	7	8	9
No	81.1%	77.2%	64.6%	77.2%	81.9%	72.5%	71.5%	75.8%	67.2%
Yes	84.4%	72.5%	59.7%	87.0%	83.3%	73.3%	74.0%	83.3%	66.7%

	EAL percentiles								
	1	2	3	4	5	6	7	8	9
	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
No	65.2	56.1	59.5	44.0	71.5	69.0	70.8	54.9	38.4
Yes	73.4	32.3	29.1	75.4	71.5	69.0	79.7	83.0	38.4

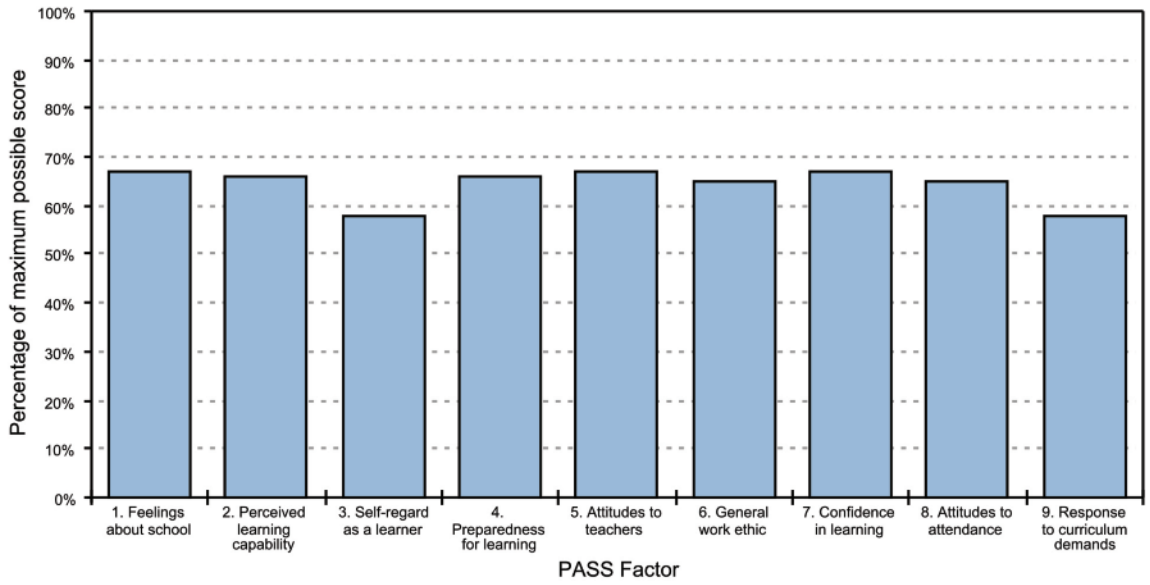
PASS Pupil Attitudes to Self and School

School: PASS Demo Secondary School		
Group: Whole Cohort		
Date of survey: 22/04/2013	**Level:** PASS 3	**No. of students:** 200

PASS factor analysis

Level 1: Whole cohort profile

Overall mean percentages



***PASS* Factor**	1 Feelings about school	2 Perceived learning capability	3 Self-regard as a learner	4 Preparedness for learning	5 Attitudes to teachers	6 General work ethic	7 Confidence in learning	8 Attitudes to attendance	9 Response to curriculum demands
Mean percentages	66.8%	66.4%	57.8%	66.0%	66.9%	64.8%	67.1%	64.8%	58.3%

Overall percentiles

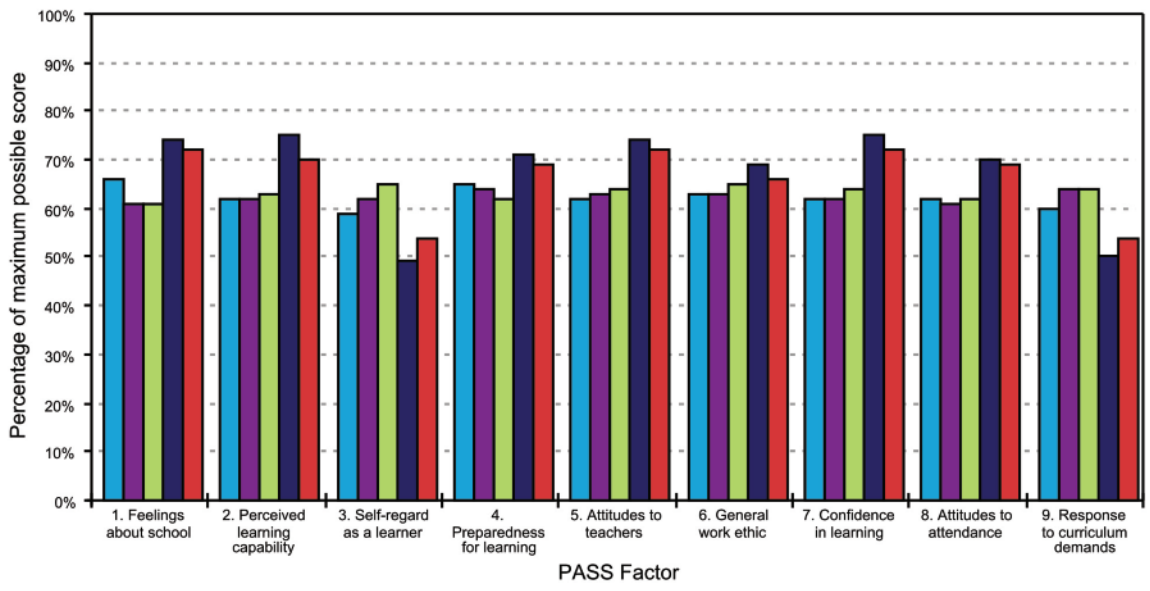
***PASS* Factor**	1 Feelings about school	2 Perceived learning capability	3 Self-regard as a learner	4 Preparedness for learning	5 Attitudes to teachers	6 General work ethic	7 Confidence in learning	8 Attitudes to attendance	9 Response to curriculum demands
Percentile score	26.2	24.0	33.6	15.5	36.2	17.4	57.9	36.3	29.2

School: PASS Demo Secondary School		
Group: Whole Cohort		
Date of survey: 22/04/2013	**Level:** PASS 3	**No. of students:** 200

Level 2: Year group

PASS factors analysed by year group

Year group mean percentages



PASS Factor	1 Feelings about school	2 Perceived learning capability	3 Self-regard as a learner	4 Preparedness for learning	5 Attitudes to teachers	6 General work ethic	7 Confidence in learning	8 Attitudes to attendance	9 Response to curriculum demands
Year 7	65.6%	61.8%	58.9%	64.9%	62.0%	62.6%	62.4%	61.9%	59.8%
Year 8	60.6%	62.4%	62.4%	63.7%	62.7%	62.6%	62.2%	61.1%	63.8%
Year 9	61.3%	63.1%	64.7%	61.7%	63.8%	64.5%	63.8%	62.0%	63.6%
Year 10	74.5%	74.6%	49.5%	71.3%	74.2%	68.7%	75.3%	70.0%	50.1%
Year 11	72.2%	70.0%	53.6%	68.5%	71.9%	65.6%	71.8%	68.9%	54.3%

Year group percentiles

PASS Factor	1 Feelings about school	2 Perceived learning capability	3 Self-regard as a learner	4 Preparedness for learning	5 Attitudes to teachers	6 General work ethic	7 Confidence in learning	8 Attitudes to attendance	9 Response to curriculum demands
Year 7	16.2	11.7	32.2	6.7	12.7	13.1	42.0	18.9	27.6
Year 8	15.4	13.5	47.2	11.0	21.8	15.9	49.7	26.0	45.2
Year 9	23.7	14.0	62.6	8.9	27.0	17.8	51.2	28.6	46.2
Year 10	65.9	56.8	14.1	37.9	67.8	42.9	86.3	57.0	9.0
Year 11	49.9	31.7	22.9	25.0	67.0	22.1	77.8	54.5	17.5

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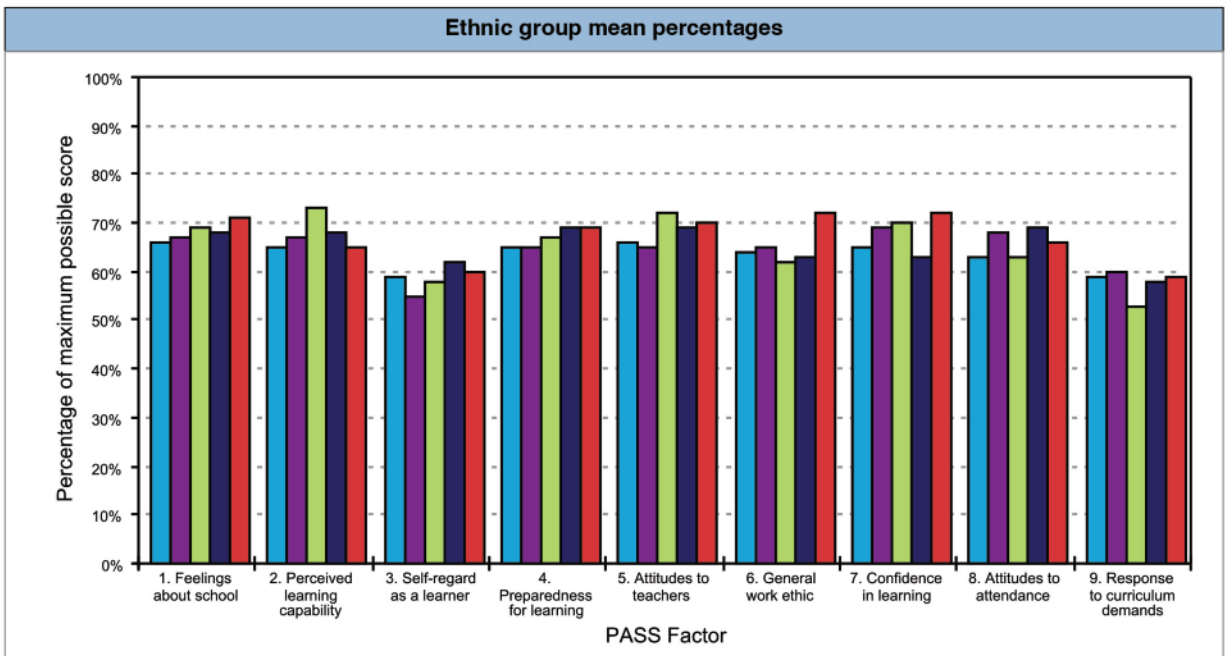
School: PASS Demo Secondary School		
Group: Whole Cohort		
Date of survey: 22/04/2013	**Level:** PASS 3	**No. of students:** 200

Level 2: Ethnic group

PASS factors analysed by ethnic group



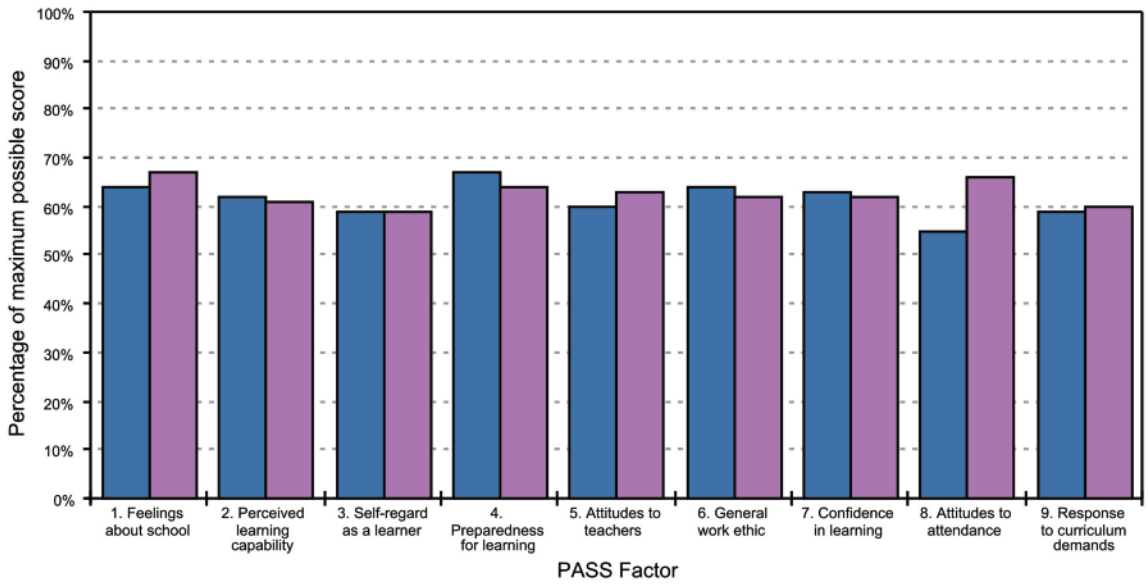
PASS Factor	1 Feelings about school	2 Perceived learning capability	3 Self-regard as a learner	4 Preparedness for learning	5 Attitudes to teachers	6 General work ethic	7 Confidence in learning	8 Attitudes to attendance	9 Response to curriculum demands
White - British	65.8%	65.2%	59.1%	65.4%	66.4%	64.1%	65.4%	63.3%	59.0%
Irish	66.6%	67.1%	55.5%	64.8%	64.8%	65.3%	68.6%	67.8%	59.8%
White - Gypsy/Roma	81.3%	72.5%	39.6%	69.4%	78.1%	72.5%	89.1%	67.5%	40.0%
White - Other	71.9%	69.6%	50.0%	69.8%	62.5%	63.6%	74.6%	68.6%	50.7%
Mixed - White & Black Caribbean	68.4%	68.3%	62.1%	69.4%	68.8%	62.5%	63.1%	69.0%	58.0%
Mixed - White & Asian	70.1%	68.6%	51.8%	71.4%	78.6%	70.7%	69.2%	65.0%	55.0%
Asian or Asian British - Indian	69.0%	72.5%	57.6%	66.9%	71.6%	62.3%	69.9%	63.2%	53.2%
Asian or Asian British - Pakistani	70.3%	75.0%	45.8%	72.2%	62.5%	67.5%	79.7%	67.5%	52.5%
Black or Black British - Caribbean	70.8%	65.0%	59.7%	69.4%	70.1%	72.2%	71.9%	66.1%	59.4%

School: PASS Demo Secondary School		
Group: Year 7		
Date of survey: 22/04/2013	**Level:** PASS 3	**No. of students:** 200

Level 2: Year and gender

PASS factors analysed by year and gender

Year 7 mean percentages



PASS Factor	1 Feelings about school	2 Perceived learning capability	3 Self-regard as a learner	4 Preparedness for learning	5 Attitudes to teachers	6 General work ethic	7 Confidence in learning	8 Attitudes to attendance	9 Response to curriculum demands
Boys	64.2%	62.5%	59.2%	66.9%	60.0%	63.7%	63.1%	55.3%	59.3%
Girls	66.5%	61.4%	58.7%	63.8%	63.3%	62.0%	62.0%	65.8%	60.0%

Year and gender percentiles

PASS Factor	1 Feelings about school	2 Perceived learning capability	3 Self-regard as a learner	4 Preparedness for learning	5 Attitudes to teachers	6 General work ethic	7 Confidence in learning	8 Attitudes to attendance	9 Response to curriculum demands
Year 7 Boys	19.7	12.7	35.1	12.3	13.4	13.2	42.6	16.0	31.7
Year 7 Girls	12.6	10.7	29.3	4.4	12.1	5.0	41.4	21.9	23.5
Year 8 Boys	22.9	17.8	47.7	12.8	34.5	6.2	48.3	29.9	32.4
Year 8 Girls	12.8	10.0	46.7	9.1	22.0	16.0	51.1	22.0	42.3
Year 9 Boys	25.2	16.6	60.0	9.3	40.1	17.2	47.1	42.5	30.5
Year 9 Girls	17.0	15.7	49.7	8.6	28.4	18.4	55.4	26.5	45.3
Year 10 Boys	75.7	63.0	7.3	39.1	66.3	65.9	88.5	73.8	4.3
Year 10 Girls	40.1	38.8	24.3	26.0	69.4	22.2	83.8	40.2	16.9
Year 11 Boys	41.0	28.8	20.9	19.7	42.6	21.5	74.2	41.1	17.9
Year 11 Girls	62.9	34.7	24.9	22.5	67.2	22.8	81.4	52.8	17.1

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School: PASS Demo Secondary School		
Group: Whole Cohort		
Survey period: 12/02/2014 – 25/02/2014	**Level:** PASS 3	**No. of students:** 53

Individual profiles

Student name	Tutor group	Year	1 Feelings about school	2 Perceived learning capability	3 Self-regard as a learner	4 Preparedness for learning	5 Attitudes to teachers	6 General work ethic	7 Confidence in learning	8 Attitudes to attendance	9 Response to curriculum demands
Paul Bassett	Y7	7	63.2	85.1	70.3	63.7	58.2	28.6	74.7	79.1	74.3
George Bell	Y7	7	28.1	35.6	14.9	26.7	40.2	28.6	66.8	27.0	17.2
Amy Benson	Y7	7	79.3	4.6	5.6	2.6	89.4	13.1	0.9	79.1	27.6
Daniel Carpenter	Y7	7	71.3	62.8	22.5	63.7	74.4	28.6	74.7	53.7	27.6
Jane Craddock	Y7	7	79.3	99.1	80.3	73.6	100.0	50.3	94.2	67.9	85.8
Sarah Granger	Y7	7	1.0	0.6	14.9	0.4	1.0	0.3	0.6	5.1	5.3
Charlotte O'Hara	Y7	7	92.9	71.1	58.0	73.6	89.4	28.6	74.7	87.4	58.3
Rita Stokes	Y7	7	92.9	94.6	80.3	90.9	74.4	50.3	81.4	100.0	93.8
Eleanor Thraves	Y7	7	21.4	44.5	44.6	35.4	22.4	28.6	74.7	38.8	58.3
Lucie Birdsall	Y8	8	54.4	41.3	22.9	30.3	56.0	33.7	74.4	66.4	10.3
Ian Challenor	Y8	8	33.2	18.3	9.1	76.8	85.2	57.4	31.6	26.0	5.2
James Hayes	Y8	8	63.9	68.7	73.6	40.5	56.0	57.4	49.7	36.7	45.2
Harry Jones	Y8	8	0.7	1.4	14.8	0.3	3.6	6.2	3.0	0.8	5.2
Liam Matthews	Y8	8	100.0	82.7	47.2	90.8	100.0	92.6	90.9	97.2	29.7
Kieran New	Y8	8	84.8	68.7	73.6	50.5	94.8	92.6	86.7	87.6	63.5
Susan Price	Y8	8	63.9	60.4	47.2	59.8	56.0	33.7	81.2	66.4	45.2
Jane Saunders	Y8	8	72.1	41.3	14.8	30.3	85.2	6.2	66.5	26.0	2.6
Matthew Shelby	Y8	8	79.0	76.3	47.2	90.8	73.0	79.1	74.4	79.2	63.5
James Smith	Y8	8	63.9	51.1	61.3	76.8	73.0	33.7	86.7	79.2	63.5
Maisie Smith	Y8	8	3.8	2.8	1.8	0.5	1.9	2.4	12.3	4.3	5.2
Ramana Ali	Y9	9	71.5	98.3	97.9	93.6	96.4	83.3	96.7	70.6	90.5
Natasha Bertram	Y9	9	89.3	63.8	47.8	66.5	96.4	62.2	76.9	82.9	46.2
Sienna Chapman	Y9	9	1.0	3.9	14.0	0.5	2.4	0.6	1.1	4.9	4.3

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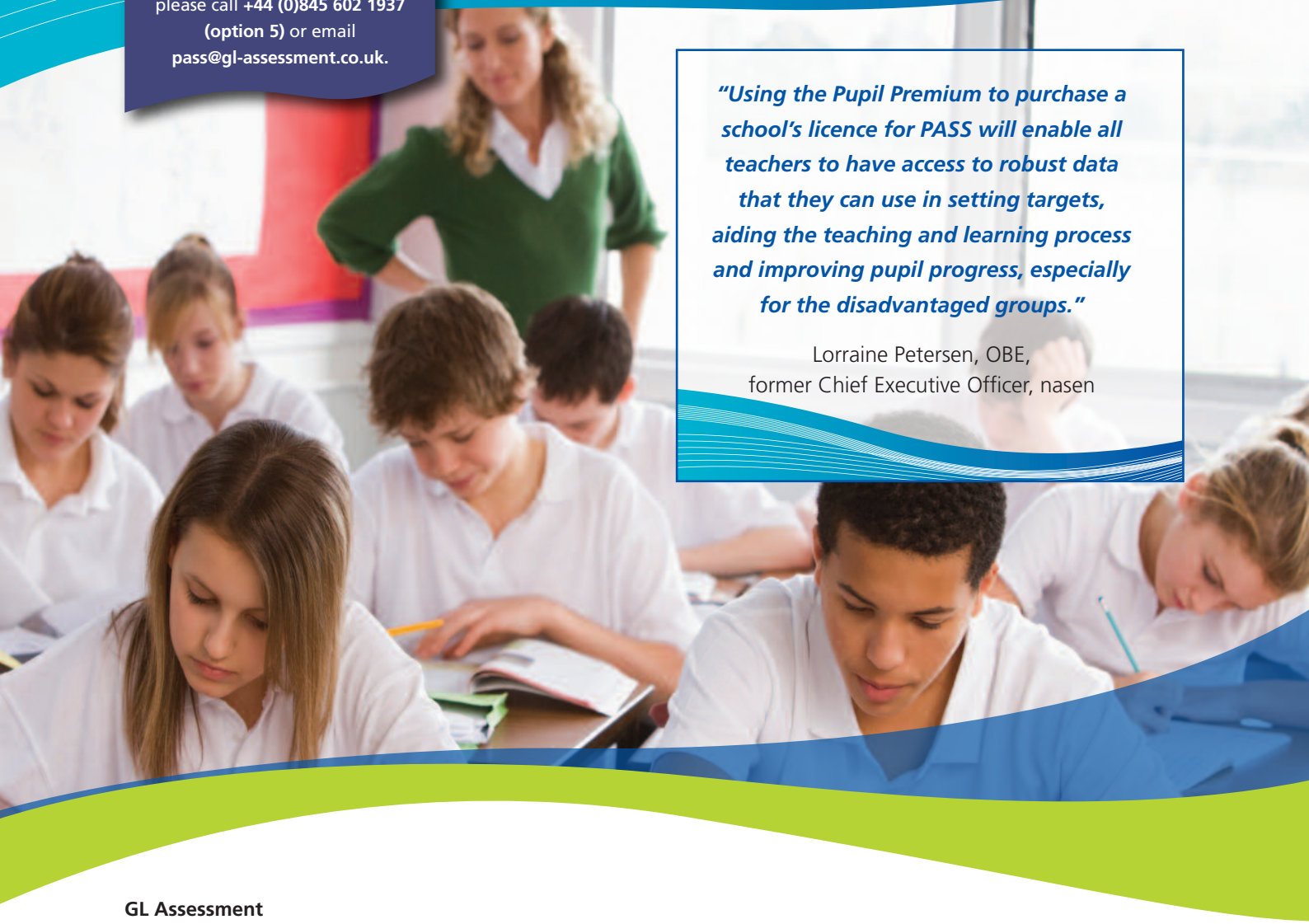
For more information

For help and advice or to discuss your requirements with one of our consultants, please call **+44 (0)845 602 1937 (option 5)** or email **pass@gl-assessment.co.uk.**



"Using the Pupil Premium to purchase a school's licence for PASS will enable all teachers to have access to robust data that they can use in setting targets, aiding the teaching and learning process and improving pupil progress, especially for the disadvantaged groups."

Lorraine Petersen, OBE,
former Chief Executive Officer, nasen

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