GL Assessment ®

School: Assessment Insights

Survey period: 17/01/2024 – 26/07/2024

Level: PASS 2

PASS

Survey report

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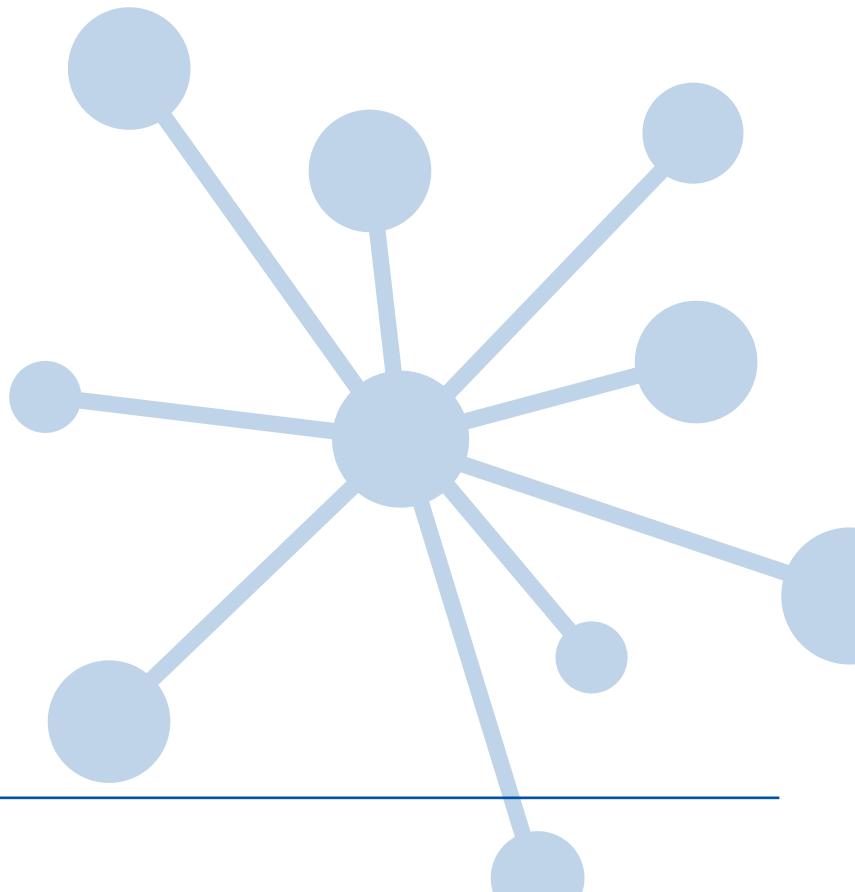
Survey report

School: Assessment Insights		
Group: Unknown		
Survey period: 17/01/2024 – 26/07/2024	Level: PASS 2	No. of pupils: 3

What is *PASS*?

The success of young people's educational experience is heavily determined by the attitudes that they bring to their learning, their sense of aspiration and the feelings they have about their place in the broader social context of the school. The Pupil Attitude to Self and School *(PASS)* is a powerful, multi-factorial measure of pupils attitudes to school, learning and success. The data it yields can be used as a means of establishing baselines and to support effective planning and implementation of interventions at individual, group and whole school levels.

The data can be viewed for one administration or monitored over time. Teachers can also triangulate *PASS* data with GL Assessment's Cognitive Abilities Tests, progress measures or curriculum assessments to make informed decisions about future learning.

Why use *PASS*?

The *PASS* survey report provides a picture of the school from the pupil's perspective and may challenge the assumptions held by the school's teachers, senior leaders and other staff.

The benefits of *PASS* are extensive. In particular, it helps schools to:

- Establish their pupils' perceptions of their school and learning experience;
- Help teaching staff, support staff and senior leaders to challenge their own assumptions about the school and its pupils;
- Provide information for the school's self-evaluation and development;
- Inform teaching and learning strategies and intervention programmes;
- Understand and address challenging behaviour;
- Address attendance issues through the identification of underlying factors as well identifying those most at risk of becoming alienated;
- Support the identification of emotionally vulnerable young people and those with possible mental health issues, to ensure those most at risk do not slip through the net;
- Provide an objective means for joint collaborative problem-solving, working with parents, carers and extended families, external agencies and other professionals supporting young people.

The *PASS* factors are:

Factor 1 – Feelings about school	Measuring pupils' sense of well-being, safety and comfort in school.
Factor 2 – Perceived learning capability	Measures pupils' views of how positive and successful they feel in their specific capabilities as learners.
Factor 3 – Self-regard as a learner	Measures the impact of their learning on their concept of self more generally.
Factor 4 – Preparedness for learning	Measures pupils' perceptions of their behaviour and attitude in learning situations (including metacognitive skills).
Factor 5 – Attitudes to teachers	Measures pupils' perceptions of their relationships with teachers.
Factor 6 – General work ethic	Measures pupils' attitudes and responses to work in general.
Factor 7 – Confidence in learning	Measures pupils' confidence in approaching and dealing with learning and perseverance when presented with challenging tasks, and includes associated feelings such as a 'high' anxiety element.
Factor 8 – Attitudes to attendance	Measures pupils' attitudes to attendance at school.
Factor 9 – Response to curriculum demands	Measures pupils' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.

Understanding the PASS report

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.

Successful use of *PASS* data requires an analysis across factors and regular comparison of the data with the particular context of the school.

In the report you will find three levels of analysis:

Level 1 Analysis

- Whole cohort analysis

Level 2 Analysis

- Analysis by **gender**
- Analysis by **year group**
- Analysis by **ethnic group**
- Analysis by **year group** and **gender**
- Analysis by **ethnic group** and **gender**

Level 3 Analysis

- Individual profiles
- Item level analysis

Data measures

PASS reports include two distinct data measures.

The **mean percentage** scores (non-standardised), shown in the bar charts, look at the school on its own and do not include any comparisons with other schools. They are particularly useful 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;
- Compare two consecutive surveys to measure changes across time.

The **percentile rank** (standardised) are 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. Individual profiles and item level analysis show percentiles only.

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.

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.

Example 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	61.0%	60.0%	71.0%	61.0%	59.0%	67.0%	49.0%	64.0%	71.0%
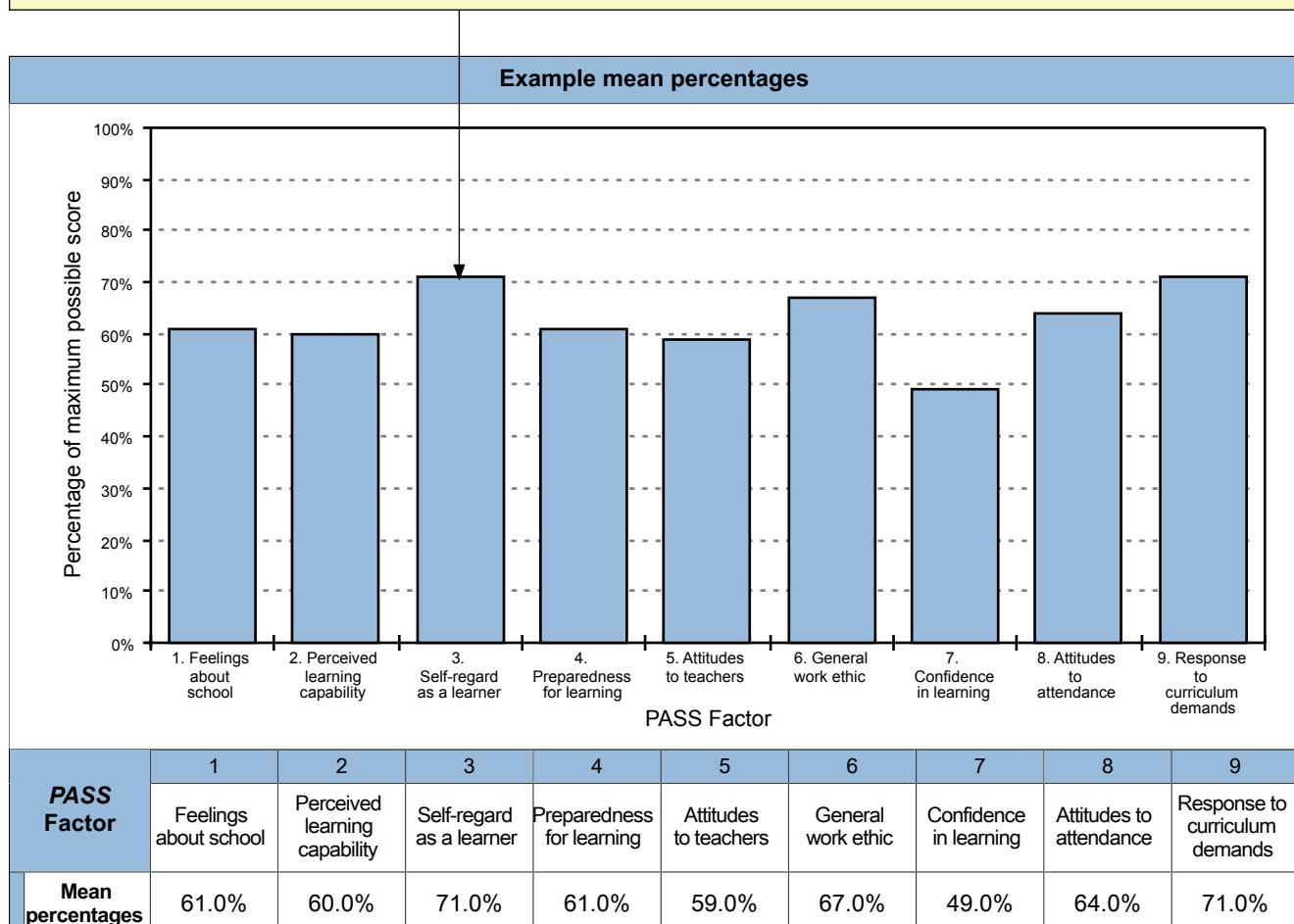
Example percentiles									
PASS Factor	1 Feelings about school	2 Perceived learning capability	3 Self-regard as a learner	4 Preparedness for learning	5 Attitudes to teachers	6 General work ethic	7 Confidence in learning	8 Attitudes to attendance	9 Response to curriculum demands
Percentile score	21.4	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 21.4[th] 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.

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

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

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

- identify what **supports** your perceptions about your pupils' attitudes to school and their learning experience;
- identify what **does not support** your perceptions about your pupils' attitudes to school and their learning experience;
- use your **professional judgement** to address what doesn't match your assumptions;
- continue to **involve your pupils** in any work developed from the *PASS* survey.

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: https://support.gl-assessment.co.uk/knowledge-base/assessments/pass-support/downloads/downloads/

School: Assessment Insights		
Group: Unknown		
Survey period: 17/01/2024 – 26/07/2024	**Level:** PASS 2	**No. of pupils:** 3

School respondent analysis

	Category	Frequency	Percentage
Gender	**Boys**	1	33.3%
	Girls	2	66.7%
Year group	**Year 3**	1	33.3%
	Year 6	2	66.7%
Year and gender	**Year 3 Boys**	1	33.3%
	Year 6 Girls	2	66.7%

School: Assessment Insights		
Group: Unknown		
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PASS factor analysis

Level 1: Whole cohort profile

Overall mean percentages

PASS Factor	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
Mean percentages	53.1%	58.3%	80.6%	63.0%	58.3%	56.7%	63.5%	53.3%	75.0%
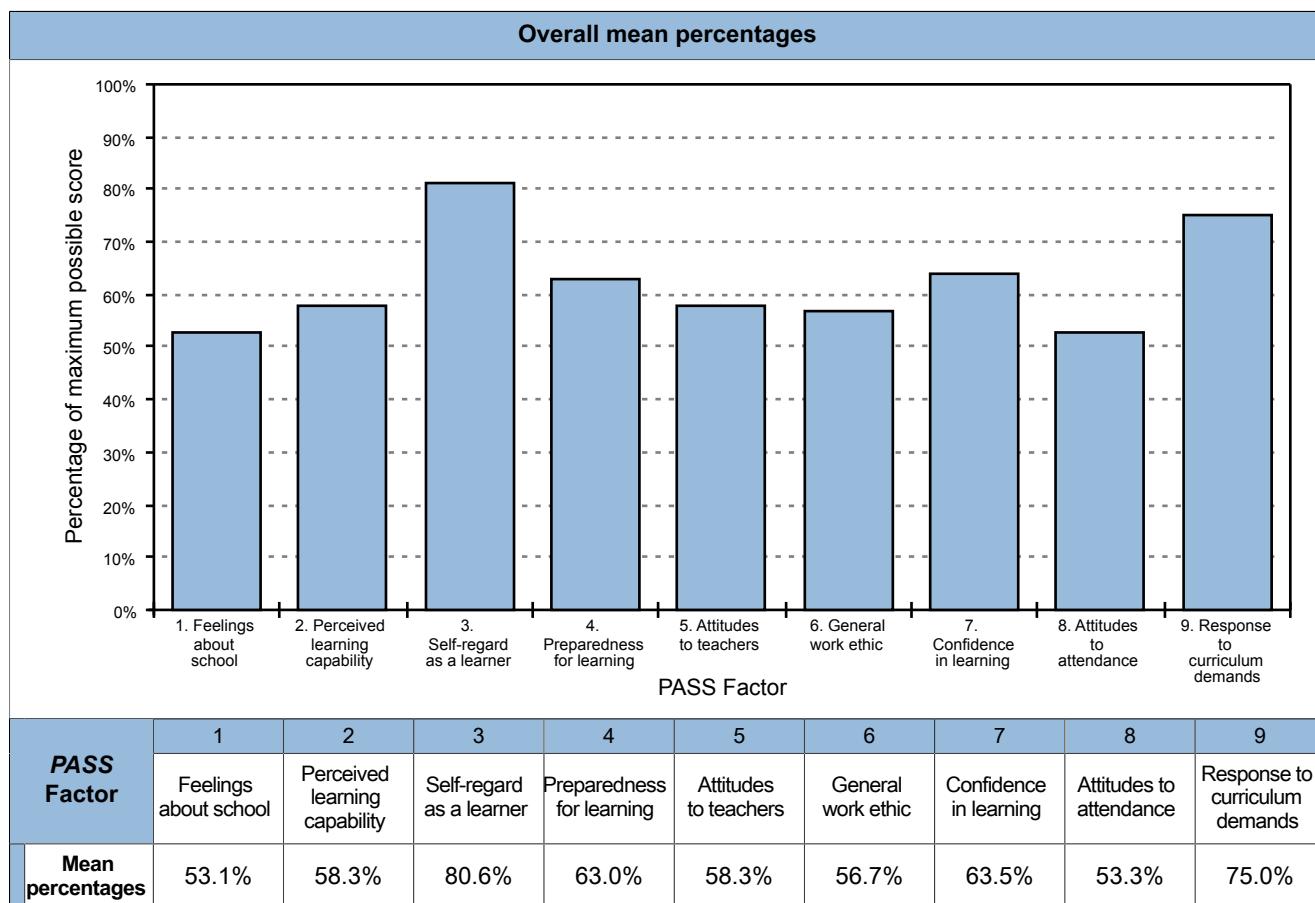
Overall percentiles

PASS Factor	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
Percentile score	3.4	3.5	82.7	3.0	2.6	2.0	25.0	8.8	71.2

School: Assessment Insights		
Group: Unknown		
Survey period: 17/01/2024 – 26/07/2024	**Level:** PASS 2	**No. of pupils:** 3

Level 2: Gender

PASS factors analysed by gender

Gender 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	68.8%	62.5%	66.7%	80.6%	75.0%	65.0%	71.9%	50.0%	70.0%
Girls	45.3%	56.3%	87.5%	54.2%	50.0%	52.5%	59.4%	55.0%	77.5%

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
Boys	14.7	7.8	56.0	31.0	19.1	10.5	44.8	8.4	61.8
Girls	1.2	2.7	93.8	0.6	1.1	1.7	18.3	5.4	80.2

School: Assessment Insights		
Group: Unknown		
Survey period: 17/01/2024 – 26/07/2024	**Level:** PASS 2	**No. of pupils:** 3

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 3	68.8%	62.5%	66.7%	80.6%	75.0%	65.0%	71.9%	50.0%	70.0%
Year 6	45.3%	56.3%	87.5%	54.2%	50.0%	52.5%	59.4%	55.0%	77.5%
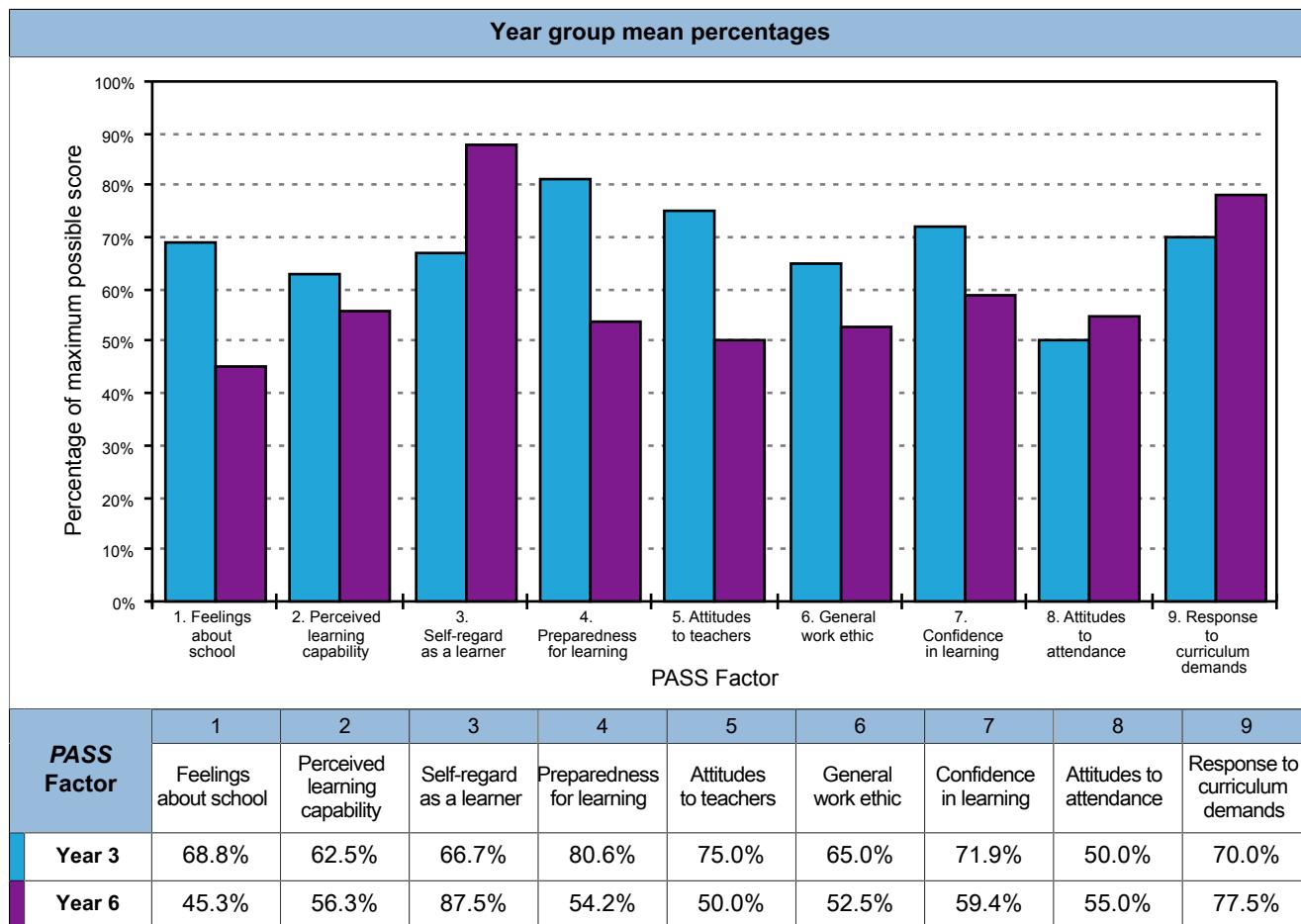
	Year group percentiles								
PASS Factor	1 Feelings about school	2 Perceived learning capability	3 Self-regard as a learner	4 Preparedness for learning	5 Attitudes to teachers	6 General work ethic	7 Confidence in learning	8 Attitudes to attendance	9 Response to curriculum demands
Year 3	8.1	5.2	54.3	17.7	12.2	9.6	33.7	5.2	60.8
Year 6	2.1	3.7	95.5	1.4	1.8	1.5	23.0	9.3	82.5

School: Assessment Insights	
Group: Unknown	
Survey period: 17/01/2024 – 26/07/2024	**Level:** PASS 2 **No. of pupils:** 3

Level 2: Year and gender

PASS factors analysed by year and gender

Year 3 mean percentages

PASS Factor	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
Boys	68.8%	62.5%	66.7%	80.6%	75.0%	65.0%	71.9%	50.0%	70.0%

Year 6 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
Girls	45.3%	56.3%	87.5%	54.2%	50.0%	52.5%	59.4%	55.0%	77.5%

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 3 Boys	8.1	5.2	54.3	17.7	12.2	9.6	33.7	5.2	60.8
Year 6 Girls	2.1	3.7	95.5	1.4	1.8	1.5	23.0	9.3	82.5

School: Assessment Insights		
Group: Unknown		
Survey period: 17/01/2024 – 26/07/2024	**Level:** PASS 2	**No. of pupils:** 3

Response to Feelings about school

PASS satisfaction levels for each group of students:
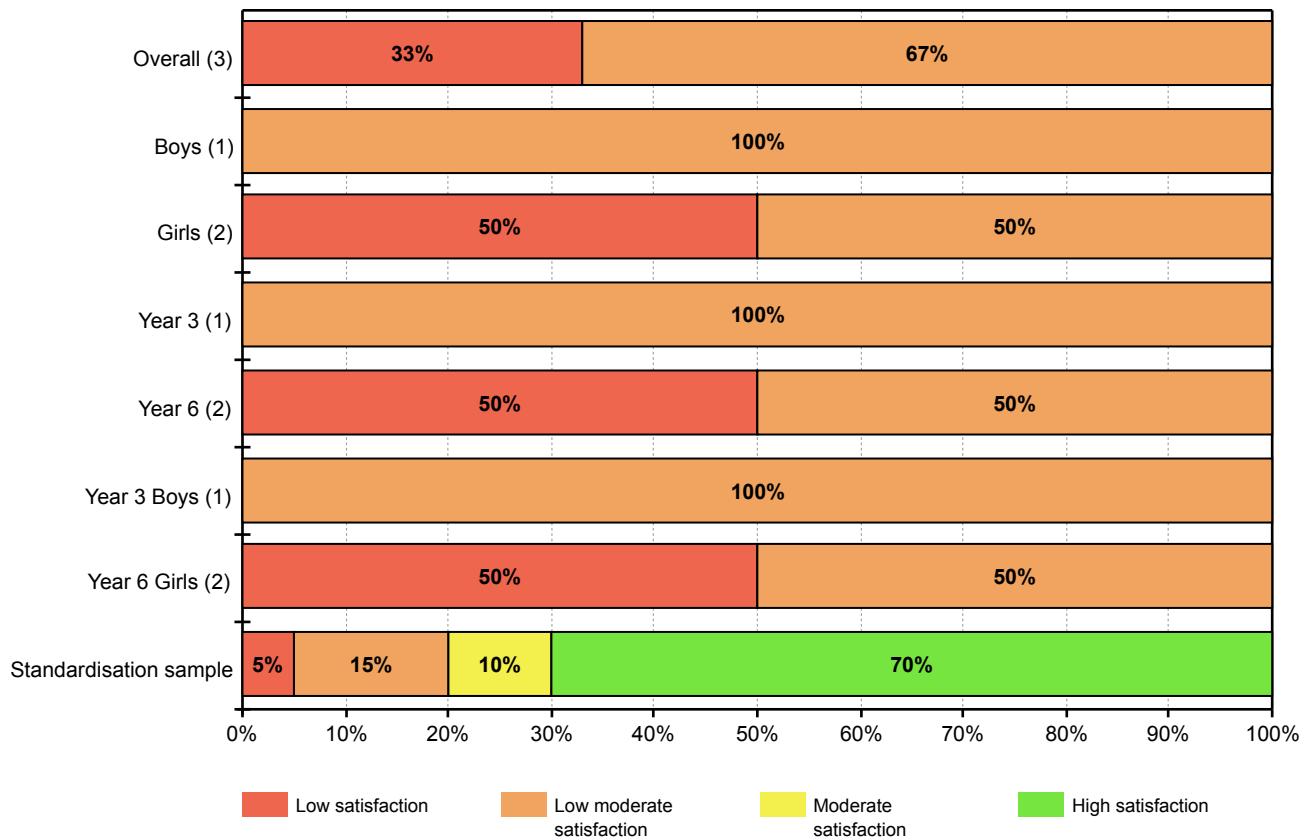
Group	Low satisfaction	Low moderate satisfaction	Moderate satisfaction	High satisfaction
Overall (3)	33%	67%		
Boys (1)		100%		
Girls (2)	50%	50%		
Year 3 (1)		100%		
Year 6 (2)	50%	50%		
Year 3 Boys (1)		100%		
Year 6 Girls (2)	50%	50%		
Standardisation sample	5%	15%	10%	70%

Legend:
- ■ Low satisfaction
- ■ Low moderate satisfaction
- ■ Moderate satisfaction
- ■ High satisfaction

School: Assessment Insights		
Group: Unknown		
Survey period: 17/01/2024 – 26/07/2024	**Level:** PASS 2	**No. of pupils:** 3

Response to Perceived learning capability

PASS satisfaction levels for each group of students:
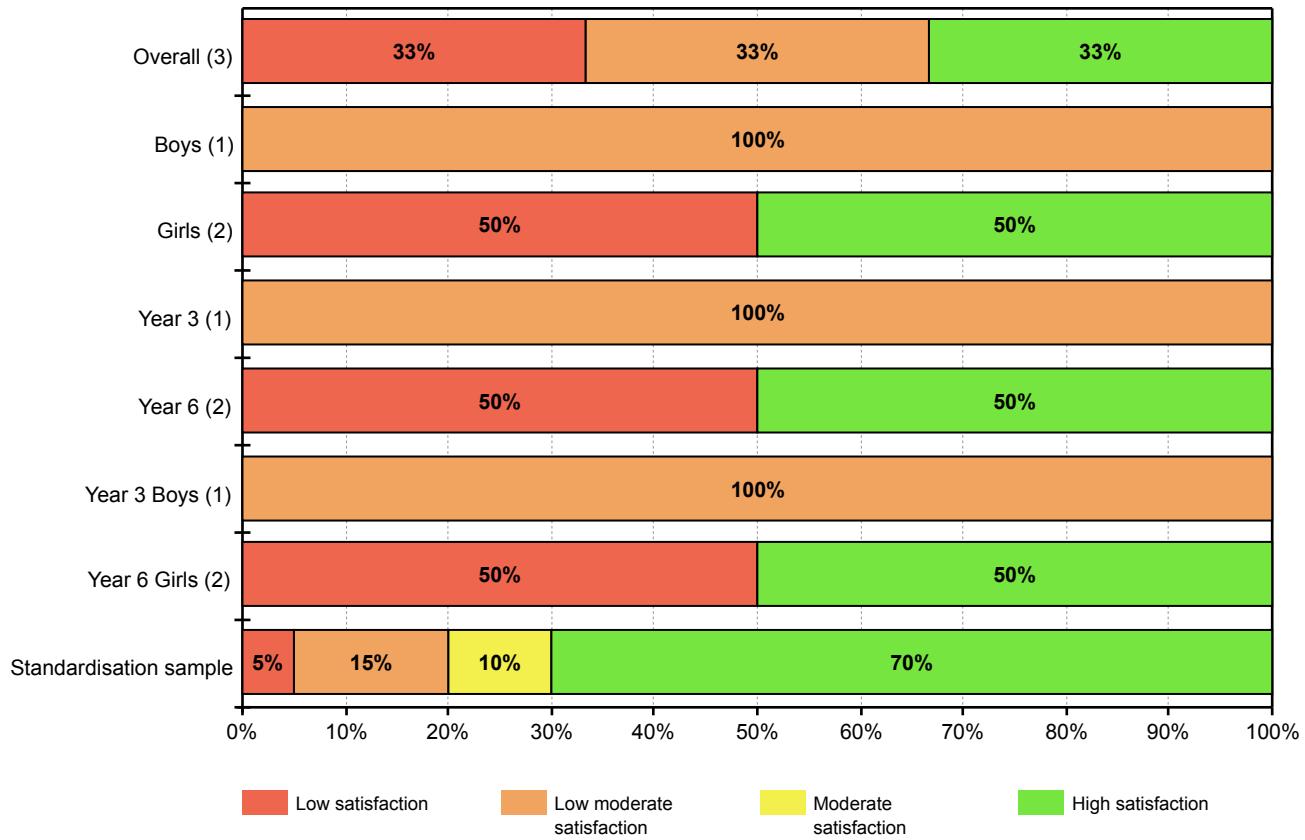
School: Assessment Insights	
Group: Unknown	
Survey period: 17/01/2024 – 26/07/2024	**Level:** PASS 2	**No. of pupils:** 3

Response to Self-regard as a learner

PASS satisfaction levels for each group of students:
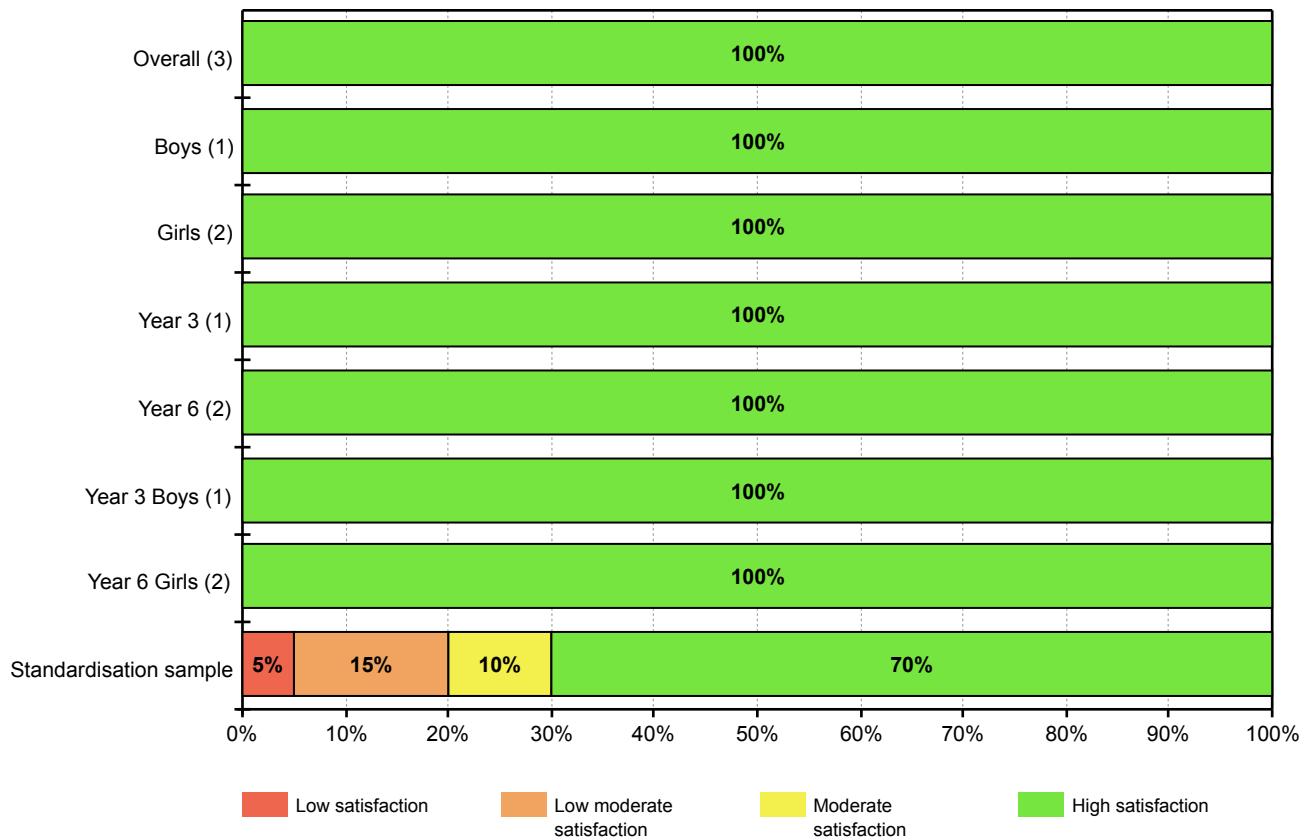
School: Assessment Insights		
Group: Unknown		
Survey period: 17/01/2024 – 26/07/2024	**Level:** PASS 2	**No. of pupils:** 3

Response to Preparedness for learning

PASS satisfaction levels for each group of students:
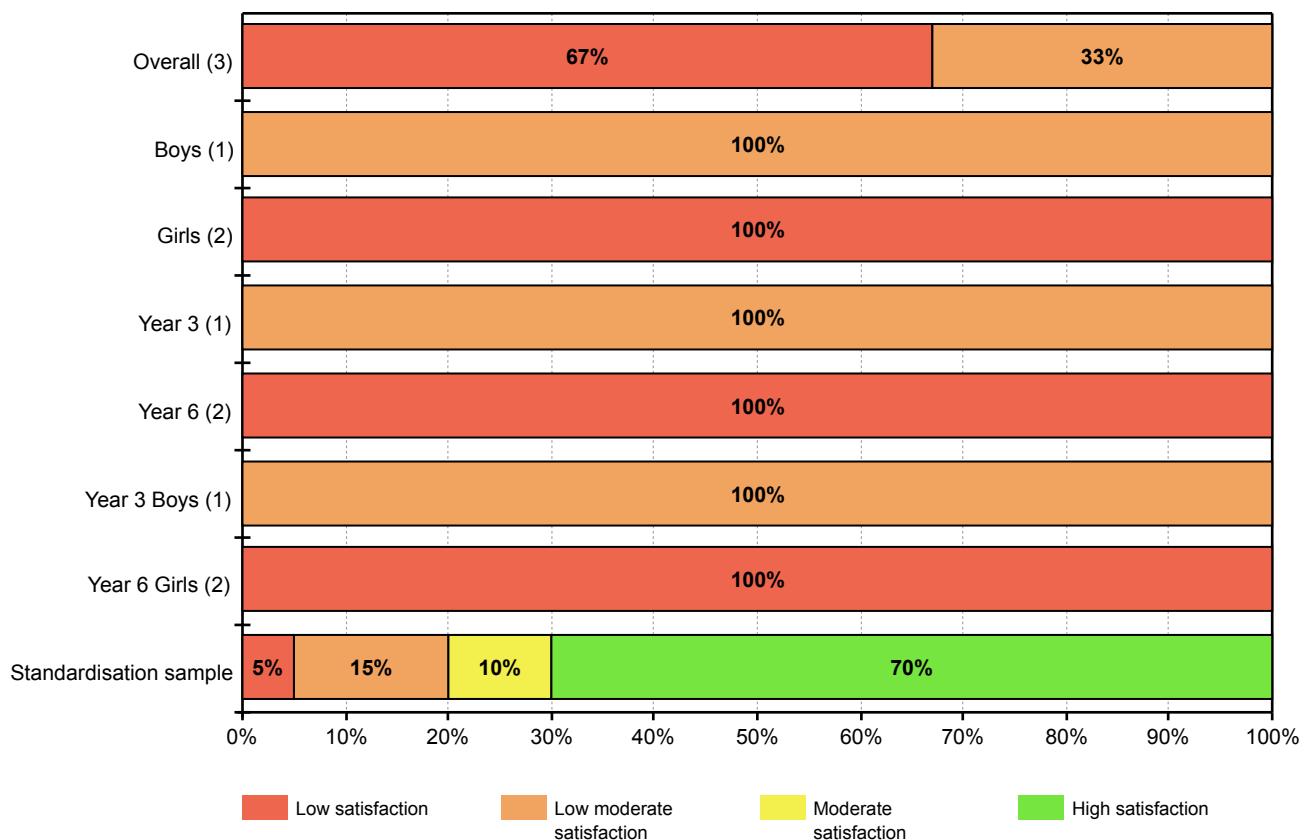
Legend: Low satisfaction, Low moderate satisfaction, Moderate satisfaction, High satisfaction

School: Assessment Insights		
Group: Unknown		
Survey period: 17/01/2024 – 26/07/2024	**Level:** PASS 2	**No. of pupils:** 3

Response to Attitudes to teachers

PASS satisfaction levels for each group of students:
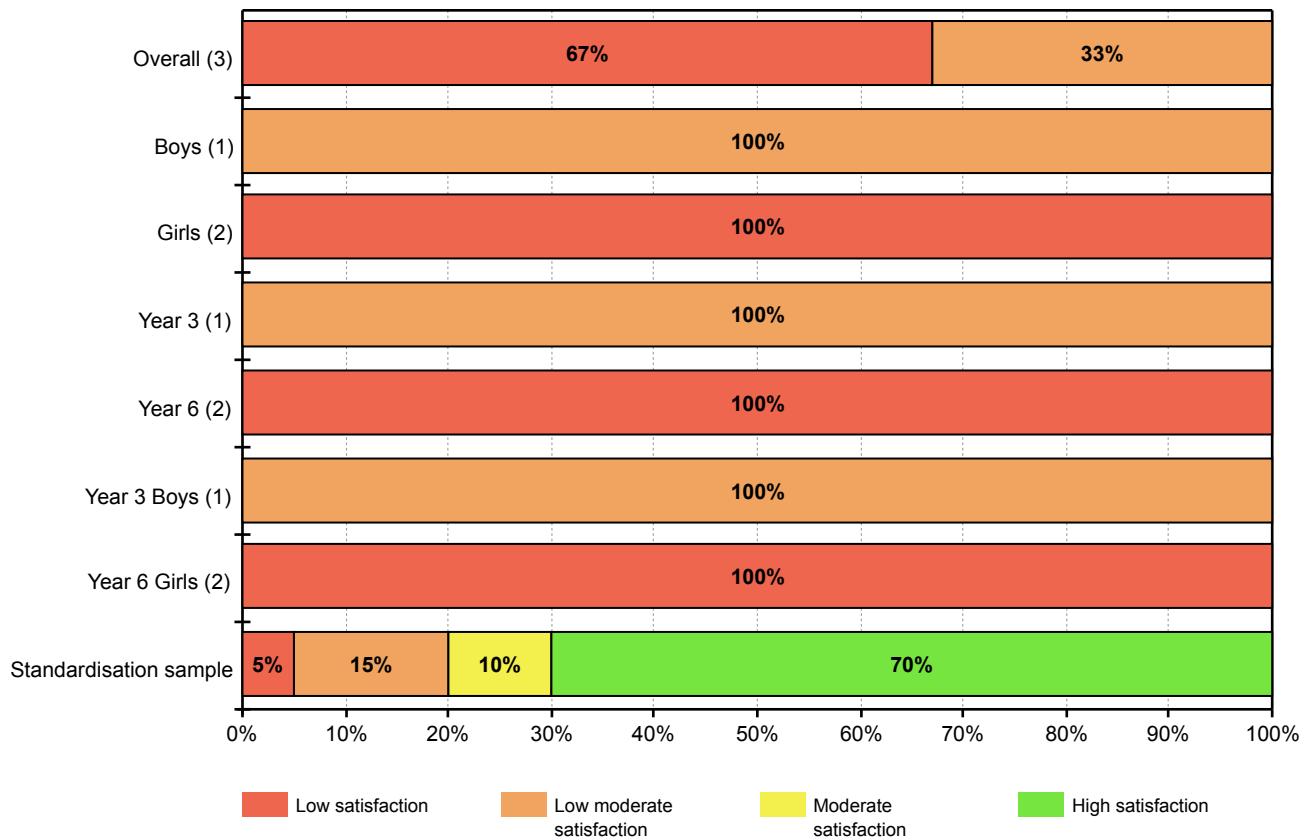
School: Assessment Insights		
Group: Unknown		
Survey period: 17/01/2024 – 26/07/2024	**Level:** PASS 2	**No. of pupils:** 3

Response to General work ethic

PASS satisfaction levels for each group of students:
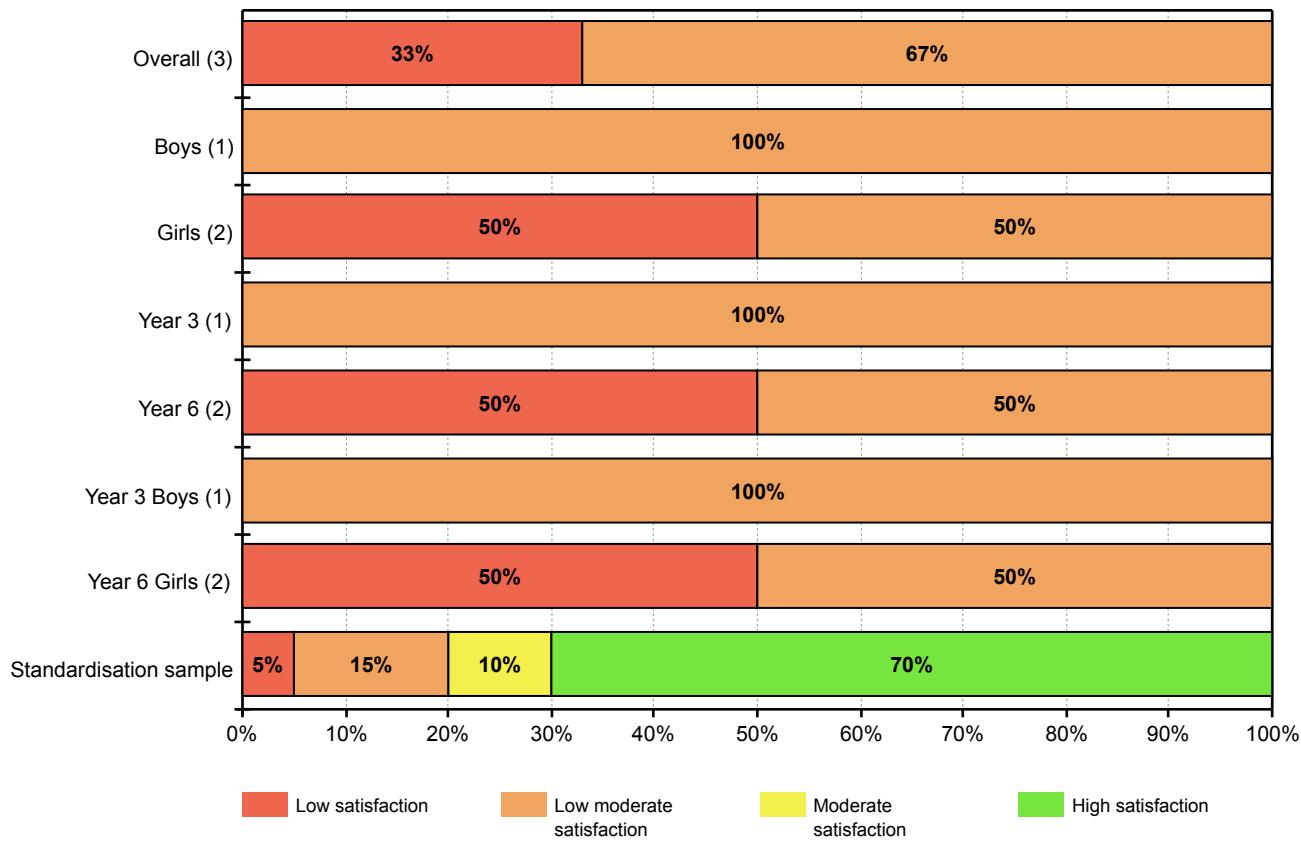
Low satisfaction	Low moderate satisfaction	Moderate satisfaction	High satisfaction

School: Assessment Insights		
Group: Unknown		
Survey period: 17/01/2024 – 26/07/2024	**Level:** PASS 2	**No. of pupils:** 3

Response to Confidence in learning

PASS satisfaction levels for each group of students:
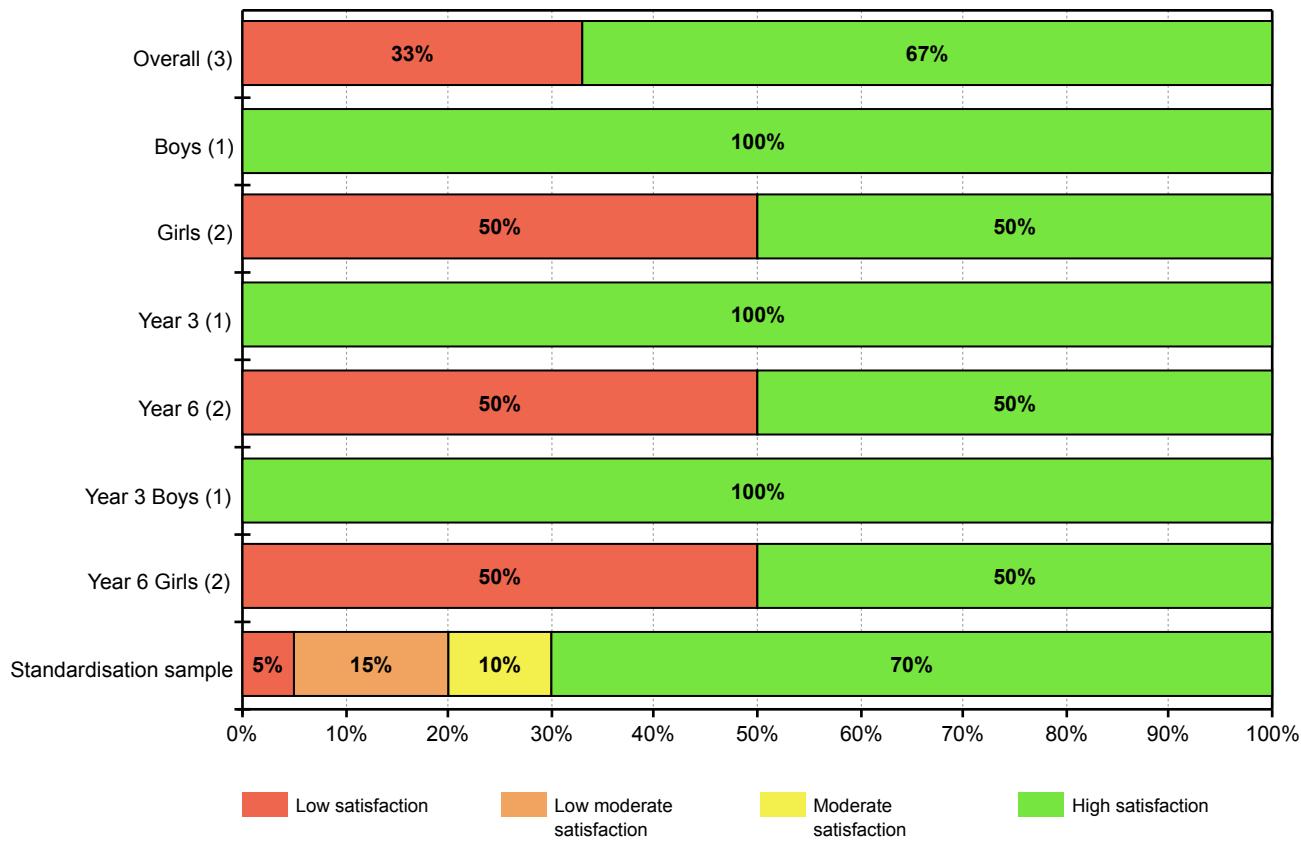
School: Assessment Insights		
Group: Unknown		
Survey period: 17/01/2024 – 26/07/2024	**Level:** PASS 2	**No. of pupils:** 3

Response to Attitudes to attendance

PASS satisfaction levels for each group of students:
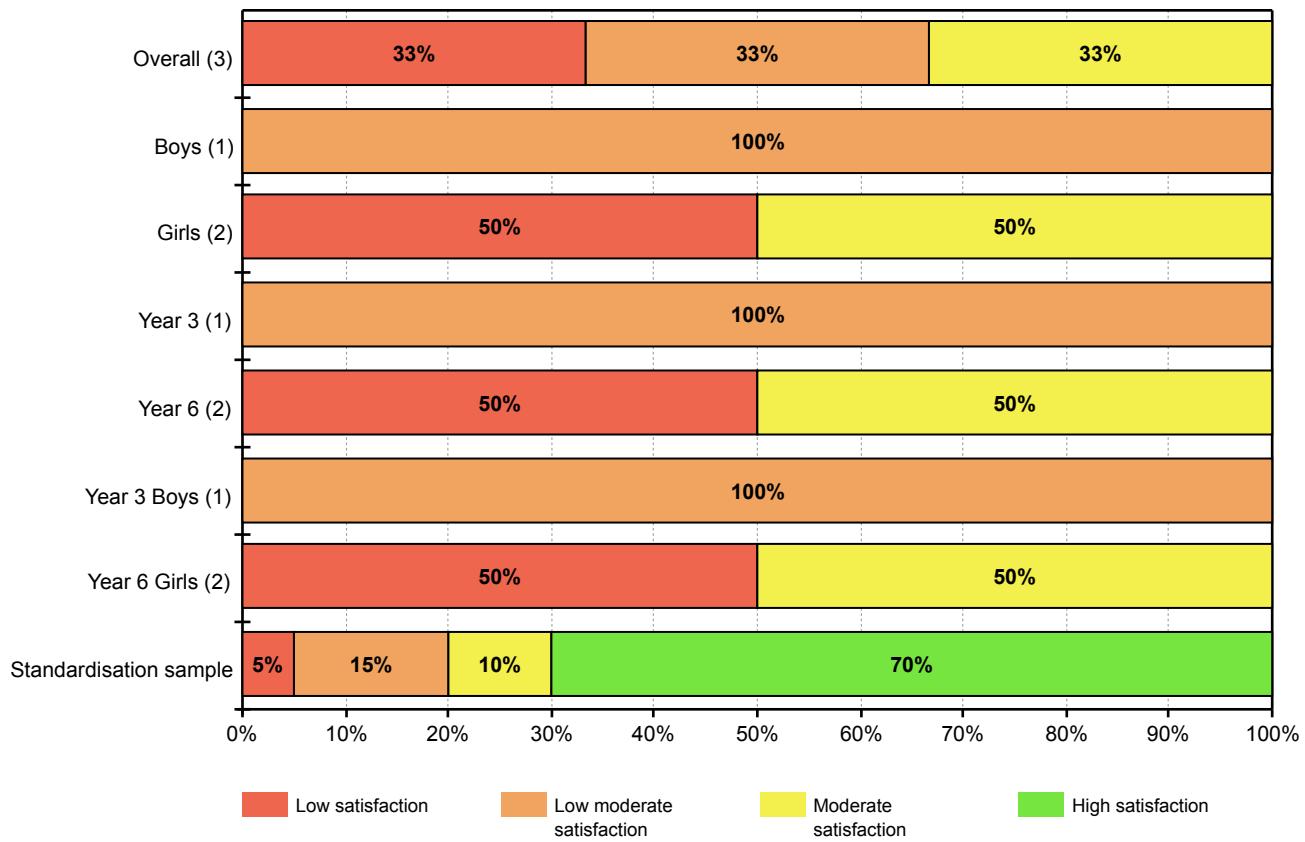
■ Low satisfaction	■ Low moderate satisfaction	■ Moderate satisfaction	■ High satisfaction

School: Assessment Insights		
Group: Unknown		
Survey period: 17/01/2024 – 26/07/2024	**Level:** PASS 2	**No. of pupils:** 3

Response to Response to curriculum demands

PASS satisfaction levels for each group of students:
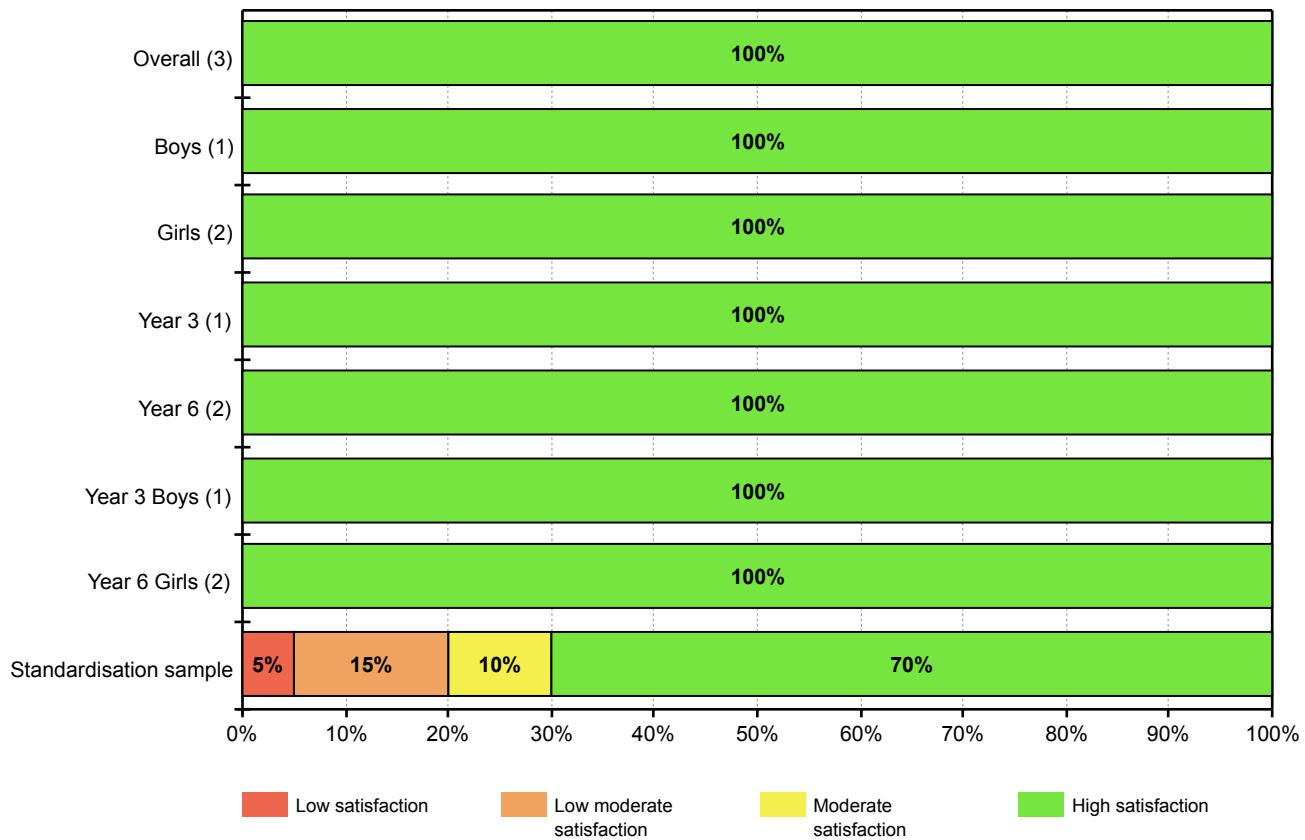
School: Assessment Insights											
Group: Unknown											
Survey period: 17/01/2024 – 26/07/2024				**Level:** PASS 2				**No. of pupils:** 3			

Individual profiles

			1	2	3	4	5	6	7	8	9
Pupil name	**Class**	**Year**	**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**
Polly Marsh		6	0.3	0.2	100.0	0.4	1.0	0.3	4.5	2.4	91.9
Chris McKenzie		3	8.1	5.2	54.3	17.7	12.2	9.6	33.7	5.2	60.8
Diana Wing		6	10.0	77.8	75.5	4.8	3.3	9.0	60.5	28.7	53.6

School:	Assessment Insights		
Group:	Unknown		
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Item level analysis

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32	Q33	Q34	Q35	Q36	Q37	Q38	Q39	Q40	Q41	Q42	Q43	Q44	Q45	Q46	Q47	Q48	Q49	Q50
Overall	61.8	40.1	54.0	80.2	34.5	25.8	40.1	8.1	0.1	22.7	46.0	36.3	6.1	19.8	0.4	12.5	48.0	5.5	11.5	9.7	4.5	8.1	3.2	50.0	88.5	86.4	40.1	0.8	2.0	0.4	4.5	27.4	36.3	61.8	0.7	8.8	78.8	17.1	11.5	0.4	3.6	22.7	93.3	0.3	57.9	0.1	75.8	0.1	46.0	21.2
Boys (1)	81.6	9.7	82.9	88.5	38.2	40.1	91.2	74.2	13.6	77.3	82.9	8.1	75.8	74.2	19.8	8.1	32.6	13.6	82.9	25.8	1.1	5.0	77.3	65.5	87.5	86.4	57.9	19.8	0.6	0.1	1.8	42.1	48.0	4.0	19.8	72.6	84.1	9.7	5.0	1.1	34.5	36.3	85.3	65.5	72.6	13.6	29.1	10.6	86.4	36.3
Girls (2)	44.0	63.7	32.6	74.2	30.8	18.4	9.7	0.3	0.1	5.5	25.8	54.0	0.1	3.6	0.1	13.6	56.0	3.2	0.2	4.0	8.1	8.8	0.1	42.1	90.3	86.4	27.4	0.1	2.3	2.3	4.5	19.8	29.1	91.9	0.1	0.4	72.6	22.7	17.1	0.1	0.2	15.9	96.4	0.1	48.0	0.1	91.2	0.1	19.8	14.7
Year 3 (1)	75.8	11.5	81.6	81.6	32.6	44.0	80.2	69.2	8.1	75.8	78.8	6.7	69.2	72.6	11.5	2.9	40.1	12.5	74.2	21.2	0.9	1.8	72.6	65.5	86.4	85.3	48.0	14.7	0.2	0.1	0.4	40.1	42.1	6.1	13.6	67.4	75.8	9.7	6.1	0.1	25.8	29.1	81.6	65.5	78.8	8.8	30.8	5.0	80.2	30.8
Year 6 (2)	52.0	61.8	32.6	81.6	36.3	14.7	21.2	0.7	0.1	5.5	30.8	63.7	0.7	5.0	0.1	21.2	48.0	2.6	1.6	5.0	8.1	15.9	0.1	40.1	90.3	87.5	38.2	0.2	5.5	1.4	11.5	18.4	32.6	91.9	0.1	1.1	80.2	22.7	15.9	1.1	0.9	19.8	97.1	0.1	38.2	0.1	92.6	0.1	27.4	15.9
Year 3 Boys (1)	75.8	11.5	81.6	81.6	32.6	44.0	80.2	69.2	8.1	75.8	78.8	6.7	69.2	72.6	11.5	2.9	40.1	12.5	74.2	21.2	0.9	1.8	72.6	65.5	86.4	85.3	48.0	14.7	0.2	0.1	0.4	40.1	42.1	6.1	13.6	67.4	75.8	9.7	6.1	0.1	25.8	29.1	81.6	65.5	78.8	8.8	30.8	5.0	80.2	30.8
Year 6 Girls (2)	52.0	61.8	32.6	81.6	36.3	14.7	21.2	0.7	0.1	5.5	30.8	63.7	0.7	5.0	0.1	21.2	48.0	2.6	1.6	5.0	8.1	15.9	0.1	40.1	90.3	87.5	38.2	0.2	5.5	1.4	11.5	18.4	32.6	91.9	0.1	1.1	80.2	22.7	15.9	1.1	0.9	19.8	97.1	0.1	38.2	0.1	92.6	0.1	27.4	15.9