



THE VINEYARD SCHOOL

# PUPILS' ATTITUDES TO SELF AND SCHOOL (PASS) SURVEY



## WHAT IS PASS?

- Pupil Attitudes to Self and School (PASS) is a survey that provides a measurement of a pupil's attitudes towards themselves as learners and their attitudes towards school.
- It provides evidence of pupils' perceptions of the school and their learning experience. It is specifically designed to spot attitudinal or emotional issues (such as low self-regard or attitudes to attendance) in children before they impact on school performance and will help us to discover hidden barriers to learning.
- It has been standardised against a highly representative national sample of more than 600,000 respondents and is used in over 2,500 schools across the UK, as well as over 100 Local Authorities.



## WHY ARE WE USING PASS?

- It provides evidence of pupils' perceptions of the school and their learning experience.
- It can help us to address challenging behaviour and attendance issues through the identification of underlying factors as well as identifying those most at risk of becoming alienated.
- It can inform teaching and learning strategies and intervention programmes to help raise standards of attainment and pupil well-being.
- It can provide information for the school's self-evaluation, as a consultation with its pupils.
- It demonstrates the involvement of our pupils in the decisions affecting their education and the development of the school.

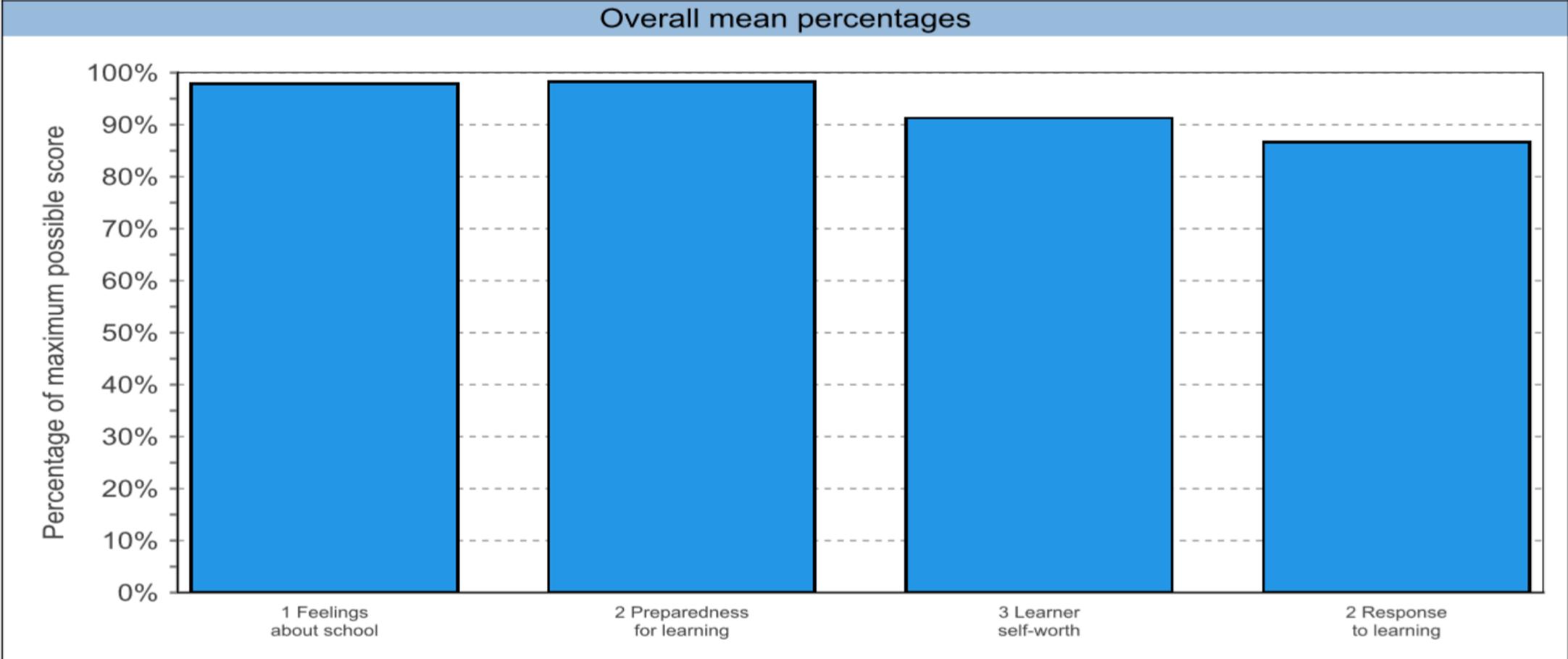
## WHO COMPLETED PASS?

- Every child in the school completed a PASS survey (566 pupils) between 21st January and 12th February 2019
- Pupils in Reception and KS1 completed PASS 1
- Pupils in KS2 completed PASS 2

# RECEPTION AND KSI FACTORS

1 – Feelings about school	Measuring pupils' sense of well-being, safety and comfort in school.
2 – Preparedness for learning	Measures pupils' perceptions of their behaviour and attitude in learning situations (including metacognitive skills).
3 – Learner self-worth	Measures how positive and confident children feel about themselves as learners. It includes perseverance and enjoyment of learning.
4 – Response to learning	Measures pupils' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.

# RECEPTION



Mean percentages	97.9 %	98.3 %	91.3 %	86.7 %
Percentile				

## RECEPTION

### STRENGTHS

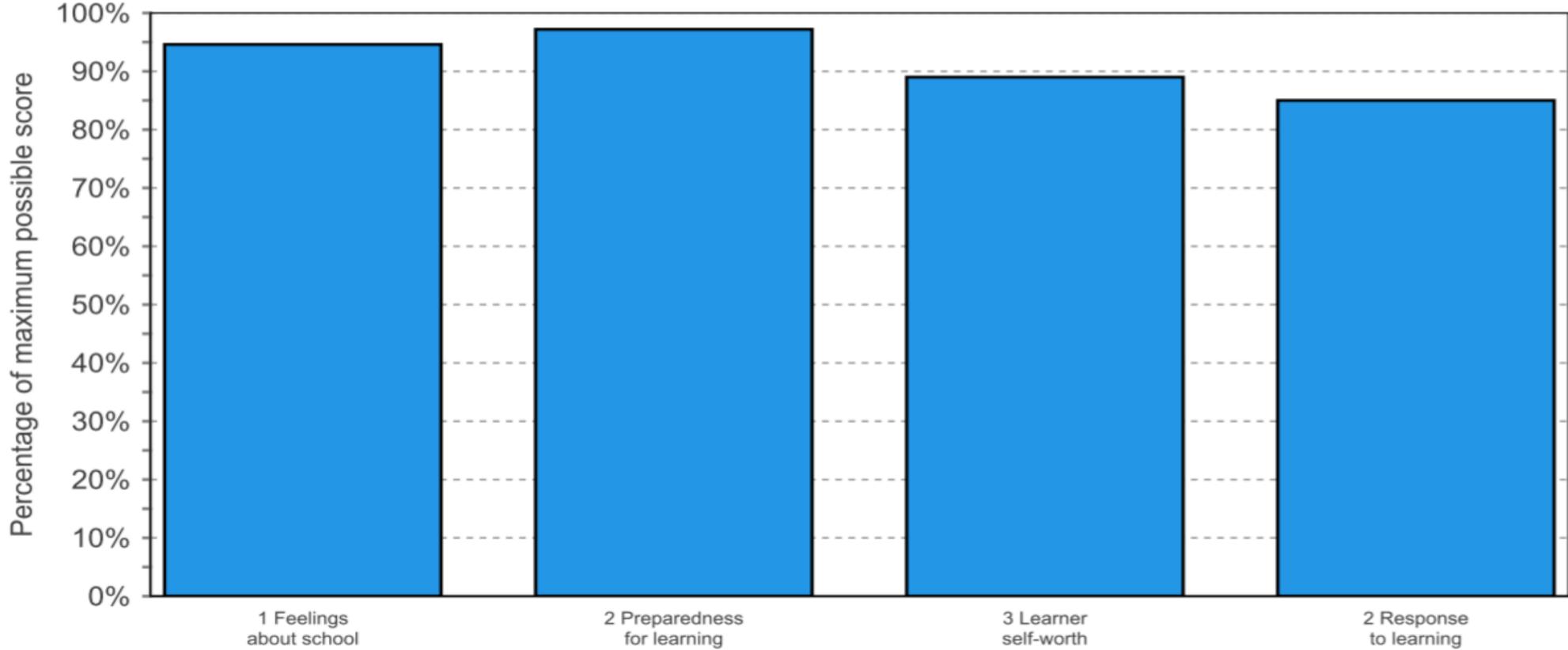
- **Preparedness for learning:** pupils' perceptions of their behaviour and attitude in learning situations (including metacognitive skills).
- **Feelings about school:** pupils' sense of well-being, safety and comfort in school.

### POTENTIAL AREAS FOR DEVELOPMENT

- **Response to learning:** pupils' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.
- **Learners self-worth:** how positive and confident children feel about themselves as learners. It includes perseverance and enjoyment of learning.

# KSI

## Overall mean percentages



Mean percentages	94.6%	97.2%	89%	85%
Percentile				

# KSI

## STRENGTHS

- **Preparedness for learning:** pupils' perceptions of their behaviour and attitude in learning situations (including metacognitive skills).
- **Feelings about school:** pupils' sense of well-being, safety and comfort in school.

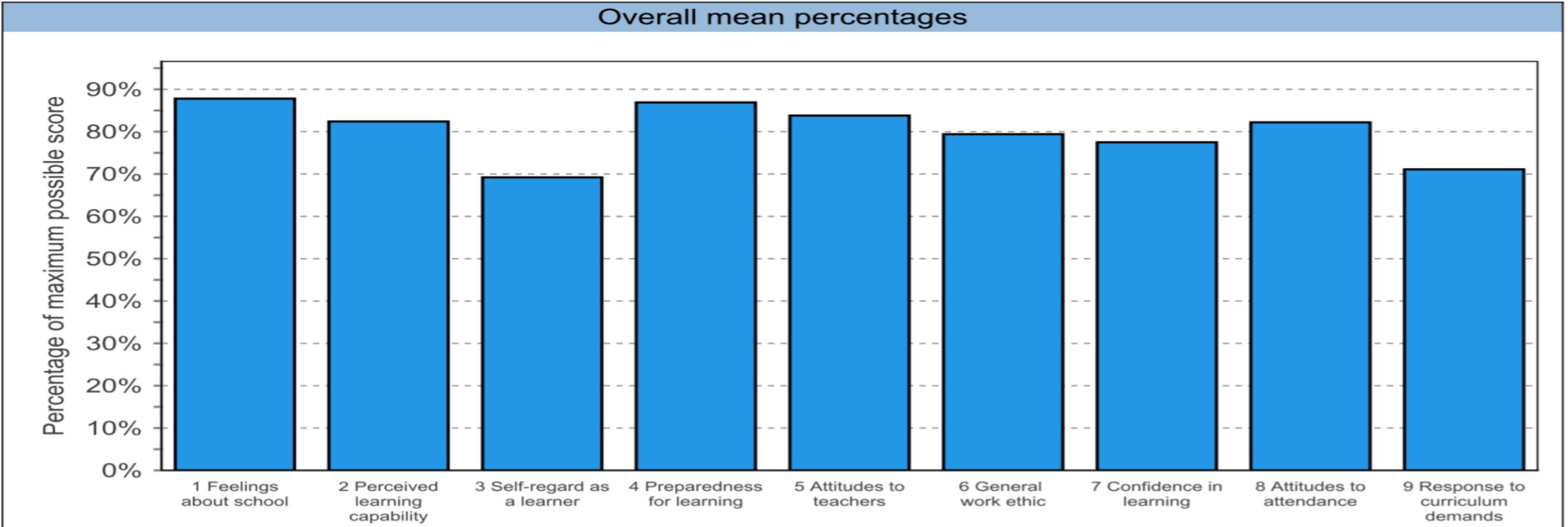
## POTENTIAL AREAS FOR DEVELOPMENT

- **Response to learning:** pupils' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.
- **Learners self-worth:** how positive and confident children feel about themselves as learners. It includes perseverance and enjoyment of learning.

# KS2 FACTORS

Attitudinal factor	What it measures
1. Feelings about school	Measures students' sense of wellbeing, safety and comfort in school. Explores whether a pupil feels secure, confident and included in their learning community. Low feelings about school can indicate feelings of social exclusion and potential bullying.
2. Perceived learning capability	Offers an insight into a pupil's level of self-respect, determination and openness to learning. Measures how positive and successful students feel in their specific capabilities as learners. Offers a snapshot of a learner's self-efficacy. Its value lies in the fact that it can provide early warning signs of demoralisation and possibly, later, disaffection.
3. Self-regard as a learner	Equivalent to self-worth, this measure is focused specifically on self-awareness as a learner, highlighting levels of motivation and determination.
4. Preparedness for learning	Explores whether a pupil feels they have the tools in place to learn. It covers areas such as study skills, attentiveness, concentration and emotional responses to learning demands. It would be quite possible for a learner to score very low on this measure while retaining strong self regard. Of all the factors this one correlates most closely with behavioural difficulties in the classroom.
5. Attitudes to teachers	This measures a young person's perceptions of the relationships they have with the teachers in school. A low score can flag a lack of respect.
6. General work ethic	Highlighting the pupil's aspirations and motivation to succeed in life, this measure focuses on purpose and direction, not just at school, but beyond.
7. Confidence in learning	Identifies a pupil's ability to think independently and to persevere when faced with a challenge.
8. Attitudes to attendance	Identifies pupils' attitudes towards attending school and as a result correlates highly with their actual attendance. It can help us to address attendance issues through the identification of those most at risk of playing truant up to 12 months in advance, enabling intervention strategies to be put into place
9. Response to curriculum demands	This measure focuses more narrowly on motivation to undertake and complete curriculum-based tasks. It measures students' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.

# KS2



Mean percentages	87.8%	82.4%	69.2%	86.9%	83.8%	79.4%	77.5%	82.2%	71.1%
Percentile									

## KS2

### STRENGTHS

- **Feelings about school:** Pupils feel secure, confident and included in their learning community.
- **Preparedness for learning:** Pupils feel they have the tools in place to learn. It covers areas such as study skills, attentiveness, concentration and emotional responses to learning demands.

### POTENTIAL AREAS FOR DEVELOPMENT

- **Self-regard as a learner:** Pupil's self-awareness as a learner, including levels of motivation and determination.
- **Attitudes to teachers:** Pupil's perceptions of the relationships they have with the teachers in school, highlighting a lack of respect.

## ACTIONS

- Directors of Learning to identify pupils in their phase with moderate to low satisfaction with their school experience.
- Directors of Learning to disseminate information with class teachers.
- Teachers to use the PASS intervention toolkit to obtain suggested interventions personalised to each individual's profiles.
- To repeat the survey towards the end of the summer term. We will then be able to compare the findings from both surveys to measure changes across time. It will also provide us with useful information to give to the pupils' new teachers in September 2019.

# EXAMPLE INTERVENTION TOOLKIT – PASS 1

1	2	3	4	Overall Profile Rating
Feelings about school	Preparedness for learning	Learner self-worth	Response to learning	
100.0	100.0	15.2	83.1	54.1

This child's overall attitude profile is fairly positive. You may wish to consider a balanced set of intervention strategies possibly incorporating some of the following suggestions as a longer term priority.

## Areas of strength:

- Feelings about school
- Learner preparedness
- Response to curriculum

## Areas of weakness:

- Learner self-worth

## Factor-specific interventions to strengthen areas of weakness:

### These are some of the strategies randomly picked

- Make sure that classroom management decisions have student input/participation to model co-operative/collaborative behaviour
- Always communicate positive and realistic expectations to students
- Promote a learning environment which develops trust and risk taking
- Peer Programmes involving high and low learner self concept students
- Be consistent with your positive comments
- Explore the use of non-competitive grading for work tasks and assignments
- Include activities which promote positive self reflection
- Make comment, acknowledgement and praise specific and informative
- Praise statements should outweigh criticism by a ratio of 3:1
- Always focus on positives in students

# EXAMPLE INTERVENTION TOOLKIT – PASS 2

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
100.0	59.0	82.4	78.6	14.5	89.9	34.6	100.0	83.3

## Areas of strength:

- Feelings about school
- Self-regard as a learner
- General work ethic
- Attitude to attendance
- Response to curriculum demands

## Areas for development:

- Attitude to teachers

## Factor-specific interventions to strengthen areas for development:

### Attitude to teachers:

#### **National: Those ranked top by comparing and ranking user intervention patterns across our entire UK database**

- Build 1 -1 relationships adults & students.
- Give encouragement for effort.
- Work to build quality relationships with students, especially those considered to be at-risk and without other positive adult interaction

#### **These are some of the strategies randomly picked**

- Notice when students seem upset or worried.
- Actively listen to each student, acknowledge their needs
- Give encouragement for effort.
- Value every young person
- Expect that student behaviour will improve
- Use humour to engage student cooperation
- Place high expectations on students
- Show an interest in the student's interests
- Listen to students voices
- Use put ups and affirmations rather than put downs