# Information sheet
## Pupil Attitudes to Self and School

### PASS at a glance

<table>
<thead>
<tr>
<th>Key features</th>
<th>Benefits</th>
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<td>Measures nine attitudinal factors, proven to be significantly linked to key educational goals.</td>
<td>Schools can drill down to the root attitudinal causes of why a student may be at risk of under-achieving, helping to raise standards of attainment and student wellbeing.</td>
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<td>Provides a personalised analysis of a students’ attitudes towards themselves and their school.</td>
<td>Enables teachers to identify, track and monitor the type of teaching and intervention each student requires.</td>
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<td>Takes about 20 minutes to administer and can be used with all students from age 4 to 18+.</td>
<td>Plays an important role in identifying and supporting emotionally vulnerable young people - including ‘fragile learners’ – and those with possible mental health issues.</td>
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<td>The attitudes measured can be highly correlated with learning and behavioural difficulties.</td>
<td>Helps schools tackle challenging behaviour in the classroom, by identifying early those students most at risk of developing classroom behavioural problems in the future.</td>
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<td>Provides an insight into student mind-sets that would otherwise be difficult to glean.</td>
<td>Can help demonstrate the impact of interventions.</td>
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<td>For students whose attainment does not match their ability, PASS can often explain why this is the case.</td>
<td>In any post-levels assessment framework, PASS can be used to help provide that vital missing link.</td>
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### A closer look

Closing the attainment gap, evidencing the impact of intervention and improving attendance are some of the most important issues in schools today. *Our Pupil Attitudes to Self and School (PASS)* survey provides schools with a cost-effective and manageable way of addressing all three – and more. This is because it not only helps you understand how student attitudes are affecting their learning; it also enables you to measure the impact of interventions on attitudes.

In just 20 minutes, *PASS* provides an insight into students’ mindsets that would otherwise be difficult to obtain. In doing so, it helps schools to discover the often hidden reasons behind low attainment, challenging behaviour and low attendance. In many cases, issues are identified well before they manifest themselves, giving teachers a chance to avoid any further delays. Findings from *PASS* also help schools to identify and support emotionally vulnerable young people and those with possible mental health issues.

Fully standardised, *PASS* looks at nine attitudinal factors, including feelings about school, learner self-regard and attitudes to attendance. An *Online Intervention System* is also provided with over 2000 possible intervention strategies.

PASS has been an invaluable analysis and self-evaluation tool which we have integrated fully with our Progress monitoring and intervention practice and procedures.

*Eoin Kelly, Assistant Head Teacher, Ursuline High school*
What can I do with the results?

- Identify and understand attitudinal barriers to learning that may be affecting attainment
- Inform teaching and learning strategies and intervention programmes
- Help improve behaviour, attendance and overall achievement
- Provide important information for pastoral support and working with parents and carers

The reports

PASS users receive instant reporting. This includes analysis at whole school, group and individual levels, providing a clear insight into the mindset of students and showing immediately where support is needed. PASS also offers analysis by demographic; such as nationality, English Language Learners (ELL), ethnicity or additional educational need.

Survey report

This example Survey report shows a whole cohort profile. Using a simple colour-coded system, schools can see immediately where support is most needed. The report can be broken down further for easy analysis of different groups within the cohort by gender, year group and/or ethnic group.

Sample report

Analysis can also be carried out on an individual level. Re-assessing will show clearly how well intervention strategies have worked.

How does PASS fit in with the whole-student approach?

PASS is a particularly valuable assessment as it often provides that ‘missing link’ when a student’s attainment scores are compared to scores from other assessments.

It helps teachers understand the reasons behind this outcome and enables them to intervene effectively.