

Friday, June 14

Winchester Conference Chamber, 16.20 – 16.45 PM

M3

PASS THIS WAY! A BRIDGE BETWEEN PUPIL ATTAINMENT & ATTITUDES

Presenters: Glen Williams, Wolverhampton LEA, UK
Robert Whittome, W3 Insights Ltd, UK
Phil Watts, UK, Wolverhampton LEA, UK

Increasingly, attention is being paid to pupil attitude and its role in raising attainment and improving behaviour, particularly given the proposed new OfSTED framework, where this will be an important element in school inspection.

The Pupil Attitude to School Survey (PASS) is a powerful, multifactorial measure of pupil attitudes. Its derivation is underpinned by item and factor analyses, undertaken in collaboration with both Exeter and Birmingham Universities, resulting in nine distinct emergent factors - feelings about school, positive self-regard as a learner, negative self-regard as a learner, approach to learning situations, attitudes to teachers, attitude to work, confidence in learning, attitude to attendance and attitude to work demands.

Three versions of the survey have been developed, each independently piloted and standardised on large samples ($n > 6000$), to cover primary, secondary and FE sectors. Sampling controlled for population variations in ethnicity, socio-economic status, teacher: pupil ratios and level of learning difficulties.

Implemented as a computerised assessment tool, it is possible to quickly establish a percentile score, for an individual pupil, on all nine factors. The questionnaire can also be used with groups or as a whole school survey. It is sufficiently robust to be utilised as a method of establishing baseline positions and then evaluating the effectiveness of school or individual development activities.

Evaluation of the PASS indicates high validity and reliability, ease of administration, and transparency of results, promoting rapid, easily derivable, intervention strategies. Applications, for both teachers and practitioners, are consistent with the revised Code of Practice. Suggested foci include individual casework, systemic whole school improvement and multidisciplinary resource allocation at a service level.