Interpretation & Analysis Workbook

Key Stage 2- 4

School:	
Survey period:	

Introduction

This *PASS* Report Workbook is designed to help you work through your *PASS* report using the questions provided. It is designed to give the school insights into the pupils' attitude to themselves as learners and their school experience.

By guiding you through each section of the report and providing prompting questions, the workbook gives you an opportunity to record your initial responses to the information and to use these first steps to develop an action plan to address the areas for improvement raised by your pupils.

The questions and comments mirror the structure and format of the report you have received. There are three levels of analysis shown in your report:

Level 1 Analysis

- Whole school / cohort analysis

Level 2 Analysis

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

Level 3 Analysis

- Individual profiles
- Item level analysis

A 4th level of analysis which this workbook serves involves comparison over time:

Level 4: Comparison between most recent and previous *PASS* reports.

How to use the *PASS* Workbook

Each set of questions is divided into three sections:

- **A.** Initial response
- **B.** Evaluation of existing support
- **C.** Self-evaluation and school improvement

There is space for you to note your responses after each question. Remember to note the page(s) of the report which correspond to your responses.

In addition, at the end of each level you are asked to identify the following for each section of the report:

1. Strengths
2. Areas for development or improvement
3. Points for further consideration and discussion

The points for discussion will normally highlight what in your judgement are 'stand out' or 'significant' questions raised by the data. These should encompass aspects of both the strengths and the areas for development and should prompt the school in to delving deeper into the pupils' responses. In the report they may be phrased as 'key questions' arising from the data that the school could be considering.

These questions may also incorporate suggestions for possible approaches, e.g. focus groups, individual interviews, asking the school council to consider the report and its implications, etc. Where interpretation and analysis consultancy is also being provided these should normally be refined through dialogue with the school prior to a visit, to provide a clearly focussed agenda for discussion.

Level 1: Whole cohort profile   Report Page Nos.

A. Initial analysis

1. What are your **first reactions** to the whole school/cohort analysis?

Response:

Looking at the non-standardised percentage scores…

2. Are the pupils saying anything **significantly good about themselves as learners and their educational experience at the school** (high scoring factors)?

Response:

3. Are the pupils saying that anything needs to be **significantly developed or addressed** (low scoring factors)?

Response:

4. Are there particular **factors scoring highly**? If so, is there a contextual reason for this?

Response:

5. Are there particular **factors scoring very low**? If so, is there a contextual reason for this?

Response:

Looking at the standardised percentile scores…

6. How do your scores **compare to the national standards** (your percentile rank)?

   For instance, **are low-scoring factors relatively low when put in the national context**?

B. Evaluation of existing support

Response:	**Priority**

1. How does this **reflect your pastoral system** and the way in which you work with your students?

Response:	**Priority**

2. How can you **use the knowledge of the factors** where pupils are saying the school is meeting their needs to address these factors where the pupils are saying their needs are not being met?

Response:	**Priority**

3. Are there **more high scoring factors or low scoring** factors? What could this indicate?

Response:	**Priority**

4. Is the school engaged in any **particular projects or developments** that the whole school/cohort *PASS* profile might reflect or evidence (for example ?

Response:	**Priority**

5. How can you use the whole school/cohort analysis as **evidence of the outcomes** of any school projects and developments?

Response:	**Priority**

6. **Indicate in the right-hand column of the responses above which of these you would set as a high priority.**

C. Self-evaluation and school development

Looking back on your comments and the picture of the whole cohort…

1. How can you use this data to **inform your school self-evaluation**?

Response:	Priority

2. How can you use this information for your **school development plan**?

Response:	Priority

3. How can the whole school analysis provide evidence for your **next inspection**?

Response:	Priority

Now complete the following table:

Level 1: Whole Cohort Profile		
Strengths	**Areas for development**	**Points for discussion**

Level 2: Analysis by gender   Report Page Nos.

A. Initial analysis

Before looking at the report results find out…

What percentage of boys and girls make up your school (page 7 of your report)?

Boys	Girls
%	**%**

Is one group significantly larger than the other? If one is keep this in mind as you work through your report.

Looking at the non-standardised percentage scores…

1. Are the students saying anything **significantly good about themselves as learners and their educational experience at the school** (high scoring factors)?

Boys	Girls
Response:	*Response*:

1a. How does this **compare to the girls?**	**1b**. How does this **compare to the boys?**
Response:	*Response*:

1c/d. How do these scores **compare to the whole school/cohort analysis?**

Response:	*Response*:

2. Are the students highlighting **anything that needs to be significantly developed or addressed** (low scoring factors)?

Boys	Girls
Response:	*Response*:

2a. How does this **compare to the girls?**	**2b**. How does this **compare to the boys?**
Response:	*Response*:

2c/d. How do these scores **compare to the whole school analysis?**

Response:	*Response*:

Looking at the standardised percentile scores…

3. How does the factor scores **compare to the national average?**

	Boys	Girls
High scoring factors	*Response*:	*Response*:
Low scoring factors	*Response*:	*Response*:

4. Are there any particular **contextual factors** that would impact in a significant way on one group more than the other?

Boys	Girls
Response:	*Response*:

B. Evaluation of existing support

1. What do high scores say about the effectiveness of your pastoral support system as it may affect each group differently?

Boys	Girls
Response:	*Response*:

2. What do low scores say about the effectiveness of your pastoral support system as it may affect each group differently?

Boys	Girls
Response:	*Response*:

3. How can you use the knowledge of the factors where pupils are saying the school is meeting their needs to address those factors where the pupils are saying their needs are not being met?

Boys	Girls
Response:	*Response*:
General comments	
Response:	

4. In what ways can the school reflect on how its particular projects or developments impact on boys and girls individually?

Boys	Girls
Response:	*Response*:
General comments	
Response:	

C. Self-evaluation and school development

1. How can you use this data to **inform you school self-evaluation**?

Response:

2. How can you use this **information for your school development plan**?

Response:

3. How can the analysis by gender provide **evidence for your next Ofsted inspection**?

Response:

Now complete the following table:

Level 2: Analysis by gender		
Strengths	**Areas for development**	**Points for discussion**

Level 2: Analysis by year group   Report Page Nos.

A. Initial analysis

Looking at the non-standardised percentage scores…

1. Are the year groups saying anything significantly good about themselves as learners and their educational experience at the school (high scoring factors)?
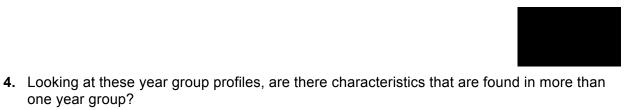
Year group	Response (high scoring factors)

2. Are the year groups saying that anything needs to be significantly developed or addressed (low scoring factors)?

Year group	Response (low scoring factors)

3. For each year group, highlight the characteristics that are specific to them.

Year group	Response (year group profile)

4. Looking at these year group profiles, are there characteristics that are found in more than one year group?

Response:

5. Look back at the whole school profile. Which of the characteristics above **contradict or are not found within** the whole school profile?

Response:

Looking at the standardised percentile scores…

6. How do the year group profiles constructed above compare with the national picture?

Year group	Response (year group profile)

B. Evaluation of existing support

1. How do the year group profiles **reflect the support initiatives in place for different year groups at their stage of school life**?

Response:

2. How can you use the knowledge of the factors where pupils are saying the school is meeting their needs to address these factors where the pupils are saying their needs are not being met?

Response:

C. Self-evaluation and school development

1. How can you use this data to inform your school self-evaluation?

Response:

2. How can you use this information in your school development plan?

Response:

3. How can the analysis by year group provide evidence for your next Ofsted inspection?

Response:

Now complete the following table:

Level 2: Analysis by year group		
Strengths	**Areas for development**	**Points for discussion**

Level 2: Analysis by ethnic group   Report Page Nos.

Before looking at the report results find out…

What are the five largest ethnic groups in your school?

	Ethnic group	% of whole cohort
1		%
2		%
3		%
4		%
5		%

Please note: not all ethnic groups will be large enough to allow for significant statistical analysis. Bear this in mind when working through your data.

Your PASS survey report shows in the percentage score chart only the top 5 most populous ethnic groups. You are advised to look instead at the individual profiles.

A. Initial analysis

Looking at the non-standardised percentage scores…

1. Are there ethnic groups saying anything significantly good about themselves as learners and their educational experience at the school (high scoring factors)?

Ethnic group	Response (high scoring factors)

2. Are particular ethnic groups saying that anything needs to be significantly developed or addressed (low scoring factors)?

Ethnic group	Response (low scoring factors)

3. For each ethnic group, highlight the characteristics that are specific to them.

Ethnic group	Response (year group profile)

4. Looking at these ethnic group profiles, are there characteristics that are common to more than one ethnicity?

Response:

5. Look back at the whole school profile. Which of the characteristics above **contradict or are not found within** the whole school profile?

Response:

Looking at the standardised percentile scores…

6. How do the ethnic group profiles constructed above compare with the national picture?

Ethnic group	Response (year group profile)

B. Evaluation of existing support

3. Are there **more high-scoring factors than low-scoring factors or vice versa**? What might this indicate for each relevant ethnic group? Is the school engaged in any particular projects or developments that the overall PASS profile might reflect on or evidence?

Ethnic group	Response (year group profile)

4. How can you use the knowledge of the factors where pupils are saying the school is meeting their needs to address these factors where the pupils are saying their needs are not being met?

Response:

C. Self-evaluation and school development

4. How can you use this data to inform your school self-evaluation?

Response:

5. How can you use this information in your school development plan?

Response:

6. How can the analysis by ethnic group provide evidence for your next Ofsted inspection?

Response:

Now complete the following table:

Level 2: Analysis by ethnic group		
Strengths	**Areas for development**	**Points for discussion**

Level 3: Individual profiles

Report Page Nos.

Please download an editable Excel file.

The following questions are based on the guidance for Interpreting Percentile Scores at the beginning of your report.

A. Initial analysis

Using the table and reading **across** it for each individual pupil:

1. What are your **first reactions** to the individual profiles?   Who did you look at first? Why?   Were you surprised by the results?   Why?   Not surprised by the results?   Why?

2. Filter the table to show pupils within each band of the graduated table shown in the guidance for Interpreting Percentile Scores, i.e. 95 to 100%, 84 to 95% etc.   Are there pupils in each of the bands you would expect to see?   Why? Are there any pupils you are surprised to see in a band?   Why?

3. Why do you think pupils who score consistently between 31 and 100% are not so positive about themselves as learners and their school experience?   Are any of these pupils in gifted and talented programmes or enhanced learning activities or other

4. Why do you think pupils who score consistently between 0 and 30% are not so positive about themselves as learners and their school experience?   Are there any aspects of their individual profiles which are positive?   Did you expect to see these?   Why?   Are any of these pupils identified and receiving additional support?   Are there any pupils in this band who are not identified and receiving additional support?

5. How will you use the individual profiles be used to improve outcomes for pupils?

6. Consider the table in terms of each factor?   Filter so that the pupils are ranked from 100 to 0%.   Does any pattern emerge, e.g. high or low scores in a particular year group, a specific gender group?   Did you expect to see this?   Why?   Did you not expect to see this?   How does this relate to results for level 1 (whole school/cohort analysis) or level 2 (gender, year group, ethnicity)?   How will you use this information to improve outcomes for pupils?

Level 4: Comparison over time

Schools that have results for more than one survey should compare the results of the most recent survey with previous ones.

1. What were the positive factors from your previous PASS report?

2. Have these factors remained the same?   Have any changed?   Improved?   Declined?   Why?

3. Which were the factors you identified as areas for development or improvement?

4. What did the school decide to do to develop or improve these areas?

5. Have the factors stayed the same?   Improved?   Declined?   Why do you think this is?   Were there any contextual reasons?

6. How will this information impact on decisions about development and improvement in the light of the current PASS report?

Summary

Use this section to draw together your insights from the Workbook.

1. What are the particularly significant aspects that stand out from your analysis of the whole cohort, gender, year and ethnic group analyses?

Response:

2. Are there any insights which have not been covered by the main part of the commentary but that you feel need to be addressed?

   In particular, have you identified aspects of the report analysis that have a specific demographic profile (common to a particular age, gender, ethnic group) and which may not be visible through analysis of the individual groups?

Response:

Look again at your lists of strengths, areas for development and points for discussion.

3. Are there any common features?

Response:

4. How will you prioritise the areas that need addressing?

Response:

5. What information from your PASS report will you share with the school governors? What will you expect them to do with the information? What will the expected outcomes be? How will this be monitored, evaluated, recorded and reported?
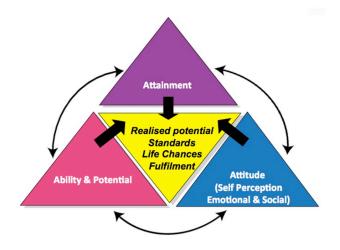
6. What information from your PASS report will you share with the school management/leadership team?   What will you expect them to do with the information?   What will the expected outcomes be?   How will this be monitored, evaluated, recorded and reported?

7. What information from your PASS report will you share with the staff?   Which staff?   What will you expect them to do with the information?   What will the expected outcomes be?   How will this be monitored, evaluated, recorded and reported?

8. What information from your PASS report will you share with the pupils as a whole group?   As individuals?   What will you expect them to do with the information?   What will the expected outcomes be?   How will this be monitored, evaluated, recorded and reported?

9. What information from your PASS report will you share with the parents and carers as a whole group?   Individually?   What will you expect them to do with the information?   What will the expected outcomes be?   How will this be monitored, evaluated, recorded and reported?

10. Are there any staff development implications that need to be addressed to make the use of PASS data as effective as possible to improve outcomes for pupils?

Using PASS data alongside other data

1. Schools often use the following model to help them see how various data interlinks.

Know your Learners

Realise the potential of every child

2. Your starting place can be with any of the external triangles. The usual starting place though is with attainment data.   This can be national testing (SATs in England), commercially bought tests, the school's own in-house testing, teacher assessment or any other means of obtaining attainment data on pupils.   Schools consider where they are in terms of attainment as a whole school or cohort (Level 1 in PASS terms), in terms of pupil gender, year group, ethnicity or combinations of these pupils aspects (Level 2 in PASS terms)

3. Schools are encouraged to consider (at levels 1 and 2) not just how they are attaining but whether they are attaining as expected, above or below expectation.   Data on ability (if your school is using GL Education CATs you already have this data and it can be used here). If you are using this workbook you already have attitude (PASS) data for your pupils.   So, looking at the three lots of data, do they:

   - Support your expectations at level 1 and 2
   - Challenge your expectations at levels 1 and 2 (your expectations are too high)
   - Challenge your expectations at levels 1 and 2 (your expectations are not high enough)

4. How will you use this information to improve outcomes for your pupils?

5. At level 3 (individual profile) you can repeat the questions in section 3 and 4.   This is particularly useful to monitor pupils who have been identified for additional support.

6. An alternative use of the data is to look at individual factors.   Filter them individually from 100 to 0%.   Which pupils fall into the higher band?   Are they the ones you would expect to find there?   Why?   Are there pupils you did not expect to find there?   Why?   Do the pupils fall into established groups, e.g. gender, year group, SEN, additional needs etc?

7. You may decide to add columns to the Level 3 (Individual Profile) spreadsheet, such as attendance, FSM, behaviour records etc so that you can sort the spreadsheet on specific factors and then make comparisons with the data you have added. What conclusions can you draw from these comparisons? Are there any surprises?

8. Overall, which factors are more positive (greens)?   Which factors are less positive (ambers)?   Which factors are not positive (reds)?   How does this compare with the results at levels 1 and 2?   Are there similarities or major differences?   Can these be explained contextually?

9. If you need help learning how to add columns to an Excel spreadsheet and sort data, there are help videos on our website.