Lancashire Primary Pupil Attitude Questionnaire

listening to pupils

Guidance Notes 2008/09

CONTENTS **Page**

Background 2
Analysis Reports 3
Analysing the Reports: Guidelines 5
ECM & the School SEF 7
Annotated Reports 10

INVESTORS IN PEOPLE

Beacon Authority 2006-2007 Positive Youth Engagement (in the community and democratic process) 2007-2008 Healthy Schools 2008-2009 Improving Accessibility

Lancashire County Council

BACKGROUND

School Self-Evaluation: Listening to Pupils

Effective school self-evaluation is firmly established at the heart of the school improvement process. It is central to the 'new relationship with schools' and the current Ofsted inspection framework. Indeed the Evaluation Schedule for Inspectors, for the new inspection arrangements from September 2009, specifically mentions that "inspectors should take account of…….how well pupils participate in activities, such as surveys and discussion, which encourage them to express their views and ideas about school and the wider community" (Ofsted's Evaluation Schedule page 23).

The Pupil Attitude Questionnaire (PAQ) can be effectively used by schools to inform self-evaluation processes and to help focus school improvement planning. The results can also be very valuable to schools when completing the Ofsted SEF (Self-Evaluation Form), with for example, many questions being directly related to the Every Child Matters (ECM) outcomes featured in section A2 of the new SEF. Similarly the responses to questions on behaviour and assessment for learning will aid in the completion of relevant SEF sections (new SEF sections A2.6 and A3.2 respectively). An insight into the views and opinions of pupils is not only valuable in informing the school improvement process; the results also suggest how pupils are likely to represent the school to relatives, friends and the local community.

The Project

The primary project has been running since 2002, with participation by schools growing particularly from 2004 with the introduction of a new style revised questionnaire. This was revised again for 2007, taking into account the views of participating schools and groups of pupils. These changes included;

- many questions were simplified to make them easier to read and understand and a small number of questions were significantly reworded to make them clearer (these are indicated by † on the analyses for your reference);

- several questions were removed altogether as feedback indicated that these were not appropriate for primary pupils (eg interest in school work over two years and planning for the future including consideration of university), and several questions were added again due to feedback from schools (for example the question on targets). Also, responses were rearranged from a random approach in previous years to an approach which moves from positive to negative. This was due to feedback from schools indicating that this would make the questionnaire easier to read and understand.

The PAQ was administered in over 350 participating primary schools, both in Lancashire and in other authorities, with almost 19,000 pupils taking part. This is reflected in the feedback reports which indicate whether results are for your school, Lancashire or the project (the project includes all participating schools in Lancashire and beyond). It is completed by pupils in the summer term, usually in or around May, to ensure year on year consistency as the database builds up. Your school may have been participating for a number of years, or may have only just joined the project this year; obviously this will be reflected in the bar lines representing your school in the Full Report. Over time, it will be interesting to compare your results with the overall trend shown by the boys and girls across the whole project.

Pupils are encouraged to answer for themselves when completing the questionnaires, giving their true responses. Although the analyses are by gender and by ability group, the actual pupil identification details are not revealed to the school. This is important, as we aim to minimise any factor which might influence the reliability of the questionnaire. Questions are in random order, with questions on similar themes (eg bullying) being separated in the booklet so that pupils have to think about each question individually, rather than getting on a negative or positive tack.

Surveying pupils' views will never be an exact science; schools can administer the questionnaire in small groups, can split the questionnaire to make it more accessible and can read or even explain the questions to pupils who need that support. Whilst these approaches are quite rightly needed with young pupils, they may have some influence on the results themselves unless used carefully. Schools that participated have tried very hard to ensure that pupils are supported appropriately, but that they are not unduly influenced by an adult in their answers; a questionnaire of this type with this age of pupil must always be a 'balancing act'.

To support completion of the school SEF, we have included an analysis that groups questions in line with the Every Child Matters outcomes framework: this allows comparison against the project overall and by gender. A grid showing which questions have been linked to each ECM aspect can be found along with your analysis report on the Lancashire ROSE website.

ANALYSIS REPORTS

The report is being provided in electronic form; we suggest that this is **NOT** printed off in full by your school. This is best viewed on screen, as the graphs and some of the results are in colour. Scroll down the report to focus on questions which particularly interest you in your school, either because you have focused on this area/issue or because you notice surprising/interesting/worrying results when you scroll through. You can copy/paste into other documents or simply print off the pages you wish to focus on in self-evaluation, in discussion with staff; governors etc.

Help pages are included at the end of this guidance with specific detail about the items within the analyses. These sheets should help to make the reports fairly self explanatory and easy to understand. However, it is worth bearing in mind the following:

- Feedback from schools during the first years of the project indicated that in many cases staff spent a great deal of time going through the analysis with a highlighter pen, marking where there was a difference between the school results and the project. Therefore in 2005 we introduced graphs and colours to help save schools some time and to make the report very visual and accessible. This has been very positively received by schools.

- **ECM ANALYSIS**: pupil responses have been collated under each ECM area (with 'enjoy and achieve' split into two sections). The first chart on page 3 compares your school's responses for Y4 against those for the project overall. The chart below offers more detail, showing how the responses break down between positive and negative choices. Page 4 contains similar tables for Y6 responses. The grid below the charts summarises which questions are linked to which ECM area.

- Individual analysis pages have been provided by gender and ability group for Year 4 and Year 6. On these pages, the two positive responses and two negative responses have been combined. A full breakdown of all four responses appears towards the end of the document.

- When you look through the individual question analysis pages, you will see that we have 'flagged up' questions you may perhaps want to celebrate (**green - because a high level of positive response against the project)** or questions which may be indicators of issues you may wish to follow up (**blue - because a high level of negative response against the Project**). Green means your school is in the upper 5% for the project for this question and grouping, blue means your school is in the lower 5% against the project for this question and grouping. Obviously you need to reflect on these results and not panic unduly! **Remember that in your school you may have very few pupils in a grouping - the numbers in each group are indicated on the tables. In a small cohort, one or two pupils can move you very quickly.** The colours are simply to draw your attention to a question or questions. You will then be able to;

- Look for **patterns in groupings** – gender and ability (eg is it always the girls in our school with more negative responses?)

- Look for **patterns in the type of questions** with positive/negative response (eg are all our negative responses from girls about bullying/learning in the classroom/behaviour etc?)

- Look **for trends** (eg is it a response which has become more negative over the years?)

- **Compared to the project and Lancashire** (eg are girls across the project fairly negative about this issue or is it an issue particularly for our school?)

A note about Percentile Ranking

The tables at the top of pages 11-70 add together the two most positive responses for each question (eg being 'always' and 'usually' liking school) and display this alongside the total negative response (eg 'hardly ever' and 'never' liking school) – both shown as percentages.
The results are provided for each year group by gender (table on the left) and ability on the right
In place of the relatively crude benchmark grades up until 2006, the data tables now include a percentile rank to compare the performance of the school against all project schools, with a rank of 1 for the highest score and 100 for the lowest. To assist in your interpretation, green shading has been added to highlight responses in line with the most positive 5% of project schools, blue to highlight responses in line with the least positive 5% of project schools.

Please remember that in a cohort containing very few learners (eg a small ability group in one year); one learner's response can have a significant impact on the overall percentage.

Ways to approach the analysis

Schools will use the analyses in their own ways. Suggestions include:

Scroll down the individual question analysis pages on screen and make a note of questions with interesting responses - looking at the percentile ranking and green/red flagging colours.

Look for patterns **in groupings** (gender and ability), for patterns **in the type of questions** with positive/negative response, look **for trends, compare to the project and Lancashire.**

Reflect on what **have been priority areas** for you in school, and evaluate whether the responses indicate any additional impact

Reflect on whether any **other information supports** the patterns/trends/issues you have noticed in the responses (eg opinions of School Council, attitude of pupils in and around school)

Discuss with staff. Decide **to focus** on looking at any issue/issues further in school and **build into school development** planning.

Use some carefully chosen examples when completing your SEF; you may want to discuss this with your School Adviser or SIP.

Grouping of questions

Some teachers like to think of the questions in groupings or themes. The questions can be grouped in many ways, but the following may be helpful:

- Opinions about school (Q1, 4, 36, 43, 54, 59)
- Support from teachers (Q4, 15,17, 20, 26, 29, 33, 37,40)
- Interest in school work and confidence (Q5,14, 30, 35, 36, 51)
- Attitudes to school work (Q3, 11, 13, 24, 25, 28, 31, 34, 38, 52)
- Social interaction (Q 6, 10, 12)
- Attitudes out of school (Q3, 7, 8, 17, 19, 47)
- Safety and contemporary issues (Q16, 17, 23, 27, 44, 49, 53, 55, 56).
- Reading, writing and mathematics questions (Q19, 21, 45)
- Assessment for Learning questions (Q4, 5, 9, 22, 24, 28, 33, 34, 35, 36, 37, 41, 51, 60)
- Behaviour questions (Q2, 7, 8, 27, 39)
- Health questions (Q42, 46, 47, 48, 50, 57, 58)

ANALYSING THE REPORTS: GUIDELINES

The reports include charts and visual prompts to assist with analysis: highlighting and summarising responses that differ significantly from the project as a whole; using graphs to illustrate trends over time and gender differences. Reports are provided electronically to facilitate 'cut & paste' into presentations and other reports. When interpreting the data, it may help to refer to a copy of the questionnaire in order to check the exact wording of questions.

Five sets of analysis reports are provided in the PAQ Analysis document:

1. ECM DATA

The charts on pages 3 and 4 provide an overview of pupil responses grouped under ECM areas and compared against the project overall. Are pupils notably more or less positive under any particular ECM area? How do these reflect your judgments in the SEF?

Do the tables on page 81 suggest any difference in the views of boys and girls?

2. SUMMARY DATA: the table on page 5 highlights any question where your school's responses for Y4 are in line with the most positive 5% or the most negative 5% of all schools in the project, shown by ability and gender. Page 6 contains similar tables for Y6.

3. STACKED BAR CHARTS: pages 7 and 8 show how your school's Y4 responses for each question are broken down between positive and negative choices. This makes it easy to identify the most positive or negative of pupils' views, and indicates the strength of feeling within this response (eg 'positive' or 'very positive'). Pages 9 and 10 contain similar charts for Y6. *Where the figures total less than 100%, this equates to the proportion of pupils choosing not to respond to the question.*

4. QUESTION-BY-QUESTION RESPONSES: this report consists of one page of data for each individual question. As such, we do not advise simply printing the whole document in full; the report can be 'skimmed' on screen, scrolling through the questions to focus on those of particular interest or those where graphs or coloured highlights draw your attention. You may then want to print off only those pages you wish to discuss with staff, governors etc.

a) Response Tables

The tables at the top of pages 11-70 add together the two most positive responses for each question (eg being 'always' and 'usually' well taught) and display this alongside the total negative response (eg being 'rarely' and 'never' well taught) – both are shown as percentages. The results are provided for each year group by gender (table on the left) and ability (based on KS1 assessment) on the right.

The data tables also include a percentile rank to compare the performance of the school against all project schools, with a rank of 1 for the highest score and 100 for the lowest. To assist in your interpretation, green shading has been added to highlight responses in line with the most positive 5% of project schools, blue to highlight responses in line with the least positive 5% of project schools (colours changed from 2008 to align with RAISEonline and FFT analyses).

Please remember that in a cohort containing very few learners (eg a small ability group in one year), one learner's response can have a significant impact on the overall percentage and hence on the benchmark grade.

b) Graphs *(see the annotated example attached)*

Below the benchmark tables are three graphs: one for each year group. The Y6 graph, for example, shows the *positive* responses for successive cohorts of Y6 pupils over the last five years (useful in highlighting, for example, improvements in pupil attitudes over time in response to changes in provision). Your school's responses are included as bars (boys, girls and all pupils), with the project results as line graphs (boys and girls), allowing gender comparison within your school and against the project as a whole. Individual cohorts of learners can be tracked from graph to graph to illustrate changes in perception as they move through school (taking into account changes arising from pupil mobility); e.g. the Y4 cohort in 2005/06 is included in the Y6 graph for 2007/08.

5. BREAKDOWN BY PUPIL RESPONSE

Pages 71-80 show percentage responses by year group and gender, for each answer to every question, with several questions to a page. If the full report highlights an issue, this question level report allows you to gauge the strength of pupil feeling; e.g. where 90% of pupils give a positive response, 70% may be 'very satisfied' and 20% 'satisfied' (or vice versa). Data are arranged so that

the most positive responses are shown in the left column (eg 'teachers *always* helping when I'm stuck', and 'me *never* feeling left out of things'), with the least positive on the right. The number of pupils in each cohort is shown.The final page of the report, p81, shows a similar breakdown of responses collated under the ECM areas.

Action

The identification of possible issues is only the first step in a process. The issues you identify may resonate with those emerging from other sources of evidence and reinforce your school improvement priorities. If not, you might consider how you could investigate further: eg by talking to focus groups of learners or in consultation with the student council. Some issues identified by the PAQ may prove to be valid, in which case you might include specific actions within your school improvement plan to address them. Other issues may highlight an area where pupils' perceptions differ from yours, in which case activities might be undertaken to raise awareness (of both parties, perhaps).

General points to remember;

Pupil responses to any question rely upon their **interpretation and understanding** of the question. As such, any conclusions arising from the data ought not to be taken at face value and should be confirmed by further investigation: for example, through discussion with a representative group of pupils, possibly through liaison with the School Council.

The data are expressed throughout as a percentage of those pupils in each group responding to each question (not all pupils may have answered every question, so not all responses total 100%). For **small groups of pupils**, it is important to bear in mind the effect of individual pupil responses, eg when making comparisons between year groups, different genders or ability groups, and against the project as a whole. (In a group of 5 pupils, each one affects the group results by 20%).

It is difficult to offer firm advice regarding the **significance** of any particular percentage as this varies from question to question and school to school. Eg, a positive response over 80% may be regarded as a strong endorsement from pupils (particularly if the project response was 70%) but it may also raise concern about the one in five who responded negatively. Consider a question where the school response is 80% compared to 85% for the project. Next consider a school response of 8% against the project at 3%. In both cases the school and project responses differ by 5%, but in the latter case this seems much more significant. The number of pupils responding to the question must also be taken into account (1 pupil makes a big difference in a small cohort).

Pupil responses to any question rely upon their **interpretation and understanding** of the question. As such, any conclusions arising from the data ought not to be taken at face value and should be confirmed by further investigation: for example, through discussion with a representative group of pupils, possibly through liaison with the School Council. Questions that we knew from feedback from schools had been regularly misinterpreted by many pupils have either been removed from this new questionnaire, or amended to make clearer. We would certainly welcome any thoughts you have on whether pupils' understanding of the questions has improved, due to these changes. We always recommend that schools explain any wording to pupils when the questionnaire is being completed

Feedback and future developments: The PAQ continues to develop, and we welcome your feedback on the questionnaire and on the analysis itself. We would particularly welcome feedback on the style of the reports, with suggestions for future improvements. Your suggestions and comments can be made to Karen Williams, Assessment Support Team Coordinator on 01772 531555 or via email on pst@lancashire.gov.uk.

EVERY CHILD MATTERS AND THE SCHOOL SEF

The Lancashire Pupil Attitude Questionnaire is a useful tool in supporting evaluation and judgements for the 'Every Child Matters' outcomes (ECM), and as such can be directly related to sections within part A2 of the new SEF (from September 2009). To support judgments under this SEF section, we have mapped the PAQ questions against the ECM framework. We have divided the ECM outcome 3 into 'enjoy' and 'achieve' to aid your analysis:

	ECM FRAMEWORK OUTCOME					
FOR THE FULL ECM REFERENCE GRID PLEASE SEE THE CHARTS WITHIN THE GUIDANCE NOTES ON THE LANCASHIRE ROSE WEBSITE FOR SCHOOLS PARTICIPATING IN THE PROJECT						

FOR THE FULL ECM REFERENCE GRID PLEASE SEE THE CHARTS WITHIN THE GUIDANCE NOTES ON THE LANCASHIRE ROSE WEBSITE FOR SCHOOLS PARTICIPATING IN THE PROJECT

	ECM FRAMEWORK OUTCOME					

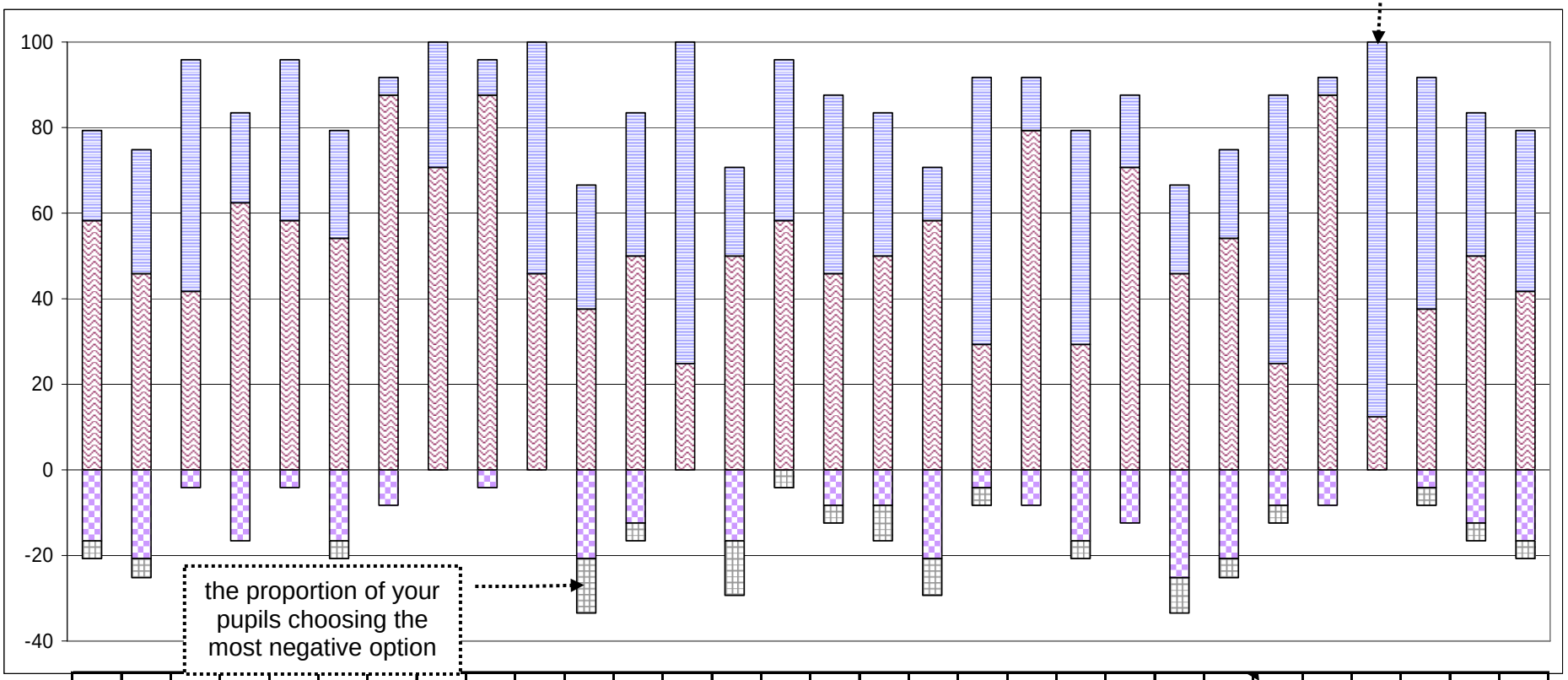
N= New question for 2007
Please consult the questionnaire booklet for full question wording

FOR THE FULL ECM REFERENCE GRID PLEASE SEE THE CHARTS WITHIN THE GUIDANCE NOTES ON THE LANCASHIRE ROSE WEBSITE FOR SCHOOLS PARTICIPATING IN THE PROJECT

ECM question mapping:

ECM 1: being healthy	ECM 2: staying safe	ECM 3: enjoy	ECM 3: achieve	ECM 4: community contribution	ECM 5: economic well-being

Year X Responses Questions 1 to 30



the proportion of your pupils choosing the most positive option

the proportion of your pupils choosing the most negative option

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Very Positive	20.8	29.2	54.2	20.8	37.5	25.0	4.2	29.2	8.3	54.2	29.2	33.3	75.0	20.8	37.5	41.7	33.3	12.5	62.5	12.5	50.0	16.7	20.8	20.8	62.5	4.2	87.5	54.2	33.3	37.5
Positive	58.3	45.8	41.7	62.5	58.3	54.2	87.5	70.8	87.5	45.8	37.5	50.0	25.0	50.0	58.3	45.8	50.0	58.3	29.2	79.2	29.2	70.8	45.8	54.2	25.0	87.5	12.5	37.5	50.0	41.7
Negative	-16.7	-20.8	-4.2	-16.7	-4.2	-16.7	-8.3	0.0	-4.2	0.0	-20.8	-12.5	0.0	-16.7	0.0	-8.3	-8.3	-20.8	-4.2	-8.3	-16.7	-12.5	-25.0	-20.8	-8.3	-8.3	0.0	-4.2	-12.5	-16.7
Very Negative	-4.2	-4.2	0.0	0.0	0.0	-4.2	0.0	0.0	0.0	0.0	-12.5	-4.2	0.0	-12.5	-4.2	-4.2	-8.3	-8.3	-4.2	0.0	-4.2	0.0	-8.3	-4.2	-4.2	0.0	0.0	-4.2	-4.2	-4.2

this question received a very negative response overall

question-by-question breakdown

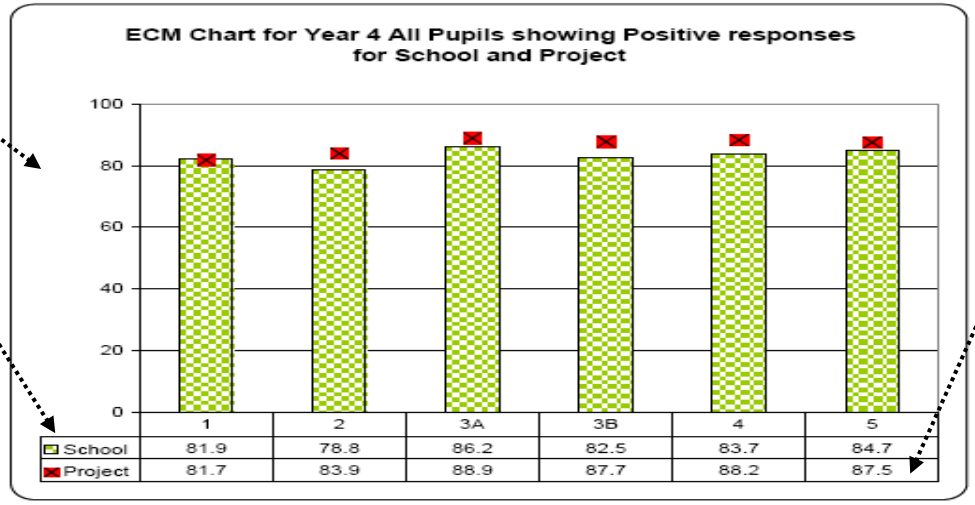
this question received a very positive response

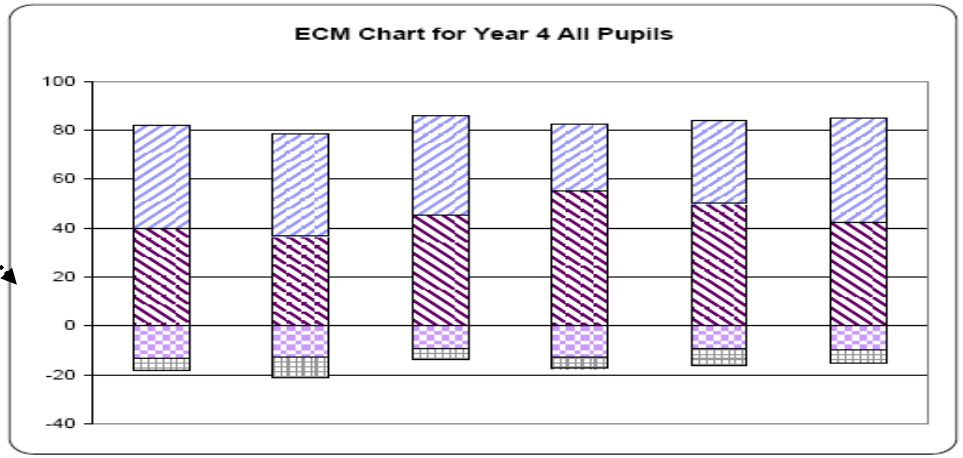
graph shows all positive responses for school and project

responses for the school for all questions within ECM area 1 (bar)

graph shows all responses for year 4 pupils

responses from all Project schools for the eight questions within ECM area 5 (point)

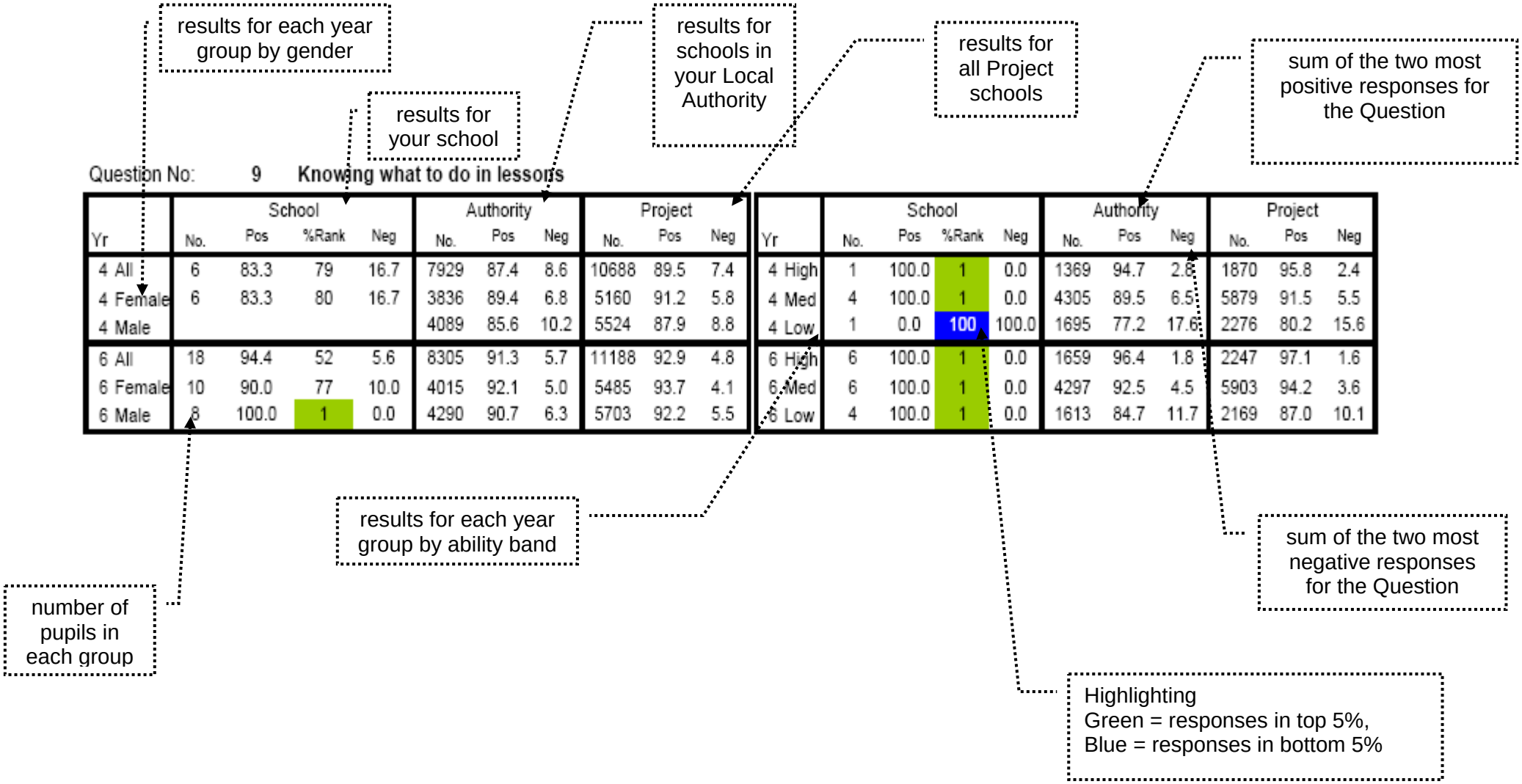




	1	2	3A	3B	4	5
Very Positive	41.6	42.2	40.8	27.2	34.0	42.4
Positive	40.3	36.6	45.4	55.3	49.7	42.4
Negative	-13.0	-12.5	-9.2	-12.8	-9.5	-9.7
Very Negative	-5.1	-8.8	-4.6	-4.7	-6.8	-5.6

ECM Areas																				
Code	Area	Questions																		
1	Being Healthy	31	46	47	48	57	58													
2	Staying Safe	2	16	17	23	27	39	44	49	55	56									
3A	Enjoy	1	3	5	8	13	24	28	30	34	35	38	40	42	43	50	51	52	53	60
3B	Achieve	1	4	9	11	14	19	20	21	22	25	26	37	41	45	54				
4	Community Co	6	7	10	12	15	18	29	32	36	42	44								
5	Economic Well	19	21	33	45	51	59													

A breakdown of responses in each ECM area by gender can be found on the last page of this report



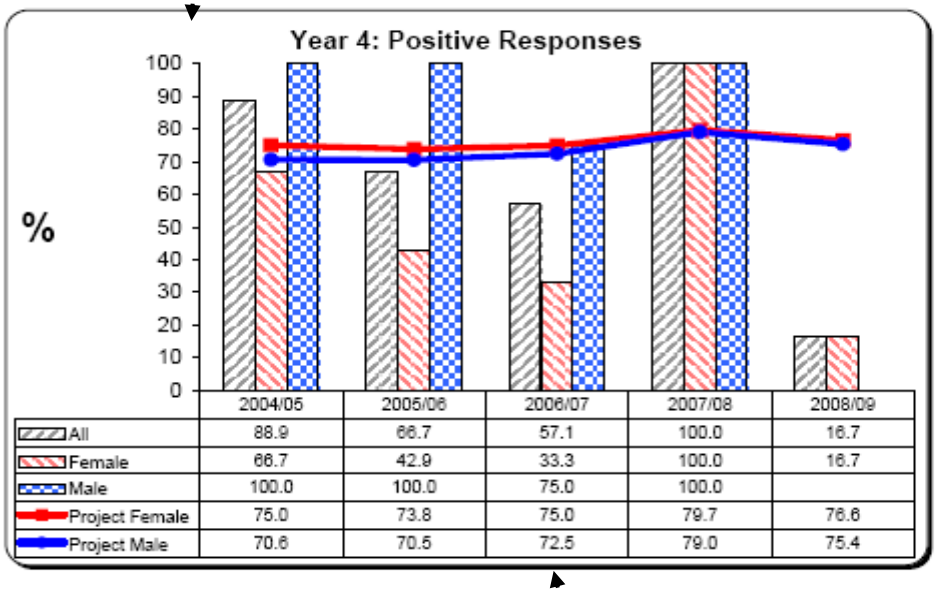
Yr	School No.	School Pos	School %Rank	School Neg	Authority No.	Authority Pos	Authority Neg	Project No.	Project Pos	Project Neg
4 All	6	83.3	79	16.7	7929	87.4	8.6	10688	89.5	7.4
4 Female	6	83.3	80	16.7	3836	89.4	6.8	5160	91.2	5.8
4 Male					4089	85.6	10.2	5524	87.9	8.8
6 All	18	94.4	52	5.6	8305	91.3	5.7	11188	92.9	4.8
6 Female	10	90.0	77	10.0	4015	92.1	5.0	5485	93.7	4.1
6 Male	8	100.0	1	0.0	4290	90.7	6.3	5703	92.2	5.5

Yr	School No.	School Pos	School %Rank	School Neg	Authority No.	Authority Pos	Authority Neg	Project No.	Project Pos	Project Neg
4 High	1	100.0	1	0.0	1369	94.7	2.8	1870	95.8	2.4
4 Med	4	100.0	1	0.0	4305	89.5	6.5	5879	91.5	5.5
4 Low	1	0.0	100	100.0	1695	77.2	17.6	2276	80.2	15.6
6 High	6	100.0	1	0.0	1659	96.4	1.8	2247	97.1	1.6
6 Med	6	100.0	1	0.0	4297	92.5	4.5	5903	94.2	3.6
6 Low	4	100.0	1	0.0	1613	84.7	11.7	2169	87.0	10.1

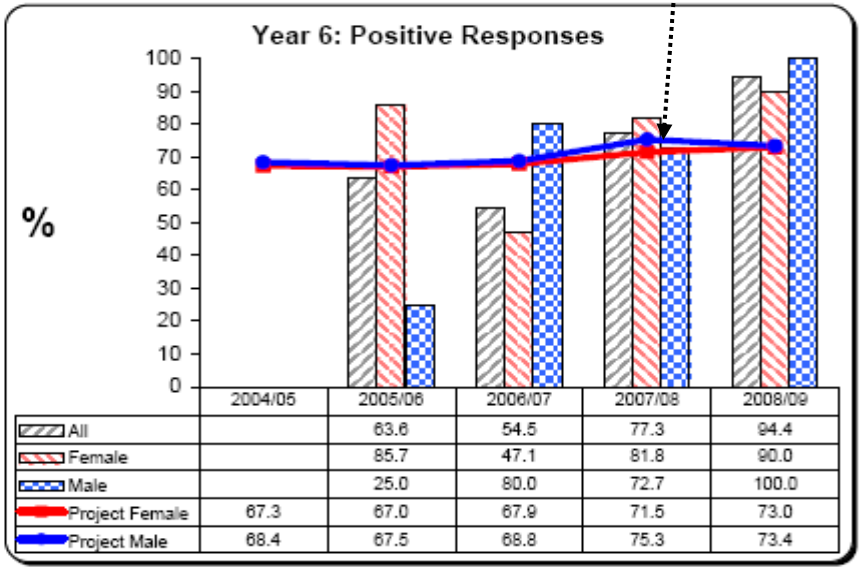
graphs show the total ***positive*** response for each question

this graph shows the response for successive groups of Y4 pupils over a five year period

bars = your school response
lines = response for whole Project



	2004/05	2005/06	2006/07	2007/08	2008/09
All	88.9	66.7	57.1	100.0	16.7
Female	66.7	42.9	33.3	100.0	16.7
Male	100.0	100.0	75.0	100.0	
Project Female	75.0	73.8	75.0	79.7	76.6
Project Male	70.6	70.5	72.5	79.0	75.4



	2004/05	2005/06	2006/07	2007/08	2008/09
All		63.6	54.5	77.3	94.4
Female		85.7	47.1	81.8	90.0
Male		25.0	80.0	72.7	100.0
Project Female	67.3	67.0	67.9	71.5	73.0
Project Male	68.4	67.5	68.8	75.3	73.4

Depending on pupil mobility, the group responding as Y4 in 2006/07 …..

… and Y6 in 2008/09.