

Lancashire Secondary Pupil Attitude Questionnaire



Guidance Notes 2008/09

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BACKGROUND

School Self-Evaluation: the Pupil Voice

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 SEF (Ofsted Self-Evaluation Form), with for example, many questions being directly related to the 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.

Background to the Lancashire Questionnaire

The Lancashire PAQ has been used in schools to survey the views of learners in Y9 and Y11 since 1999, with Y7 involved since 2002. The original questionnaire was revised in 2004 to take into account the views of various interested groups, including schools, the Community Safety Partnership, Healthy Schools and Leadership projects; and also to link with the Ofsted pupil survey. A further review was undertaken in 2007 to take account of new developments and priorities for schools.

The questionnaire is administered in schools across several authorities, so feedback reports show results for your school, your Local Authority and for all project schools.

Questionnaires are usually completed in the summer term, often coinciding with the main exam season. Whilst learners' individual responses are not reported to ensure confidentiality, pupil id codes allow the Data Analysis Team to group results by gender and by ability. (*Ability groups are determined using pupils' KS2 overall average point scores: high ability 33 points and above, middle ability between 32 and 26 points, low ability below 26 points*).

Although questions can be grouped thematically for analysis (e.g. homework), they are asked in random order so learners respond to each question on its own merits. When interpreting learners' responses, it may help to group questions together, as in the following suggestions:

- The school (Q1, 15, 26, 33, 36, 43, 50, 51, 54)
- Support from teachers (Q1, 4, 9, 13, 18, 20, 22, 24, 29, 37, 56, 59)
- Interest in school work and confidence (Q5, 9, 11, 14, 22, 25, 30, 31, 33, 34, 35, 38, 41, 52, 57)
- Social interaction (Q2, 6, 8, 10, 32, 39, 40, 44, 46, 49)
- Attitudes out of school (Q3, 7, 42, 45)
- Safety issues (Q2, 16, 17, 27, 28, 49, 53, 55, 58)
- Pastoral support (Q2, 6, 8, 15, 17, 19, 21, 23, 26, 36, 47, 48, 53, 58)
- Assessment for Learning (Q4, 5, 12, 33, 37, 60)

To support completion of the school SEF, we have included a new 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 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 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 Y7 against those for the project overall. The chart below offers more detail, showing how the responses break down between positive and negative choices. Pages 4 and 5 contain similar tables for Y9 and Y11 responses respectively. The grid below the charts summarises which questions are linked to which ECM area.

2. SUMMARY DATA: the table on page 6 highlights any question where your school's responses for Y7 are in line with the most positive 5% or the most negative 5% of all schools in the project, shown by ability and gender. Pages 7 and 8 contain similar tables for Y9 and Y11 responses respectively.

3. STACKED BAR CHARTS: pages 9 and 10 show how your school's Y7 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 (e.g. 'positive' or 'very positive'). Pages 11 to 14 contain similar charts for Y9 and Y11. *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 15 to 74 add together the two most positive responses for each question (e.g. being 'always' and 'usually' well taught) and display this alongside the total negative response (e.g. 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 KS2 test scores) 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 RAISE online and FFT analyses).

Please remember that in a cohort containing very few learners (e.g. 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 Y11 graph, for example, shows the *positive* responses for successive cohorts of Y11 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 Y7 cohort in 2003/04 is included in the Y9 graph for 2005/06, and as Y11 in 2007/08.

5. BREAKDOWN BY PUPIL RESPONSE

Pages 75 to 89 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 (e.g. 'teachers *a/ways* 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 two pages of the report, p90 and p91, show a similar breakdown of responses collated under the ECM areas.

ANALYSING THE REPORTS: GUIDELINES

General Points

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, e.g. 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; e.g. a positive response over 80% may be regarded as a strong endorsement from pupils (particularly if the project response were 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.

Different Approaches to the Analysis

1. ECM DATA

- The charts on pages 3 to 5 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 pages 90 and 91 suggest any difference in the views of boys and girls?

2. SUMMARY DATA

- The summary data on pages 6 to 8 highlight responses that differ from the project overall: do these suggest any potential areas for further investigation across all year groups, an individual year group, ability group or gender?

3. STACKED BAR CHARTS

- Stacked bar charts on pages 9 to 14 highlight any questions giving particularly positive or negative responses for your school: do these suggest any areas for further investigation?

4. QUESTION-BY-QUESTION RESPONSES

- Consider in more detail any individual questions identified in 1 and 2 above by moving to the page for that question and considering the data for each year group, gender and ability band; also whether there have been any trends over time.
- Skim through the data tables and graphs on pages 15 to 74, stopping to note any further possible issues for investigation, or highlighting any figures or grades which stand out as being particularly high or low; or differ widely between boys and girls, ability groups or year groups; or suggest any particular changes in pupil responses over time.
- The approach above might also be carried out by focusing on particular groups of questions (e.g. related to AfL) or those linked to specific aspects of the school improvement plan.

5. BREAKDOWN BY PUPIL RESPONSE

Issues identified above can be investigated in further detail by considering the distribution of positive and negative responses for each question, with reference to a copy of the questionnaire to confirm the wording of questions. This report can offer insight into the strength of feeling expressed by pupils (e.g. 'pupils' behaviour is '*much better*' compared to '*... a bit better*').

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: e.g. by talking to focus groups of learners or in consultation with the student council.

Some issues identified by 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).

The Impact of Changes to the Question Bank

When analysing trends in pupil responses over time for your school, it is important to take into account changes in responses for the Project arising from changes to the question bank in 2007.

In addition to new questions, some existing questions were reworded to clarify their meaning (as indicated by a 'dagger' symbol in the analyses). This led to significant changes in pupil responses across the project for some questions: e.g.

2007 Question	Previous Version
Q4: Teachers helping me to improve my work (e.g. by talking to you or marking your work). <i>Teachers' comments are always helpful...</i>	What teachers tell me about my work. <i>Teachers always tell me how I am getting on with my work...</i>
Q11: Homework is interesting and useful. <i>Always ...</i>	Getting worthwhile homework. <i>I never get worthwhile homework... (options in reverse order)</i>
Q14: My work in school. <i>My work is always about right for me ... usually about right ... too easy ... too hard</i>	Easiness of work. <i>My work is always too easy for me ...</i> Difficulty of work. <i>My work is always too hard for me ...</i>
Q15: Feeling like a valued member of the school (teachers are friendly and take an interest in you). <i>I always feel valued ...</i>	Teachers and pupils. <i>Teachers are always friendly towards pupils ...</i>
Q16: My property is safe in school (e.g. coat, bag, 'phone). <i>Always ...</i>	Things being stolen. <i>I am very concerned about my things being stolen in school ... (options in reverse order)</i>
Q19: Planning my future (knowing what you will do when you leave school). <i>I have clear plans about college, university or a particular job ... some ideas ... not sure ... I want to leave school as soon as I can</i>	Planning my future. <i>I plan to leave school as soon as I can ... I plan to stay at school or college until 17 or 18 but not go on after that ... I plan to go to university (only 3 options)</i>
Q25: Working hard. <i>I always have to work hard ...</i>	Thinking hard. <i>I always have to think hard to do my work ...</i>
Q36: Pupils' opinions helping to improve the school. <i>Pupils' opinions are always listened to ...</i>	Involvement in decision making in school. <i>I feel that I am involved in decision making in school.</i>

Some questions were *not* reworded, but the options were offered in reverse order (now giving the most positive option first). The proportion of pupils' positive responses to some of these questions has also increased:

Q21: When changes happen in my life (such as moving school).

Q24: Asking teachers for help if I am stuck.

Q28: Worried about drugs and solvents being brought into school.

Q31: Worrying about getting things wrong.

Q39: The way others behave in class.

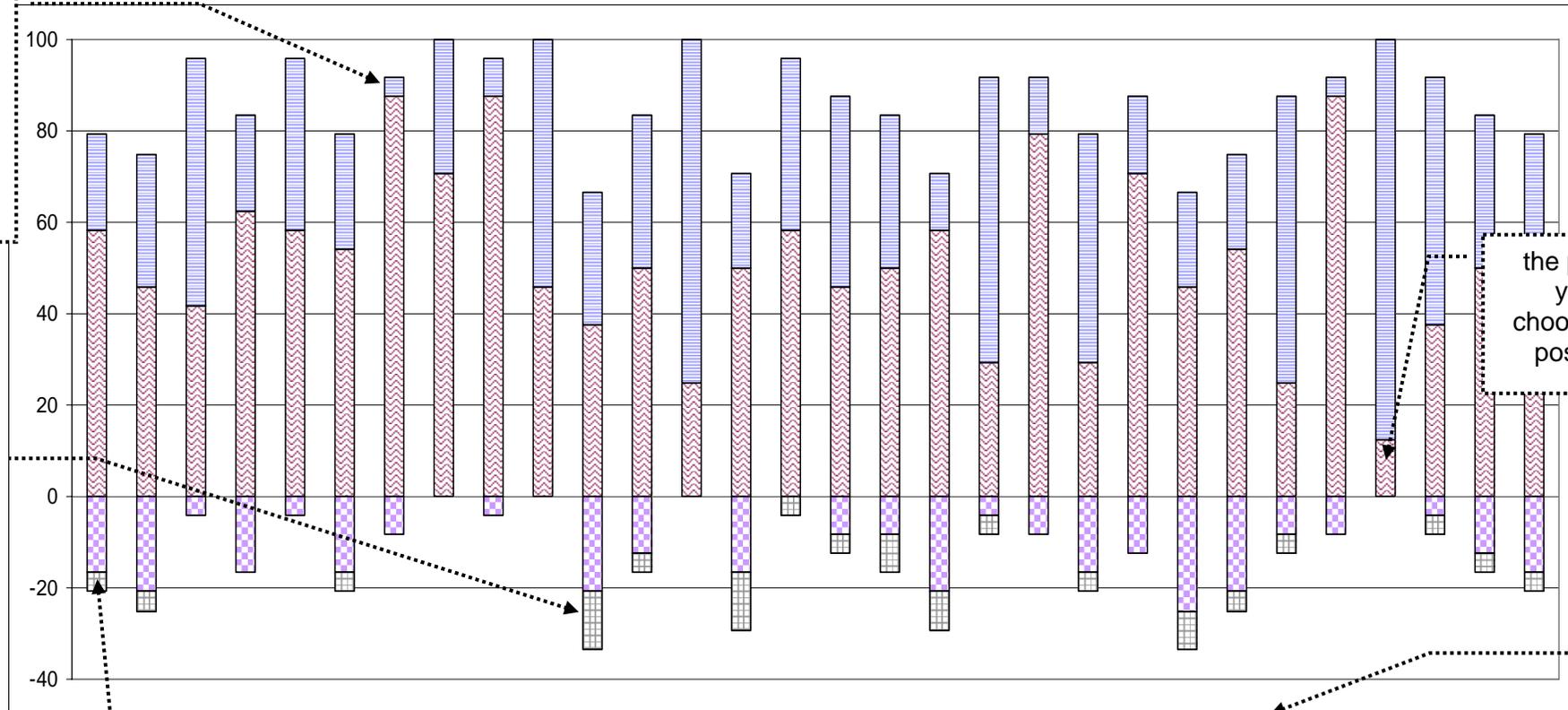
Q52: The work I have to do.

Q53: Missing lessons without a good reason.

STACKED BAR CHARTS

Lancashire Pupil Attitude Questionnaire 2009

Year 7 Responses Questions 1 to 30

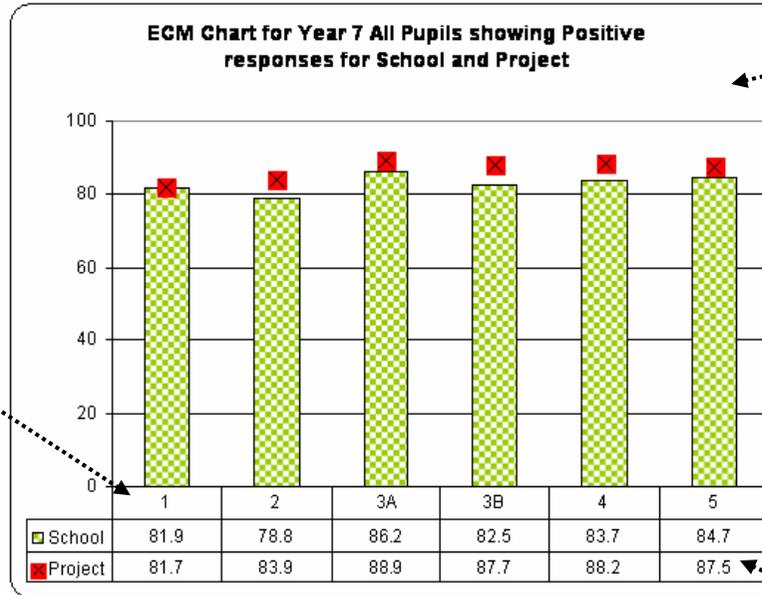


	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Very Positive	20.8	29.2	54.2	20.8	37.5	25.0	4.2	29.2	8.3	54.2	29.2	33.3	75.0	20.8	37.5	41.7	33.3	12.5	62.5	12.5	50.0	16.7	20.8	20.8	62.5	4.2	87.5	54.2	33.3	37.5
Positive	58.3	45.8	41.7	62.5	58.3	54.2	87.5	70.8	87.5	45.8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

the proportion of your pupils choosing the least negative option

this question received a very positive response overall

this question received a very negative response overall

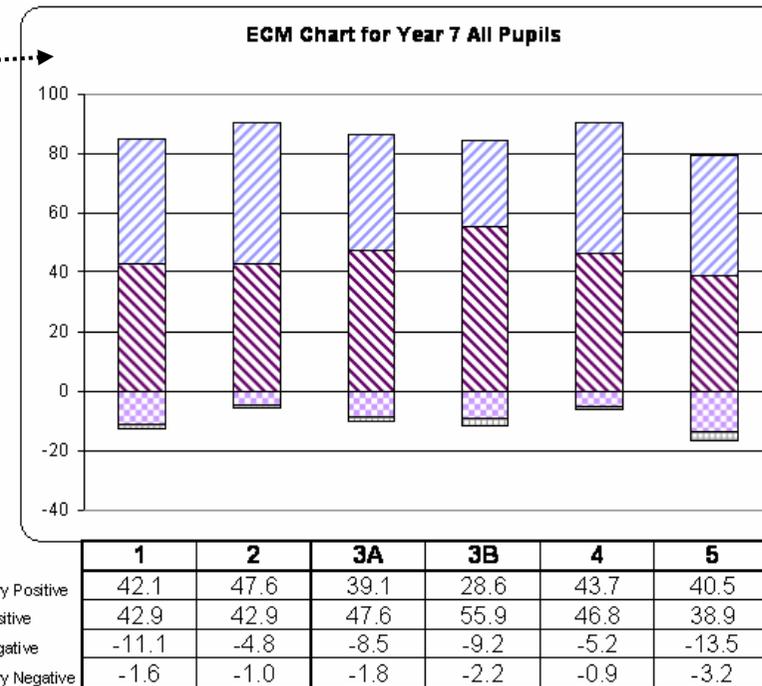


graph shows all positive responses

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

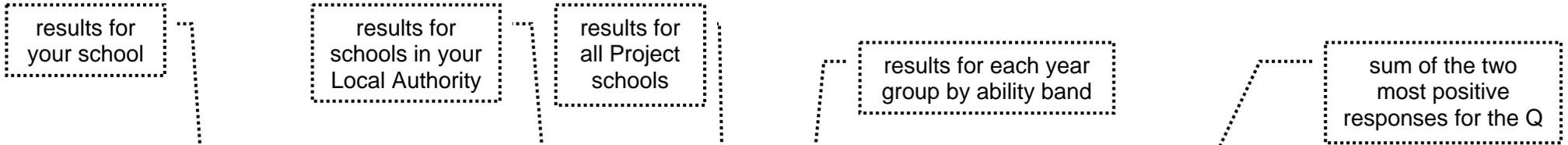
responses from all Project schools for the eight questions within ECM area 5 (point)

graph shows all responses for year 7 pupils



QUESTION-BY-QUESTION RESPONSES (DATA TABLES)

Lancashire Pupil Attitude Questionnaire 2009



Question No: **1 Being taught well**

Yr	School				Authority			Project			Yr	School				Authority			Project		
	No.	Pos	% Rank	Neg	No.	Pos	Neg	No.	Pos	Neg		No.	Pos	% Rank	Neg	No.	Pos	Neg	No.	Pos	Neg
7 All	125	95.2	68	4.0	8772	96.3	2.8	12087	95.9	3.0	7 High	28	96.4	78	3.6	1718	98.0	1.4	2365	96.9	2.1
7 Female	61	96.7	67	3.3	4360	97.1	2.1	6105	96.6	2.5	7 Med	65	93.8	81	4.6	4489	96.3	2.9	6218	96.1	2.9
7 Male	64	93.8	70	4.7	4412	95.4	3.4	5981	95.3	3.5	7 Low	31	96.8	40	3.2	2020	94.8	3.9	2802	94.7	4.1
9 All	157	90.4	71	5.7	8527	92.5	6.5	11872	92.3	6.7	9 High	25	80.0	89	16.0	1402	93.6	5.8	1935	93.2	6.1
9 Female	78	85.9	94	7.7	4276	93.6	5.4	6089	93.1	5.9	9 Med	96	92.7	51	5.2	4602	92.6	6.6	6364	92.4	6.8
9 Male	79	94.9	41	3.8	4251	91.4	7.6	5783	91.5	7.5	9 Low	30	93.3	42	0.0	1989	91.2	7.0	2895	91.3	6.9
11 All	100	98.0	15	2.0	5656	91.4	7.6	7539	91.9	7.1	11 High	15	100.0	1	0.0	987	92.4	7.2	1284	92.7	6.9
11 Female	54	100.0	1	0.0	2885	93.6	5.5	3850	94.0	5.2	11 Med	56	98.2	16	1.8	2981	91.8	7.3	3955	92.2	7.0
11 Male	46	95.7	24	4.3	2771	89.1	9.7	3689	89.8	9.0	11 Low	29	96.6	28	3.4	1458	90.2	8.1	1984	91.2	7.1

number of pupils in each group

Percentile Rank
To compare the performance of the school against all Project schools, with 1 for the highest score and 100 for the lowest.

Highlighting
Green = responses in top 5%,
Blue = responses in bottom 5%

sum of the two most negative responses for the Q

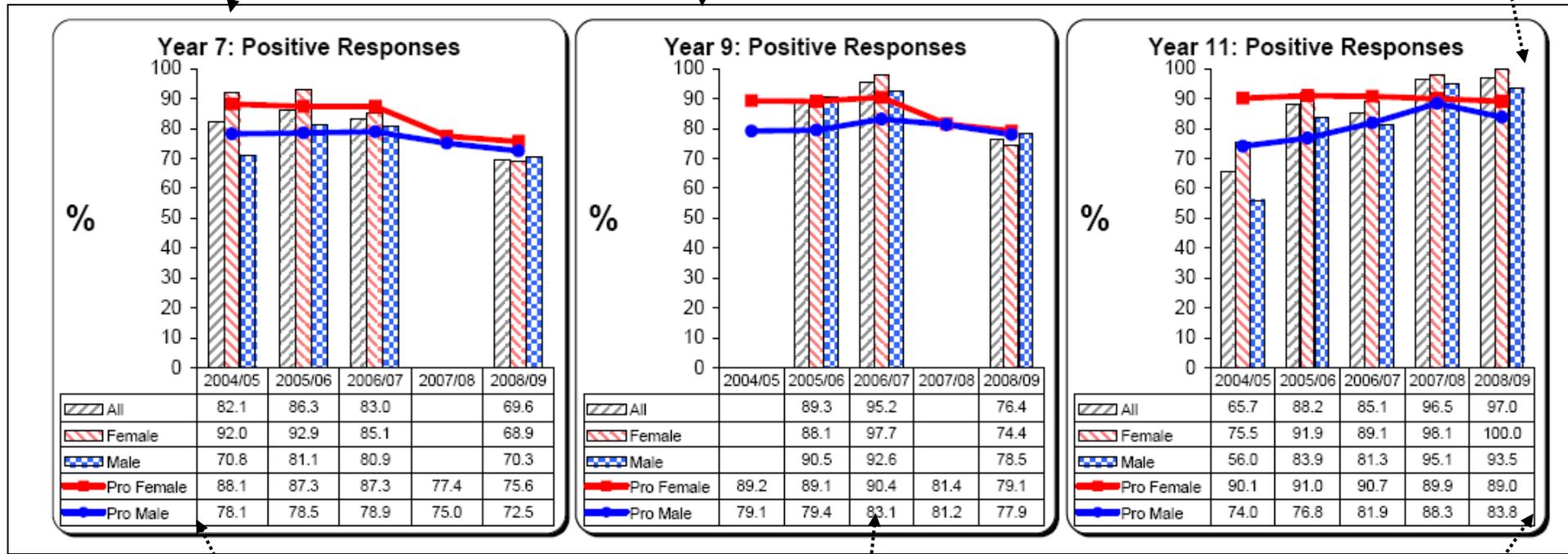
QUESTION-BY-QUESTION RESPONSES (GRAPHS)

Lancashire Pupil Attitude Questionnaire 2009

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

this graph shows the response for successive groups of Y9 pupils over a five year period

bars = your school response
lines = response for whole Project



Depending on pupil mobility, the group responding as Y7 in 2004/05

... were Y9 in 2006/07

... and Y11 in 2008/09.