



School: The Beacon Centre

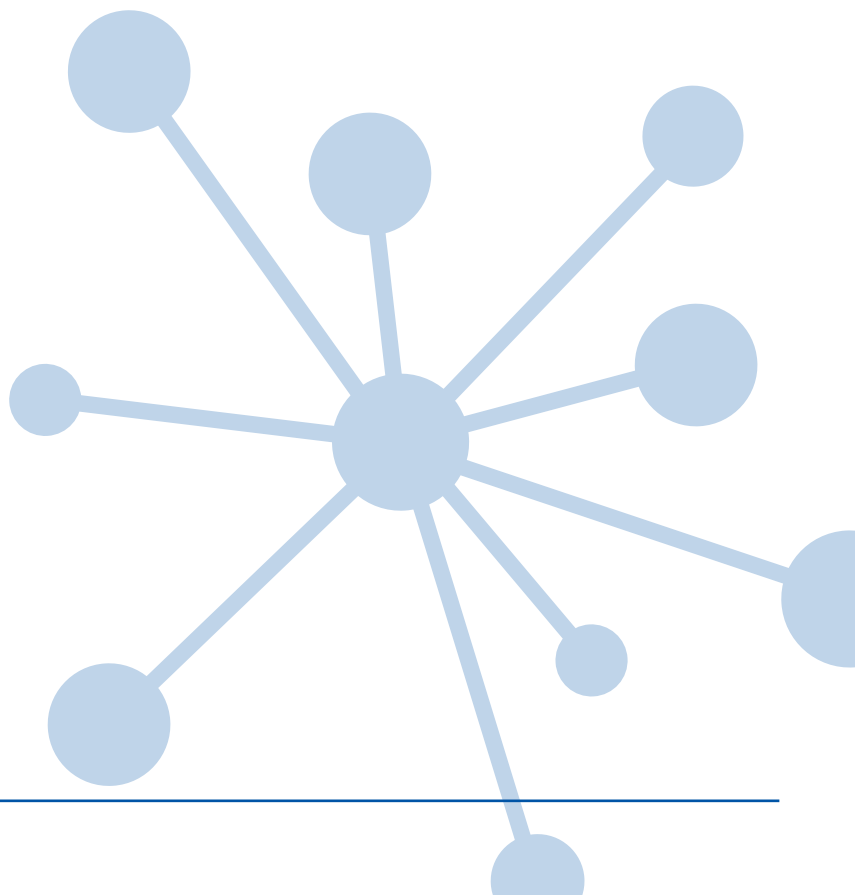
Survey period: 14/09/2023 – 08/07/2024

Level: PASS 3

PASS

Survey report

In case of enquiries please contact GL Assessment by emailing info@gl-assessment.co.uk.
Copyright © 2025 GL Assessment Limited.



Survey report

School: The Beacon Centre		
Group: Whole School Report 23 24		
Survey period: 14/09/2023 – 08/07/2024	Level: PASS 3	No. of students: 48

What is *PASS*?

The success of young people's educational experience is heavily determined by the attitudes that they bring to their learning, their sense of aspiration and the feelings they have about their place in the broader social context of the school. The Pupil Attitude to Self and School (*PASS*) is a powerful, multi-factorial measure of students attitudes to school, learning and success. The data it yields can be used as a means of establishing baselines and to support effective planning and implementation of interventions at individual, group and whole school levels.

The data can be viewed for one administration or monitored over time. Teachers can also triangulate *PASS* data with GL Assessment's Cognitive Abilities Tests, progress measures or curriculum assessments to make informed decisions about future learning.

Why use *PASS*?

The *PASS* survey report provides a picture of the school from the student's perspective and may challenge the assumptions held by the school's teachers, senior leaders and other staff.

The benefits of *PASS* are extensive. In particular, it helps schools to:

- Establish their students' perceptions of their school and learning experience;
- Help teaching staff, support staff and senior leaders to challenge their own assumptions about the school and its students;
- Provide information for the school's self-evaluation and development;
- Inform teaching and learning strategies and intervention programmes;
- Understand and address challenging behaviour;
- Address attendance issues through the identification of underlying factors as well identifying those most at risk of becoming alienated;
- Support the identification of emotionally vulnerable young people and those with possible mental health issues, to ensure those most at risk do not slip through the net;
- Provide an objective means for joint collaborative problem-solving, working with parents, carers and extended families, external agencies and other professionals supporting young people.

The *PASS* factors are:

Factor 1 – Feelings about school	Measuring students' sense of well-being, safety and comfort in school.
Factor 2 – Perceived learning capability	Measures students' views of how positive and successful they feel in their specific capabilities as learners.
Factor 3 – Self-regard as a learner	Measures the impact of their learning on their concept of self more generally.
Factor 4 – Preparedness for learning	Measures students' perceptions of their behaviour and attitude in learning situations (including metacognitive skills).
Factor 5 – Attitudes to teachers	Measures students' perceptions of their relationships with teachers.
Factor 6 – General work ethic	Measures students' attitudes and responses to work in general.
Factor 7 – Confidence in learning	Measures students' confidence in approaching and dealing with learning and perseverance when presented with challenging tasks, and includes associated feelings such as a 'high' anxiety element.
Factor 8 – Attitudes to attendance	Measures students' attitudes to attendance at school.
Factor 9 – Response to curriculum demands	Measures students' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.

Understanding the PASS report

Note that analysis of custom groups depends on the information submitted to the PASS survey register on Testwise. You can add this information and re-run the report at any time.

Successful use of *PASS* data requires an analysis across factors and regular comparison of the data with the particular context of the school.

In the report you will find three levels of analysis:

Level 1 Analysis

- Whole cohort analysis

Level 2 Analysis

- Analysis by **gender**
- Analysis by **year group**
- Analysis by **ethnic group, FSM status, EAL status**
- Analysis by **year group** and **gender**
- Analysis by **ethnic group** and **gender**

Level 3 Analysis

- Individual profiles
- Item level analysis

Data measures

PASS reports include two distinct data measures.

The **mean percentage** scores (non-standardised), shown in the bar charts, look at the school on its own and do not include any comparisons with other schools. They are particularly useful to:

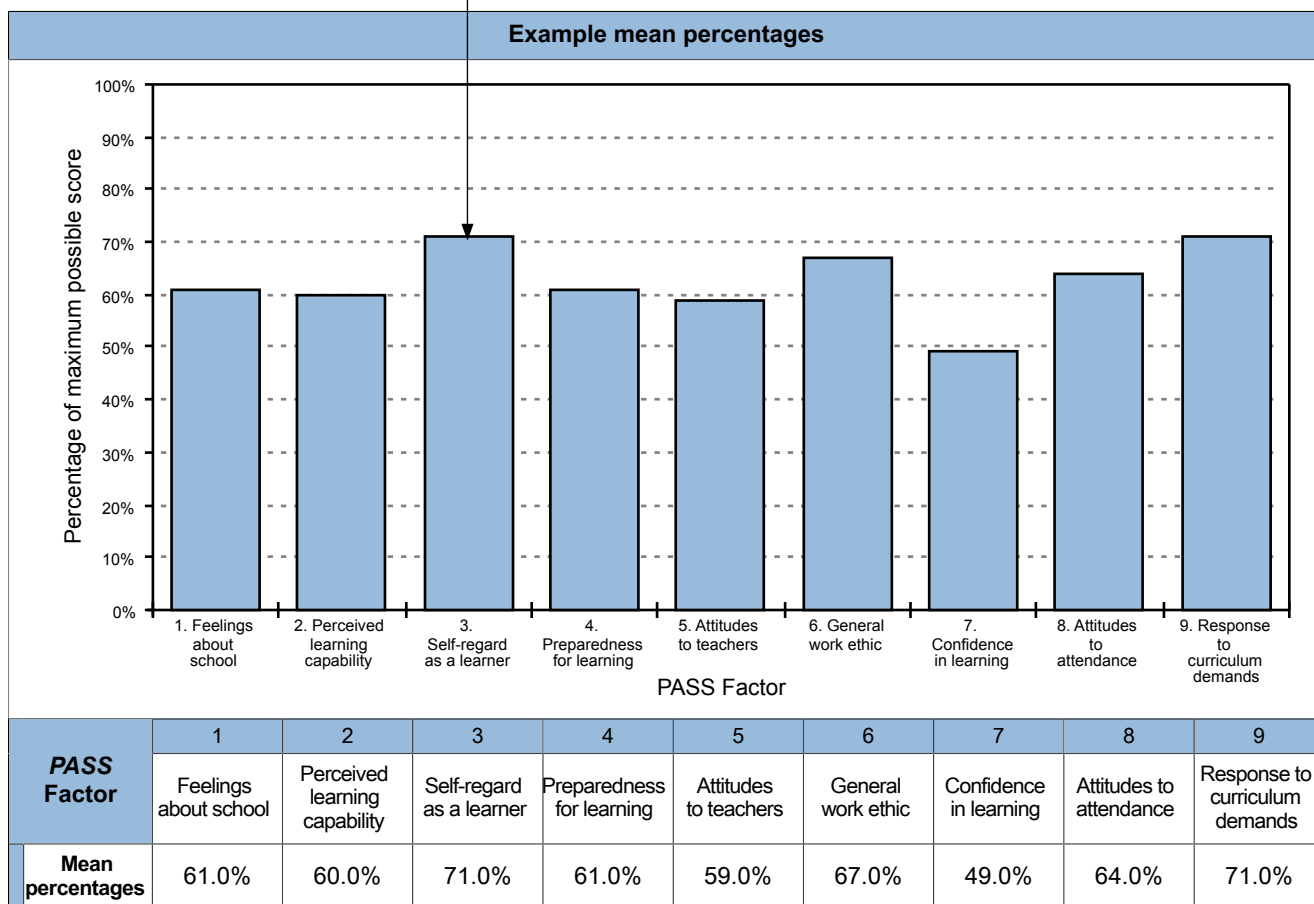
- Obtain an overall view of how the students feel about the school as a whole, what they are satisfied with, and where they feel there is room for improvement;
- Compare two consecutive surveys to measure changes across time.

The **percentile rank** (standardised) are based on the percentage score shown in the chart. These percentiles are benchmarked against national norms providing a standardised indication of attitudes in the school. Individual profiles and item level analysis show percentiles only.

When looking at the scores together, it is important to note that the distribution of national scores is not even, and there may be a significantly high number of schools with high levels of satisfaction. Therefore, it is often found that small increases in the non-standardised percentage scores can lead to large increases in percentile scores especially where a school crosses a percentile rank threshold between two surveys.

Example analysis

The bars on the chart represent the school's **non-standardised scores**. This is a score, expressed as a percentage, relative to the maximally positive response to the questions comprising a factor. For example, if boys within a school were to score a maximum of 5 out of 10 for self-regard, then their non-standardised score would be 50%. The score enables comparison across time within a school.



Example percentiles

PASS Factor	1	2	3	4	5	6	7	8	9
Percentile score	21.4	7.5	73.4	4.9	16.9	19.8	16.1	33.5	62.3

The figures in the table below each chart show the school's **standardised scores**. The numbers represent the **percentile rank** for each factor based on the percentage score shown in the chart. These percentiles are benchmarked against national norms providing a standardised indication of attitudes in the school. In the example shown, a score of 61% for Factor 1 puts the cohort in the 21.4th percentile, meaning that they are equally as or more positive than 21.4% of the population on that measure but less positive than 78.6%.

Interpreting percentile scores

The colour coding used in the report should be interpreted as a guide to help schools see at a glance the level of satisfaction that cohorts or individuals have with their school experience. Those found to be in the lowest 5% compared to the UK population should be taken as an immediate concern for the school. The average range of responses lies between the 16th and 84th percentile. Your *PASS* survey report interprets factor and item responses based on the following percentile values.

Attention should be paid to the exact percentiles shown in the standardised score tables as some factor responses shown in green may show a significantly high level of satisfaction and act as evidence of the success of the school's existing programmes.

High satisfaction with their school experience	Students/Cohorts in the 31 st – 100 th percentile
Moderate satisfaction with their school experience	Students/Cohorts in the 21 st – 30 th percentile
Low moderate satisfaction with their school experience	Students/Cohorts in the 6 th – 20 th percentile
Low satisfaction with their school experience	Students/Cohorts in the lowest 5% of responses

In looking at the results of the *PASS* survey it is important that you:

- identify what **supports** your perceptions about your students' attitudes to school and their learning experience;
- identify what **does not support** your perceptions about your students' attitudes to school and their learning experience;
- use your **professional judgement** to address what doesn't match your assumptions;
- continue to **involve your students** in any work developed from the *PASS* survey.

To help you make best use of the information, we have provided for your use along with this report the *PASS* Survey Report Workbook available on the GL Assessment website: <https://support.gl-assessment.co.uk/knowledge-base/assessments/pass-support/downloads/downloads/>

School: The Beacon Centre		
Group: Whole School Report 23 24		
Survey period: 14/09/2023 – 08/07/2024	Level: PASS 3	No. of students: 48

School respondent analysis

	Category	Frequency	Percentage
Gender	Boys	30	62.5%
	Girls	18	37.5%
Year group	Year 7	12	25.0%
	Year 8	15	31.3%
	Year 9	11	22.9%
	Year 10	8	16.7%
	Year 11	2	4.2%
Ethnic group	White - British	23	47.9%
	White - English	7	14.6%
	Black - African	2	4.2%
	Any Other Ethnic Group	1	2.1%
	Not Specified	1	2.1%
	White and Asian	1	2.1%
	Unknown	13	27.1%
Nationality	British	30	62.5%
	Central African	1	2.1%
	English	1	2.1%
	Unknown	17	35.4%
Free school meals	Yes	22	45.8%
	No	11	22.9%
	Unknown	15	31.3%
English as an additional language	No	33	68.8%
	Unknown	15	31.3%
Year and gender	Year 7 Boys	10	20.8%
	Year 7 Girls	2	4.2%
	Year 8 Boys	7	14.6%
	Year 8 Girls	8	16.7%
	Year 9 Boys	6	12.5%
	Year 9 Girls	5	10.4%
	Year 10 Boys	5	10.4%
	Year 10 Girls	3	6.3%
	Year 11 Boys	2	4.2%
Ethnic group and gender	White - British Boys	17	35.4%

	Category	Frequency	Percentage
	Unknown Girls	7	14.6%
	Unknown Boys	6	12.5%
	White - British Girls	6	12.5%
	White - English Boys	4	8.3%
	White - English Girls	3	6.3%
	Any Other Ethnic Group Girls	1	2.1%
	Black - African Boys	1	2.1%
	Black - African Girls	1	2.1%
	Not Specified Boys	1	2.1%
	White and Asian Boys	1	2.1%

School: The Beacon Centre

Group: Whole School Report 23 24

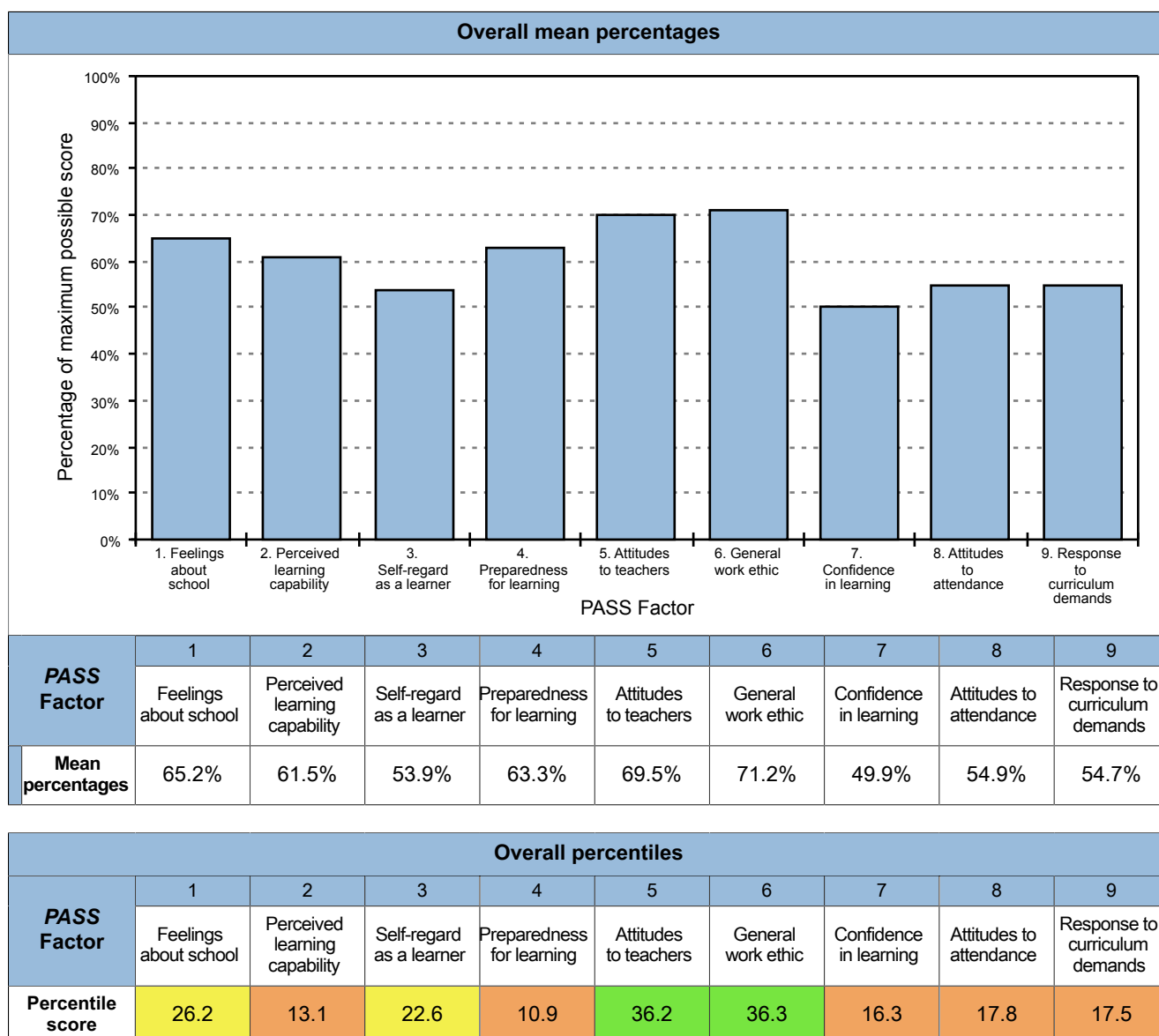
Survey period: 14/09/2023 – 08/07/2024

Level: PASS 3

No. of students: 48

PASS factor analysis

Level 1: Whole cohort profile



School: The Beacon Centre

Group: Whole School Report 23 24

Survey period: 14/09/2023 – 08/07/2024

Level: PASS 3

No. of students: 48

Level 2: Gender

PASS factors analysed by gender



School: The Beacon Centre

Group: Whole School Report 23 24

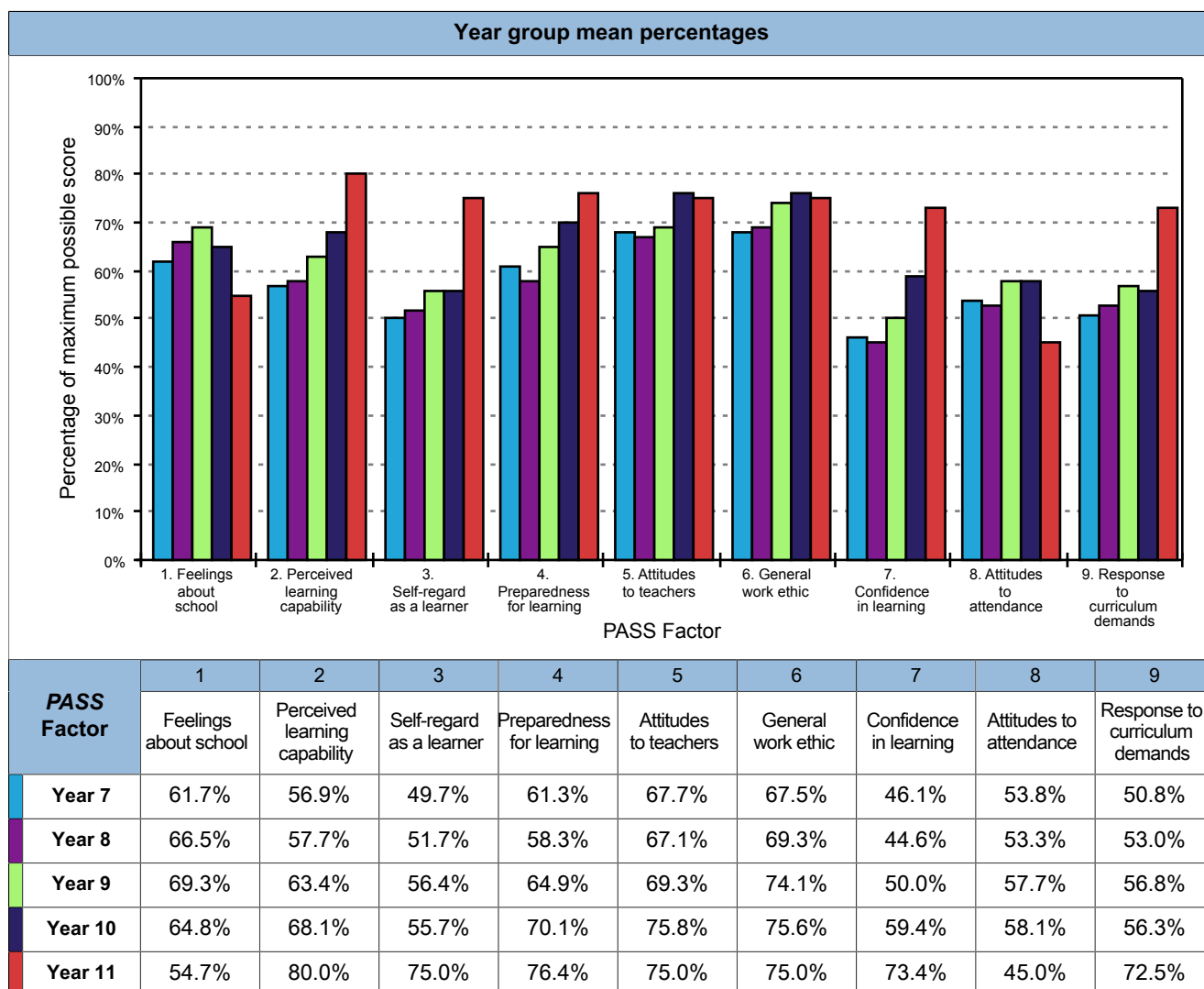
Survey period: 14/09/2023 – 08/07/2024

Level: PASS 3

No. of students: 48

Level 2: Year group

PASS factors analysed by year group



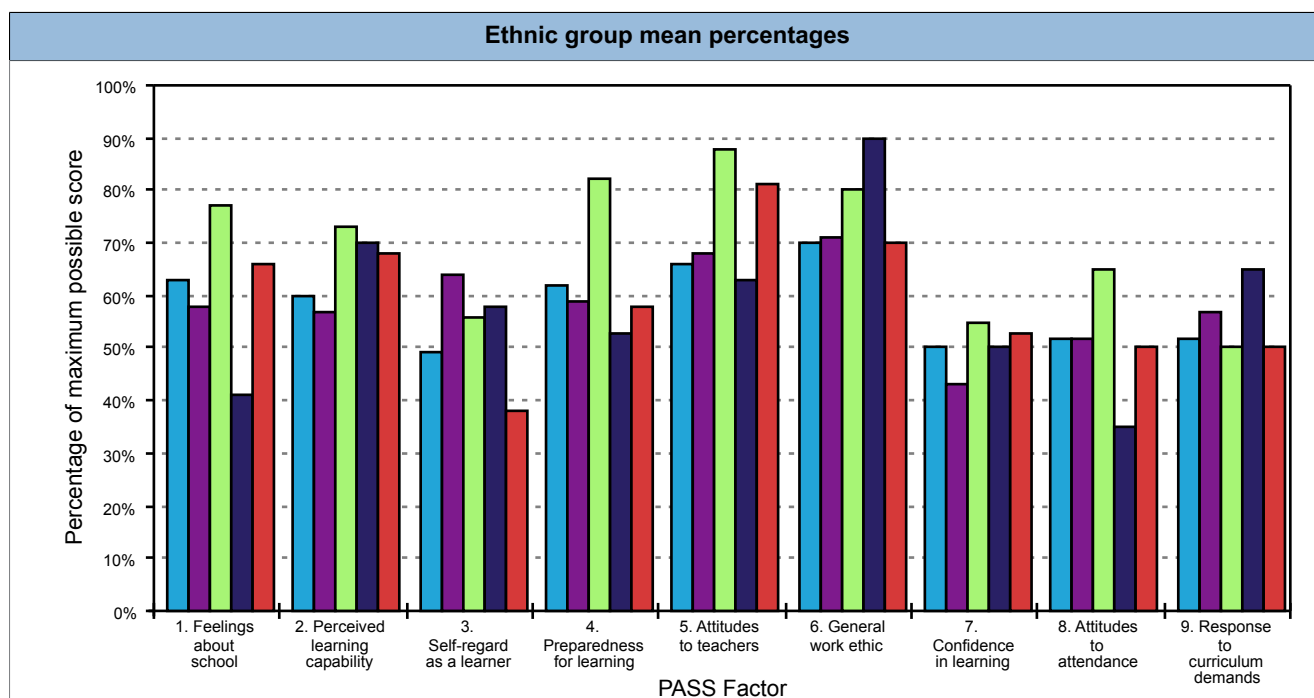
PASS factors analysed by year group

Year group percentiles									
PASS Factor	1	2	3	4	5	6	7	8	9
	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
Year 7	12.3	6.3	14.9	4.8	22.4	28.6	10.3	12.7	9.9
Year 8	25.8	7.2	14.8	5.6	35.0	33.7	8.2	17.8	18.2
Year 9	38.7	14.0	33.6	12.7	42.1	62.2	17.2	28.6	17.3
Year 10	32.7	26.5	22.7	27.2	67.8	67.8	43.9	30.4	17.3
Year 11	14.2	73.3	85.6	59.2	67.0	69.7	85.0	8.3	83.0

School: The Beacon Centre		
Group: Whole School Report 23 24		
Survey period: 14/09/2023 – 08/07/2024	Level: PASS 3	No. of students: 48

Level 2: Ethnic group

PASS factors analysed by ethnic group



PASS Factor	1	2	3	4	5	6	7	8	9
	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
White - British	62.5%	60.0%	49.5%	62.0%	66.3%	70.4%	50.4%	52.4%	52.0%
White - English	57.6%	56.8%	63.7%	58.7%	67.9%	70.7%	42.9%	52.1%	57.1%
Black - African	76.6%	72.5%	56.3%	81.9%	87.5%	80.0%	54.7%	65.0%	50.0%
Any Other Ethnic Group	40.6%	70.0%	58.3%	52.8%	62.5%	90.0%	50.0%	35.0%	65.0%
Not Specified	65.6%	67.5%	37.5%	58.3%	81.3%	70.0%	53.1%	50.0%	50.0%
White and Asian	65.6%	70.0%	62.5%	63.9%	62.5%	70.0%	53.1%	50.0%	60.0%
Unknown	74.0%	63.1%	56.4%	66.5%	73.6%	70.4%	51.4%	61.5%	58.1%

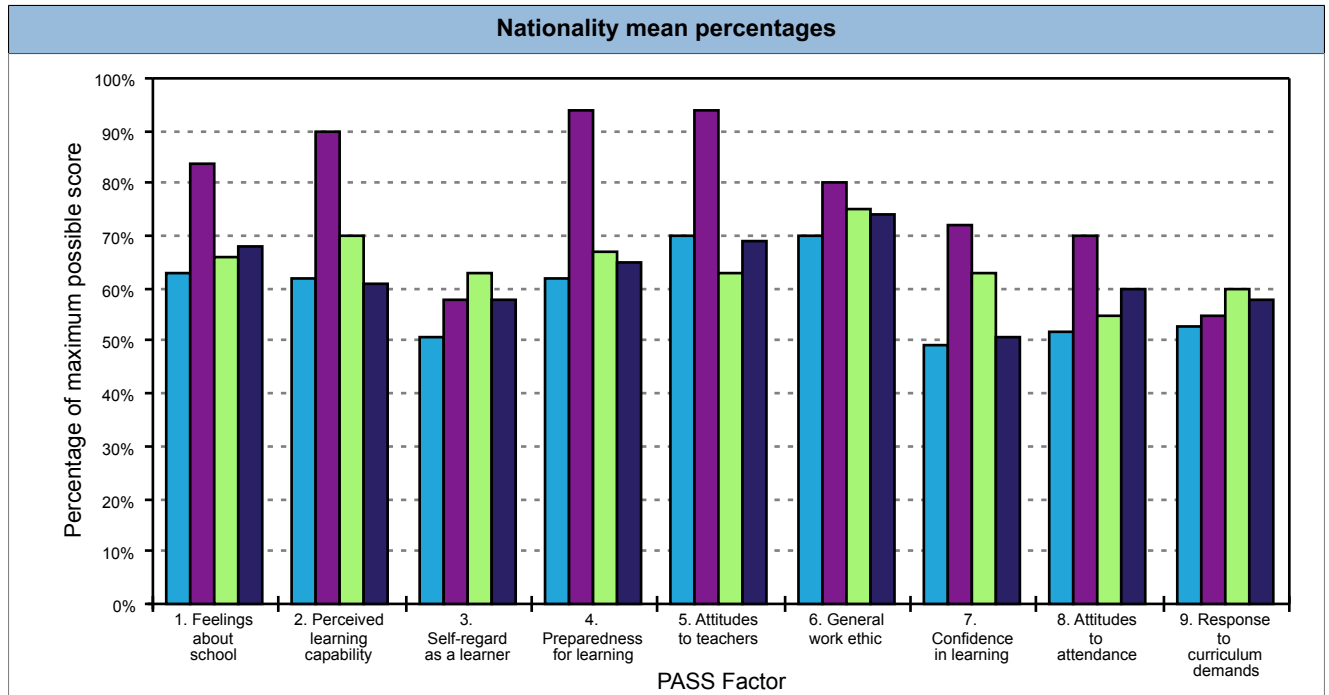
PASS factors analysed by ethnic group

Ethnic group percentiles									
PASS Factor	1	2	3	4	5	6	7	8	9
	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
White - British	20.4	9.6	14.5	7.7	36.2	36.3	16.3	11.6	9.6
White - English	12.0	6.9	47.3	5.4	36.2	36.3	7.6	11.6	17.5
Black - African	64.3	41.2	33.6	69.1	85.2	81.0	30.7	36.3	9.6
Any Other Ethnic Group	3.0	31.8	33.6	2.7	23.0	98.3	16.3	2.1	45.2
Not Specified	26.2	24.0	3.0	5.4	73.7	36.3	22.7	11.6	9.6
White and Asian	26.2	31.8	47.3	10.9	23.0	36.3	22.7	11.6	29.2
Unknown	55.2	13.1	33.6	15.5	57.4	36.3	16.3	25.9	29.2

School: The Beacon Centre		
Group: Whole School Report 23 24		
Survey period: 14/09/2023 – 08/07/2024	Level: PASS 3	No. of students: 48

Level 2: Nationality

PASS factors analysed by nationality



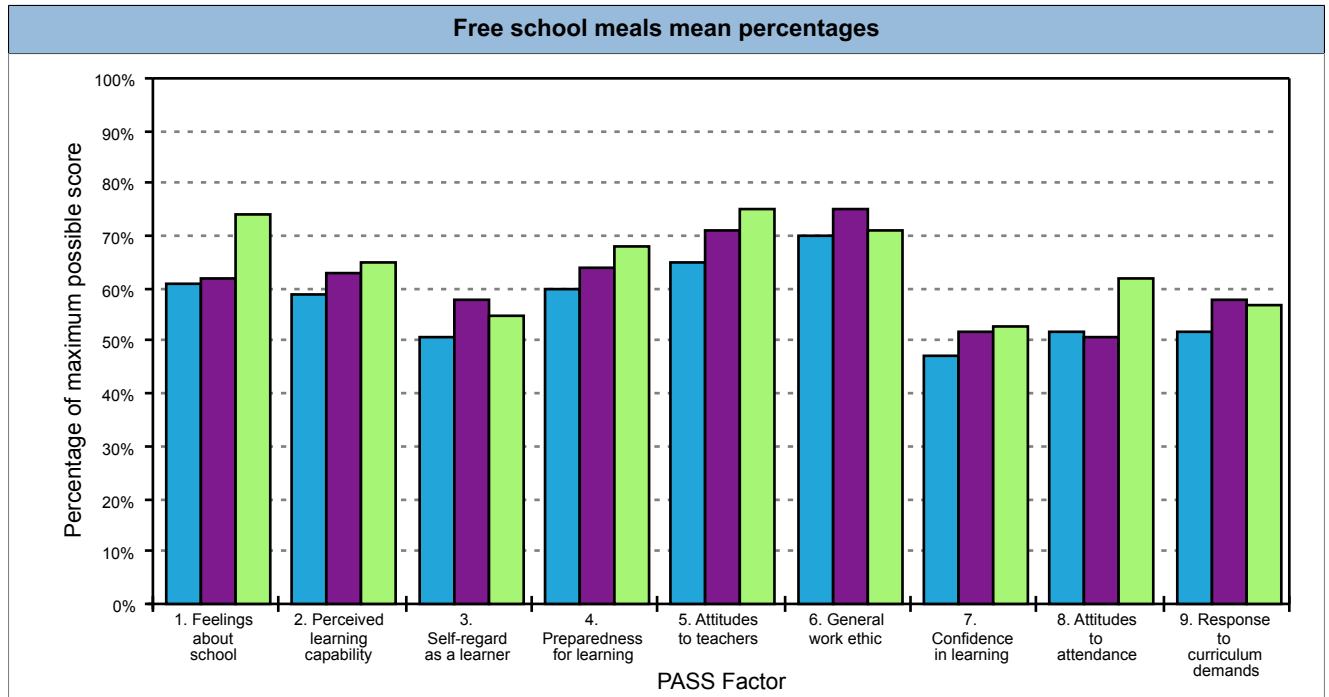
PASS Factor	1	2	3	4	5	6	7	8	9
	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
British	63.4%	61.6%	51.1%	62.0%	69.8%	69.7%	48.5%	52.0%	52.7%
Central African	84.4%	90.0%	58.3%	94.4%	93.8%	80.0%	71.9%	70.0%	55.0%
English	65.6%	70.0%	62.5%	66.7%	62.5%	75.0%	62.5%	55.0%	60.0%
Unknown	68.2%	60.7%	58.3%	65.4%	69.5%	73.8%	51.5%	60.0%	57.9%

Nationality percentiles									
PASS Factor	1	2	3	4	5	6	7	8	9
	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
British	20.4	13.1	14.5	7.7	36.2	36.3	16.3	11.6	17.5
Central African	78.5	92.7	33.6	95.3	94.3	81.0	74.5	50.3	17.5
English	26.2	31.8	47.3	15.5	23.0	60.1	49.0	17.8	29.2
Unknown	33.7	9.6	33.6	15.5	36.2	60.1	16.3	25.9	29.2

School: The Beacon Centre		
Group: Whole School Report 23 24		
Survey period: 14/09/2023 – 08/07/2024	Level: PASS 3	No. of students: 48

Level 2: Free school meals

PASS factors analysed by free school meals



PASS Factor	1	2	3	4	5	6	7	8	9
	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
Yes	60.5%	58.6%	51.1%	60.1%	65.3%	69.8%	47.0%	52.3%	51.6%
No	61.9%	63.0%	58.0%	63.9%	71.0%	74.5%	52.0%	50.9%	58.2%
Unknown	74.4%	64.5%	55.0%	67.6%	74.6%	71.0%	52.5%	61.7%	56.7%

PASS Factor	1	2	3	4	5	6	7	8	9
	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
Yes	15.7	6.9	14.5	7.7	23.0	36.3	11.4	11.6	9.6
No	20.4	13.1	33.6	10.9	36.2	60.1	22.7	11.6	29.2
Unknown	55.2	17.9	22.6	15.5	57.4	36.3	22.7	25.9	17.5

School: The Beacon Centre

Group: Whole School Report 23 24

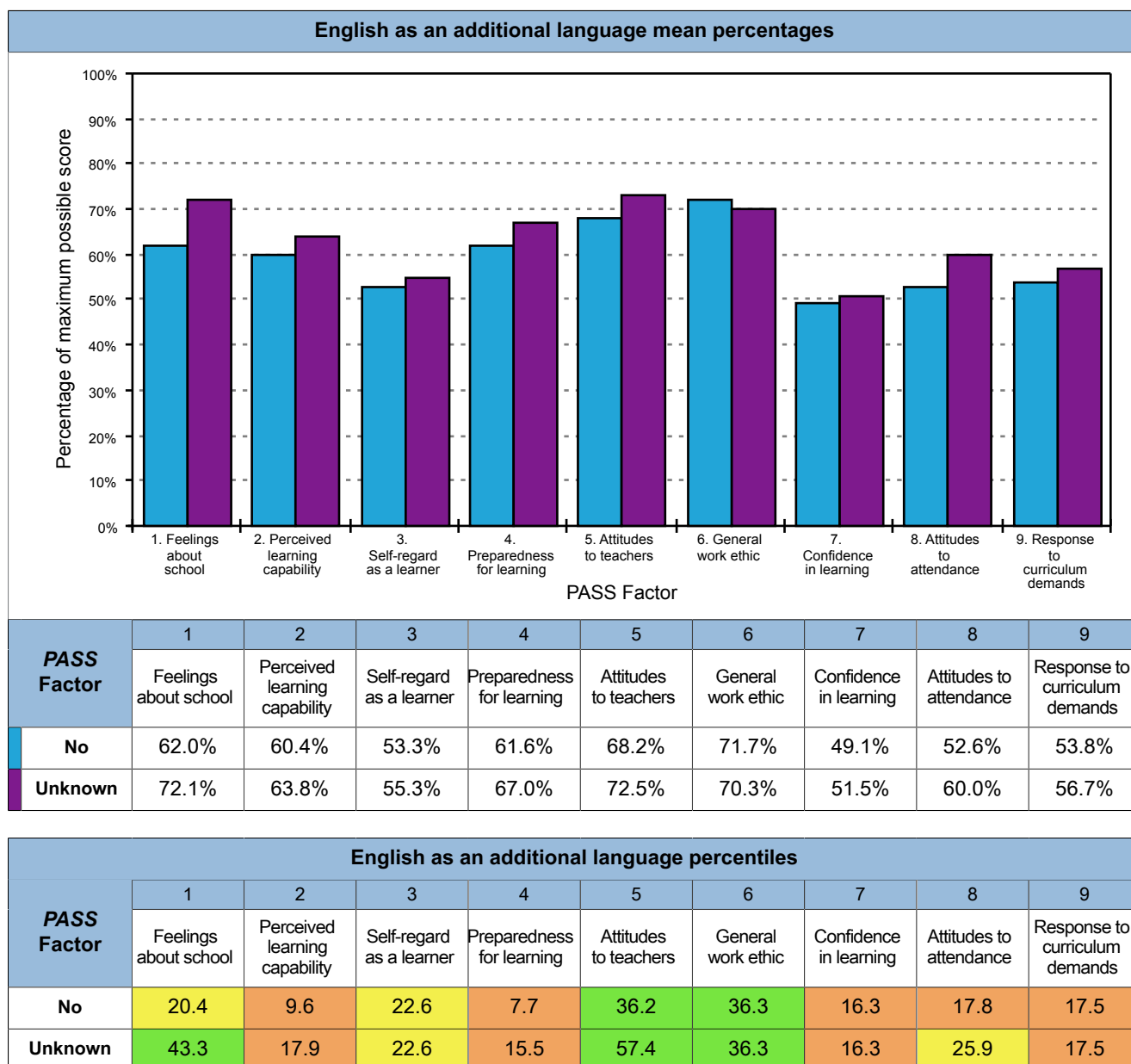
Survey period: 14/09/2023 – 08/07/2024

Level: PASS 3

No. of students: 48

Level 2: English as an additional language

PASS factors analysed by English as an additional language



School: The Beacon Centre

Group: Whole School Report 23 24

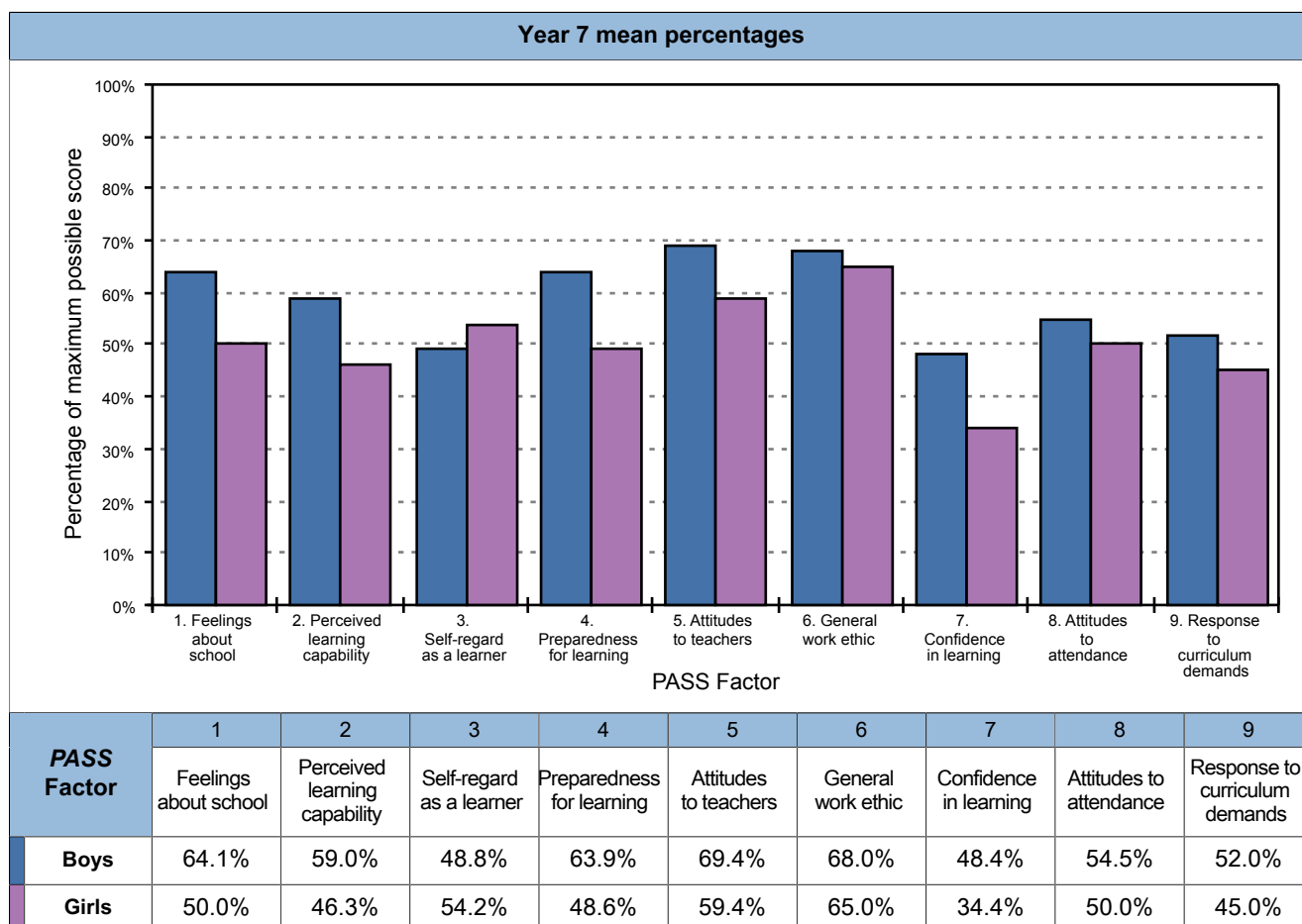
Survey period: 14/09/2023 – 08/07/2024

Level: PASS 3

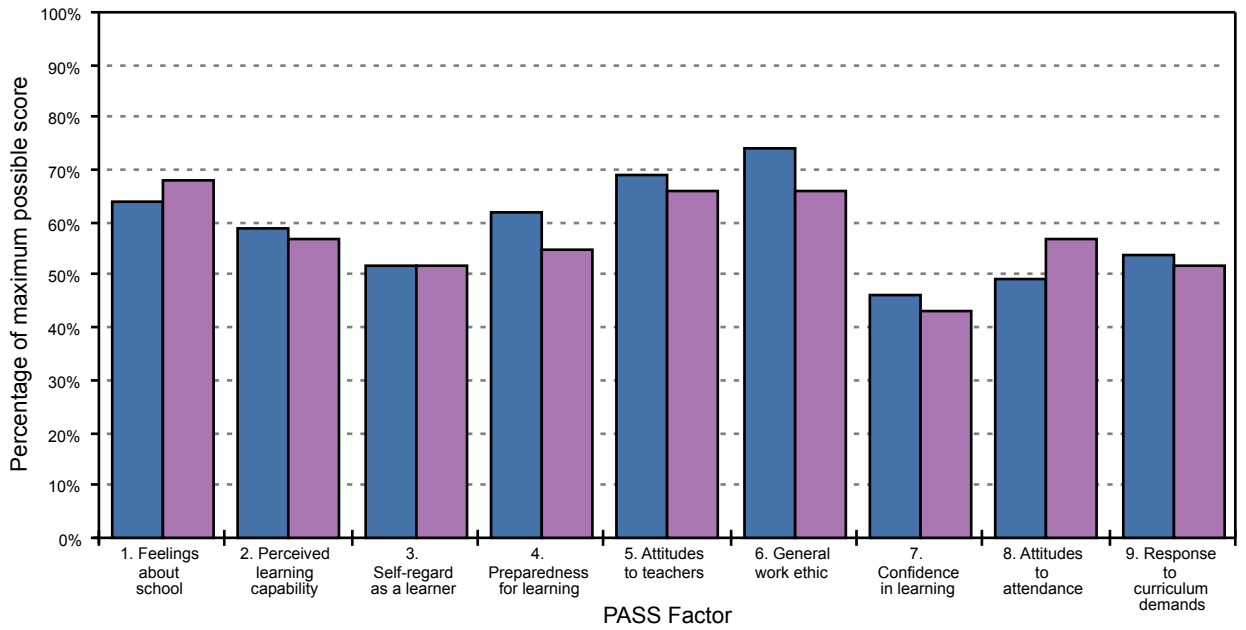
No. of students: 48

Level 2: Year and gender

PASS factors analysed by year and gender

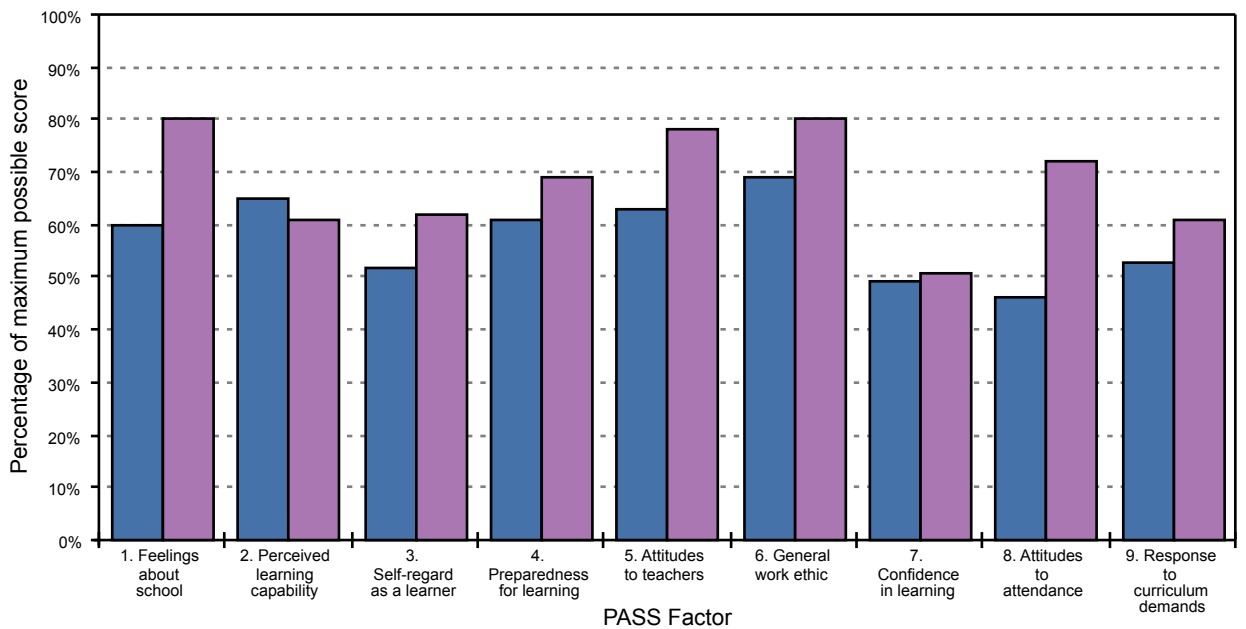


Year 8 mean percentages



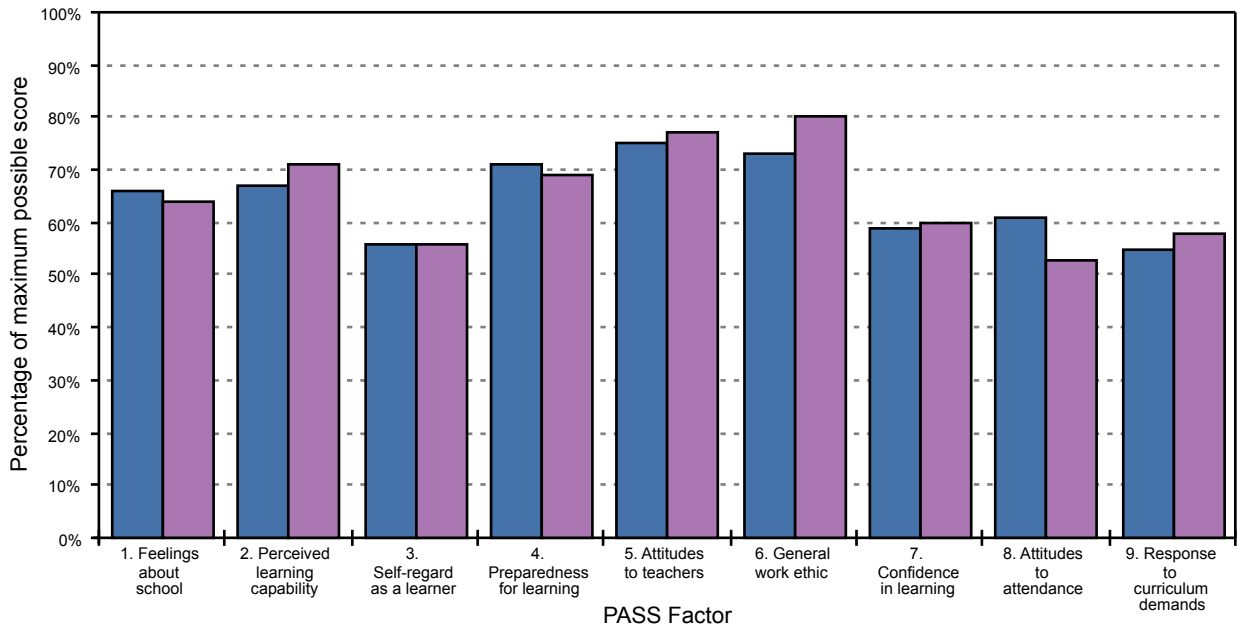
PASS Factor	1	2	3	4	5	6	7	8	9
	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
Boys	64.3%	58.9%	51.8%	61.9%	68.8%	73.6%	46.4%	49.3%	54.3%
Girls	68.4%	56.6%	51.6%	55.2%	65.6%	65.6%	43.0%	56.9%	51.9%

Year 9 mean percentages



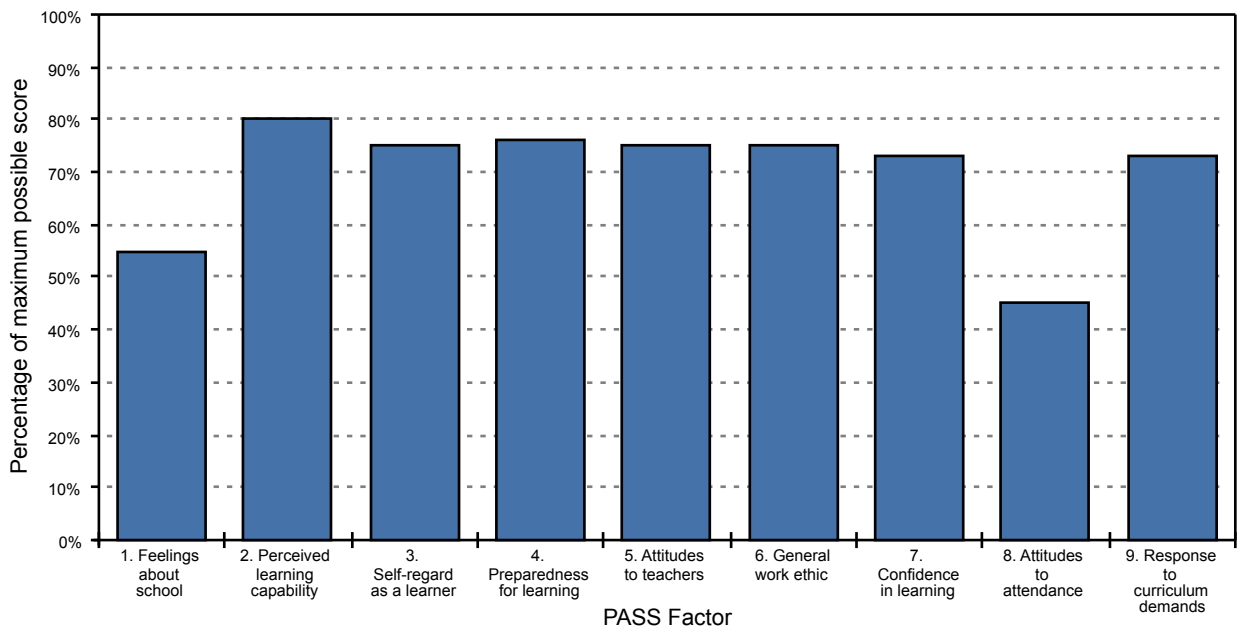
PASS Factor	1	2	3	4	5	6	7	8	9
	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
Boys	60.4%	65.4%	52.1%	61.1%	62.5%	69.2%	49.5%	45.8%	53.3%
Girls	80.0%	61.0%	61.7%	69.4%	77.5%	80.0%	50.6%	72.0%	61.0%

Year 10 mean percentages



PASS Factor	1	2	3	4	5	6	7	8	9
	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
Boys	65.6%	66.5%	55.8%	70.6%	75.0%	73.0%	58.8%	61.0%	55.0%
Girls	63.5%	70.8%	55.6%	69.4%	77.1%	80.0%	60.4%	53.3%	58.3%

Year 11 mean percentages



PASS Factor	1	2	3	4	5	6	7	8	9
	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
Boys	54.7%	80.0%	75.0%	76.4%	75.0%	75.0%	73.4%	45.0%	72.5%

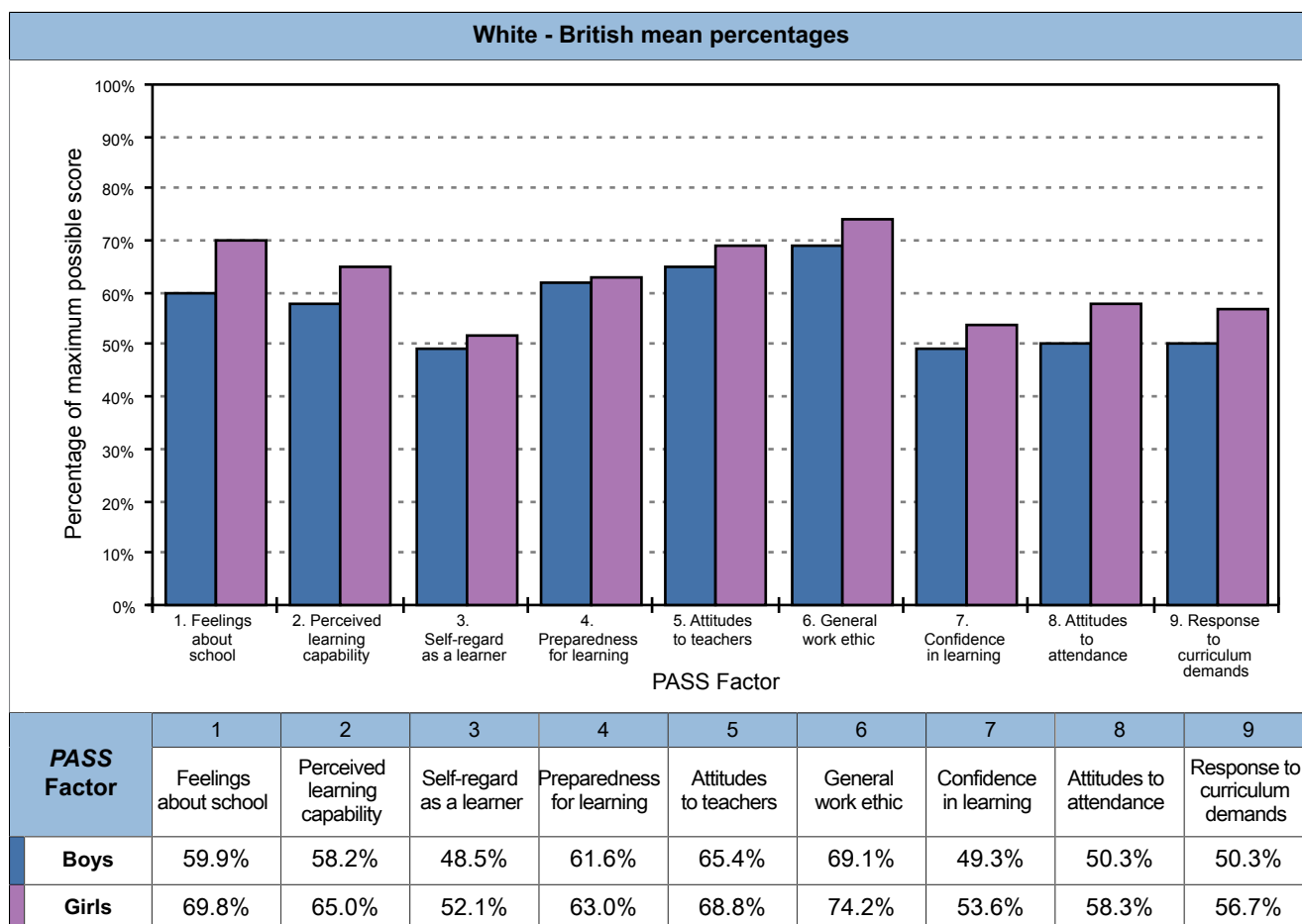
PASS factors analysed by year and gender

Year and gender percentiles									
PASS Factor	1	2	3	4	5	6	7	8	9
	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
Year 7 Boys	16.2	8.6	14.9	6.7	22.4	28.6	14.6	12.7	9.9
Year 7 Girls	4.0	1.8	22.5	1.4	12.7	13.1	1.5	8.1	5.3
Year 8 Boys	25.8	10.0	14.8	7.9	35.0	57.4	12.3	11.6	18.2
Year 8 Girls	33.2	7.2	14.8	4.0	35.0	15.9	8.2	17.8	10.3
Year 9 Boys	18.3	18.9	22.3	8.9	27.0	37.6	17.2	8.1	17.3
Year 9 Girls	78.7	10.2	47.8	25.4	64.0	83.3	17.2	54.8	29.3
Year 10 Boys	32.7	26.5	22.7	27.2	67.8	67.8	43.9	30.4	17.3
Year 10 Girls	25.6	35.2	22.7	27.2	67.8	87.0	43.9	20.9	29.8
Year 11 Boys	14.2	73.3	85.6	59.2	67.0	69.7	85.0	8.3	83.0

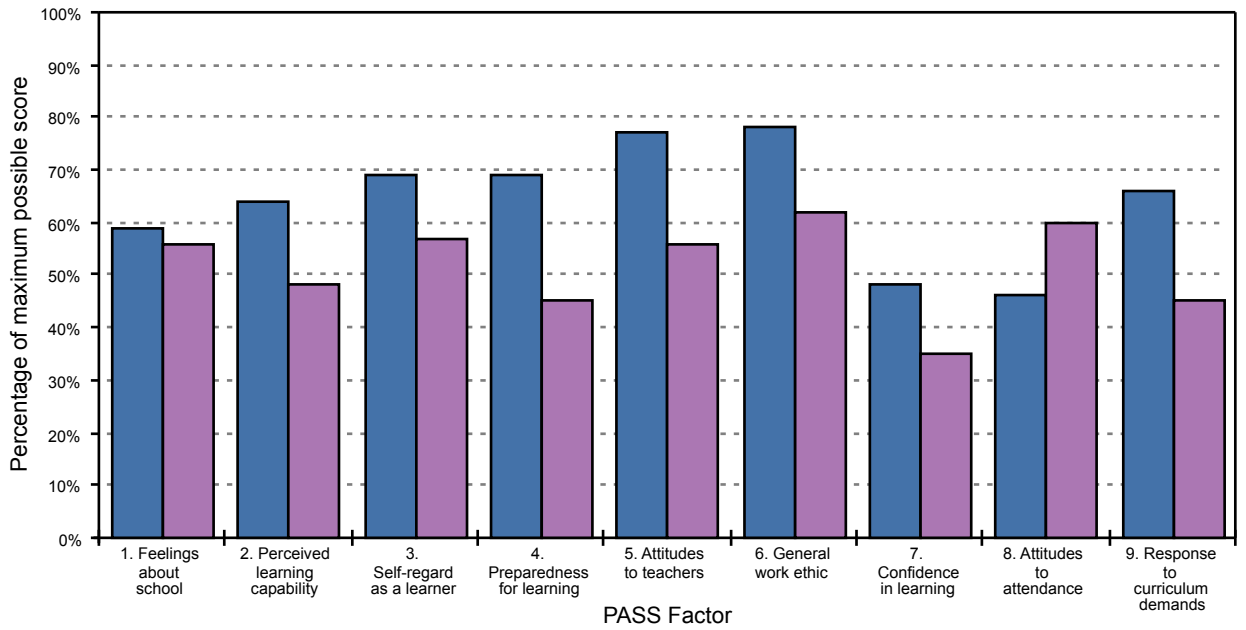
School: The Beacon Centre		
Group: Whole School Report 23 24		
Survey period: 14/09/2023 – 08/07/2024	Level: PASS 3	No. of students: 48

Level 2: Ethnic group and gender

PASS factors analysed by ethnic group and gender

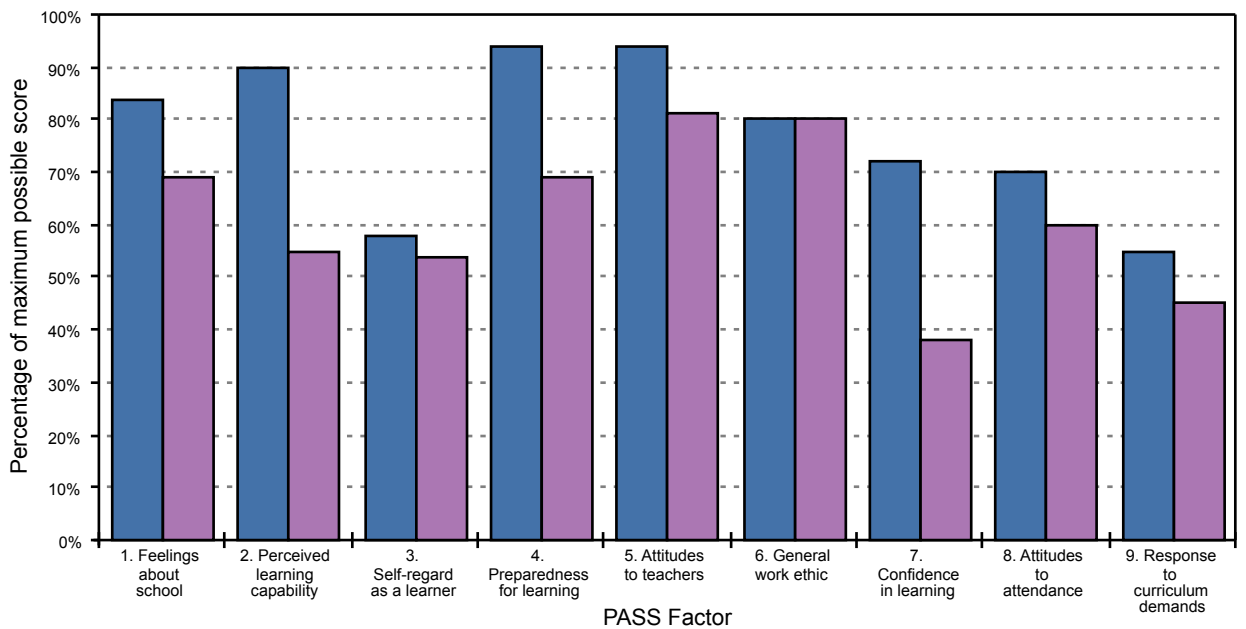


White - English mean percentages



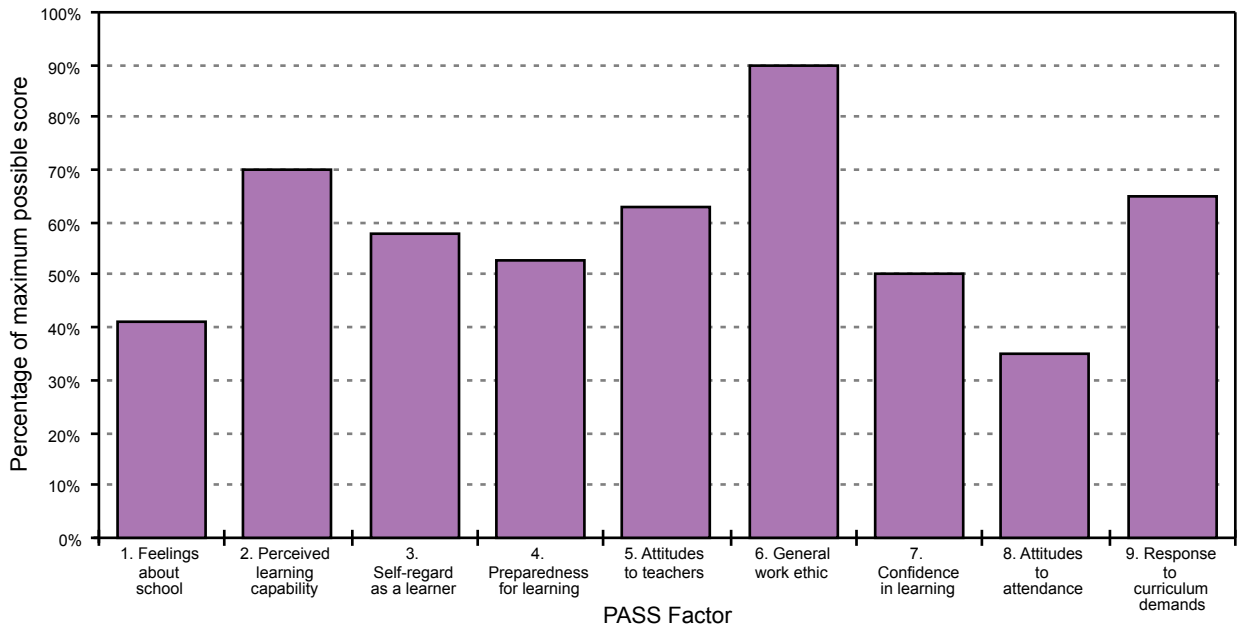
PASS Factor	1	2	3	4	5	6	7	8	9
	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
Boys	58.6%	63.8%	68.8%	68.8%	76.6%	77.5%	48.4%	46.3%	66.3%
Girls	56.3%	47.5%	56.9%	45.4%	56.3%	61.7%	35.4%	60.0%	45.0%

Black - African mean percentages



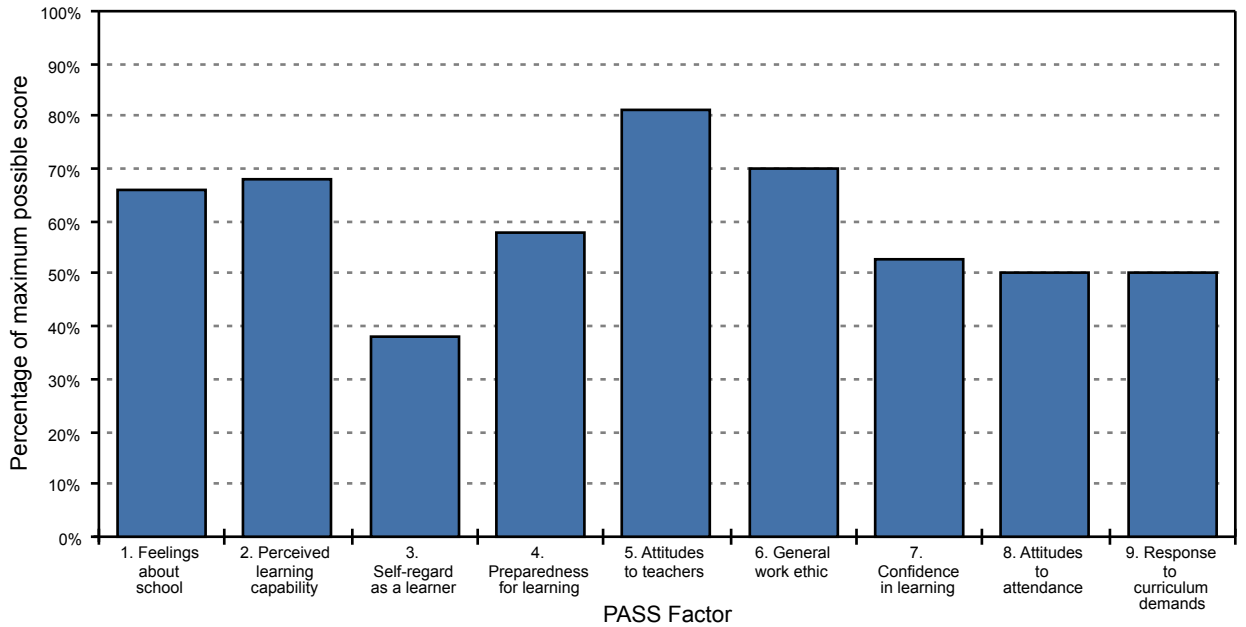
PASS Factor	1	2	3	4	5	6	7	8	9
	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
Boys	84.4%	90.0%	58.3%	94.4%	93.8%	80.0%	71.9%	70.0%	55.0%
Girls	68.8%	55.0%	54.2%	69.4%	81.3%	80.0%	37.5%	60.0%	45.0%

Any Other Ethnic Group mean percentages



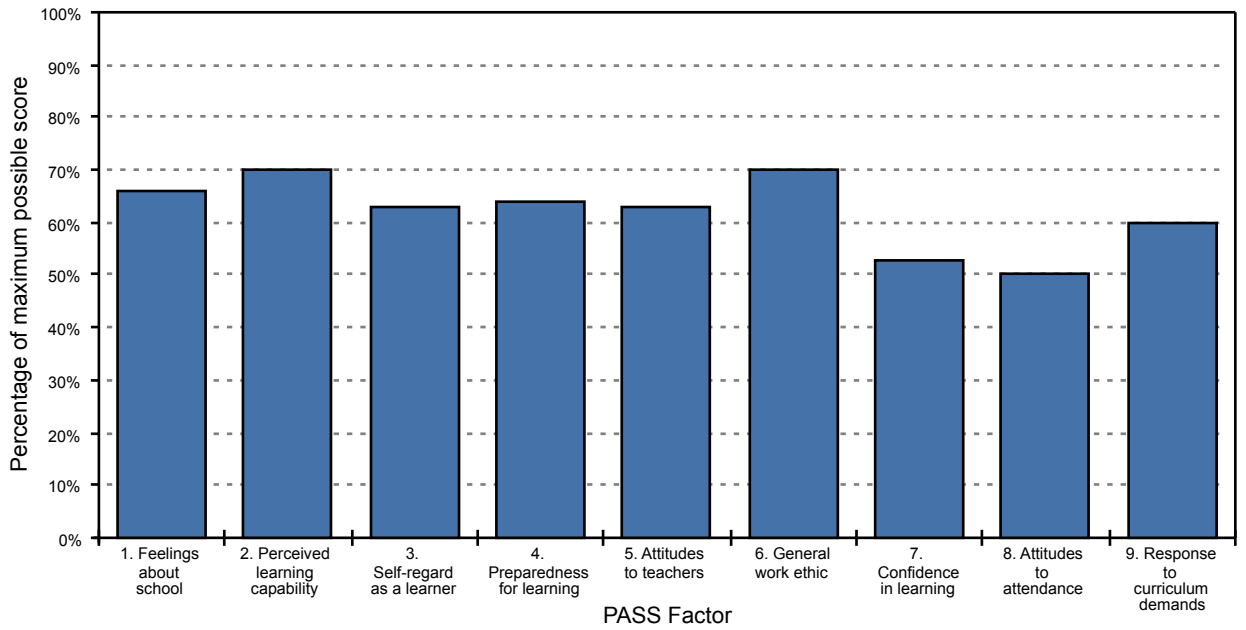
PASS Factor	1	2	3	4	5	6	7	8	9
	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
Girls	40.6%	70.0%	58.3%	52.8%	62.5%	90.0%	50.0%	35.0%	65.0%

Not Specified mean percentages



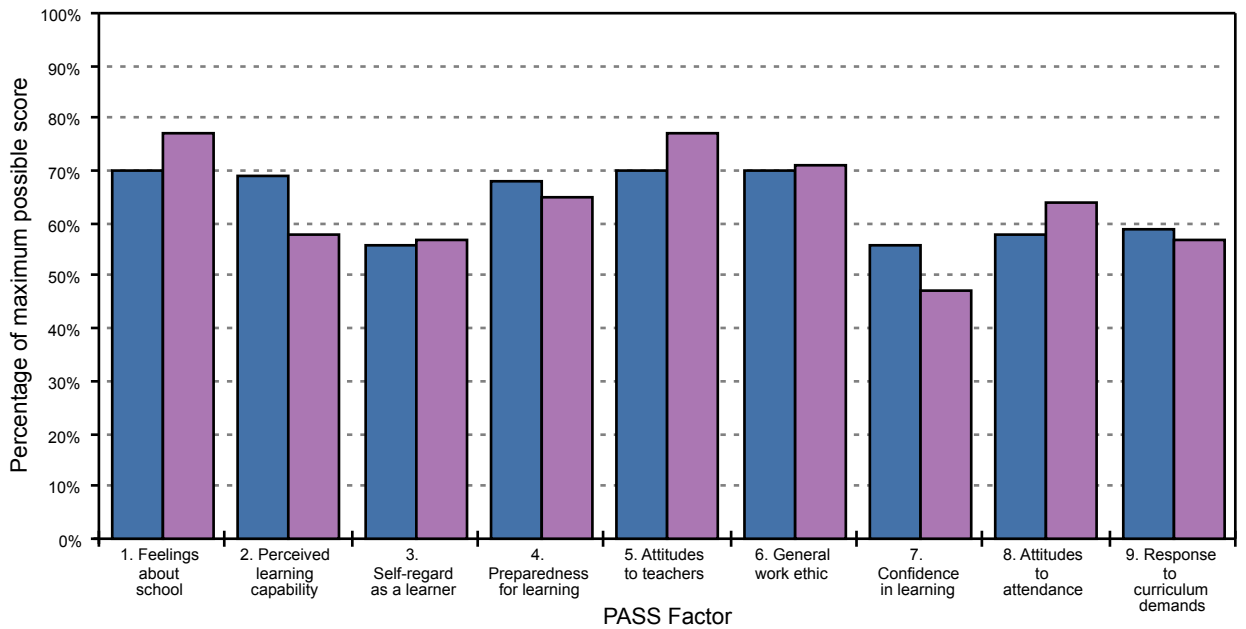
PASS Factor	1	2	3	4	5	6	7	8	9
	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
Boys	65.6%	67.5%	37.5%	58.3%	81.3%	70.0%	53.1%	50.0%	50.0%

White and Asian mean percentages



PASS Factor	1	2	3	4	5	6	7	8	9
	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
Boys	65.6%	70.0%	62.5%	63.9%	62.5%	70.0%	53.1%	50.0%	60.0%

Unknown mean percentages



PASS Factor	1	2	3	4	5	6	7	8	9
	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
Boys	70.3%	69.2%	55.6%	67.6%	69.8%	70.0%	56.3%	58.3%	59.2%
Girls	77.2%	57.9%	57.1%	65.5%	76.8%	70.7%	47.3%	64.3%	57.1%

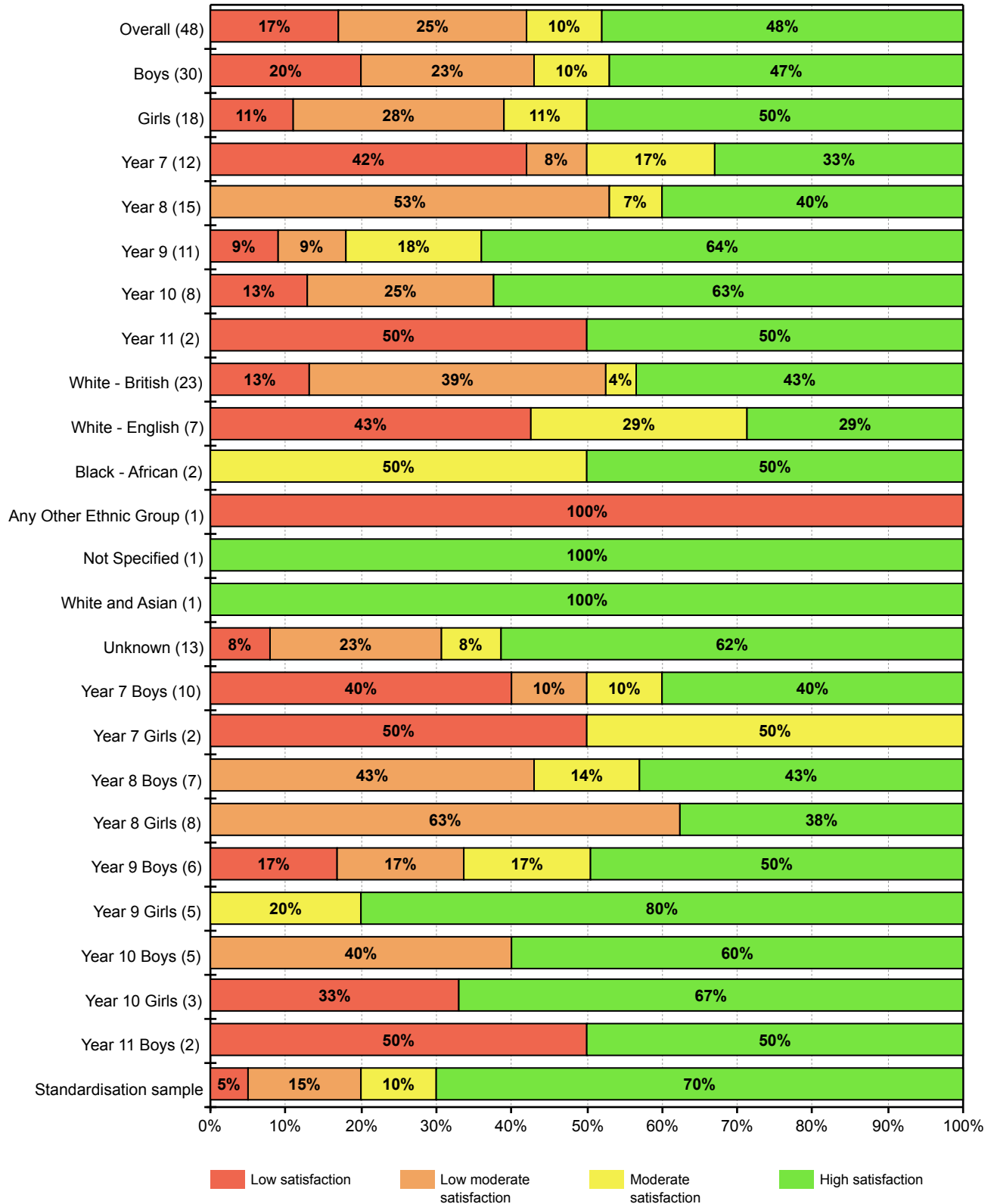
PASS factors analysed by ethnic group and gender

Ethnic group and gender percentiles									
PASS Factor	1	2	3	4	5	6	7	8	9
	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
White - British Boys	15.7	6.9	14.5	7.7	23.0	36.3	16.3	11.6	9.6
Unknown Girls	64.3	6.9	33.6	15.5	57.4	36.3	11.4	36.3	17.5
Unknown Boys	43.3	31.8	22.6	15.5	36.2	36.3	30.7	25.9	29.2
White - British Girls	33.7	17.9	22.6	10.9	36.2	60.1	22.7	25.9	17.5
White - English Boys	15.7	17.9	74.1	21.8	57.4	81.0	16.3	7.3	45.2
White - English Girls	12.0	1.8	33.6	1.1	13.3	6.8	1.6	25.9	4.6
Any Other Ethnic Group Girls	3.0	31.8	33.6	2.7	23.0	98.3	16.3	2.1	45.2
Black - African Boys	78.5	92.7	33.6	95.3	94.3	81.0	74.5	50.3	17.5
Black - African Girls	33.7	5.0	22.6	21.8	73.7	81.0	2.8	25.9	4.6
Not Specified Boys	26.2	24.0	3.0	5.4	73.7	36.3	22.7	11.6	9.6
White and Asian Boys	26.2	31.8	47.3	10.9	23.0	36.3	22.7	11.6	29.2

School: The Beacon Centre		
Group: Whole School Report 23 24		
Survey period: 14/09/2023 – 08/07/2024	Level: PASS 3	No. of students: 48

Response to Feelings about school

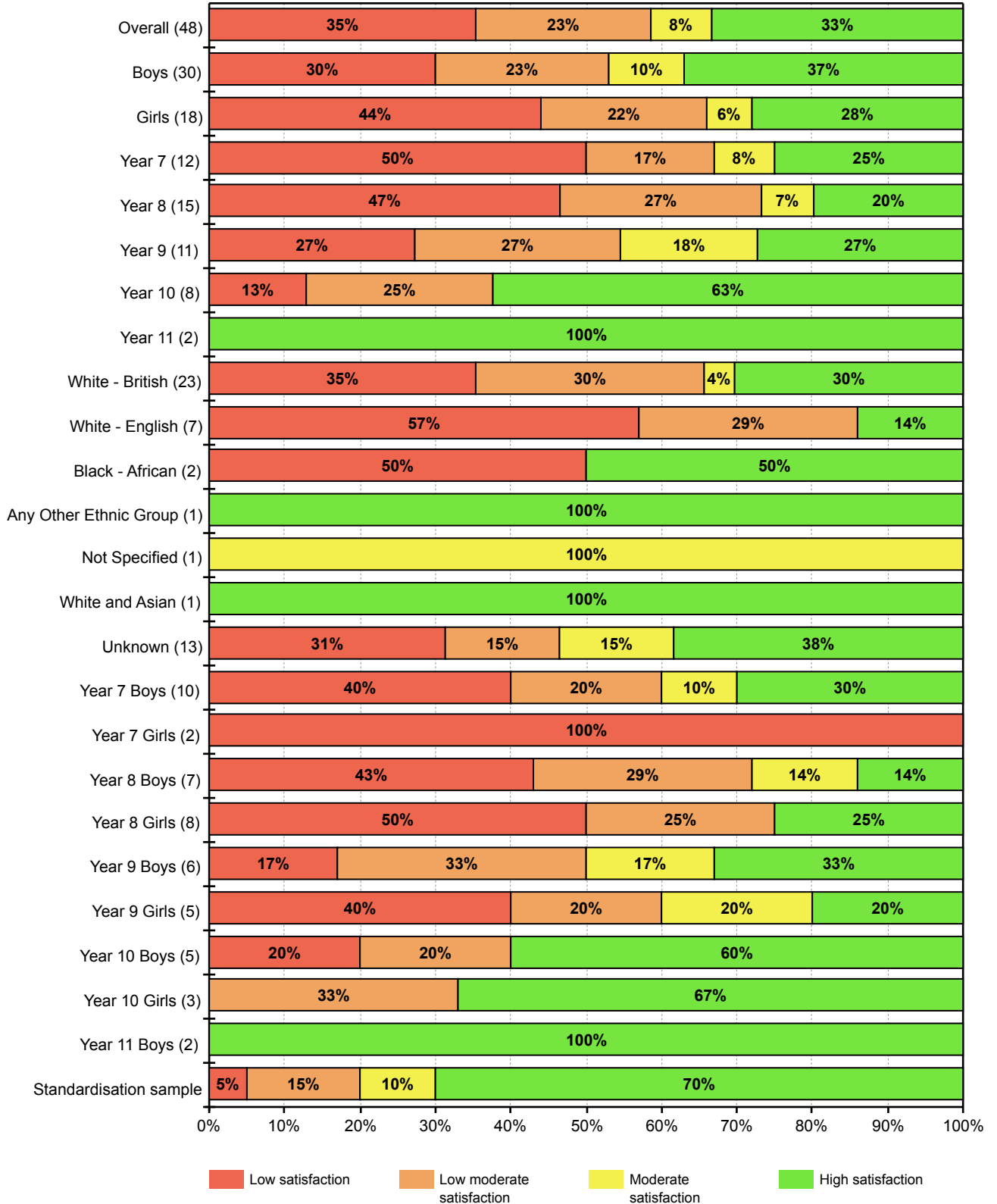
PASS satisfaction levels for each group of students:



School: The Beacon Centre		
Group: Whole School Report 23 24		
Survey period: 14/09/2023 – 08/07/2024	Level: PASS 3	No. of students: 48

Response to Perceived learning capability

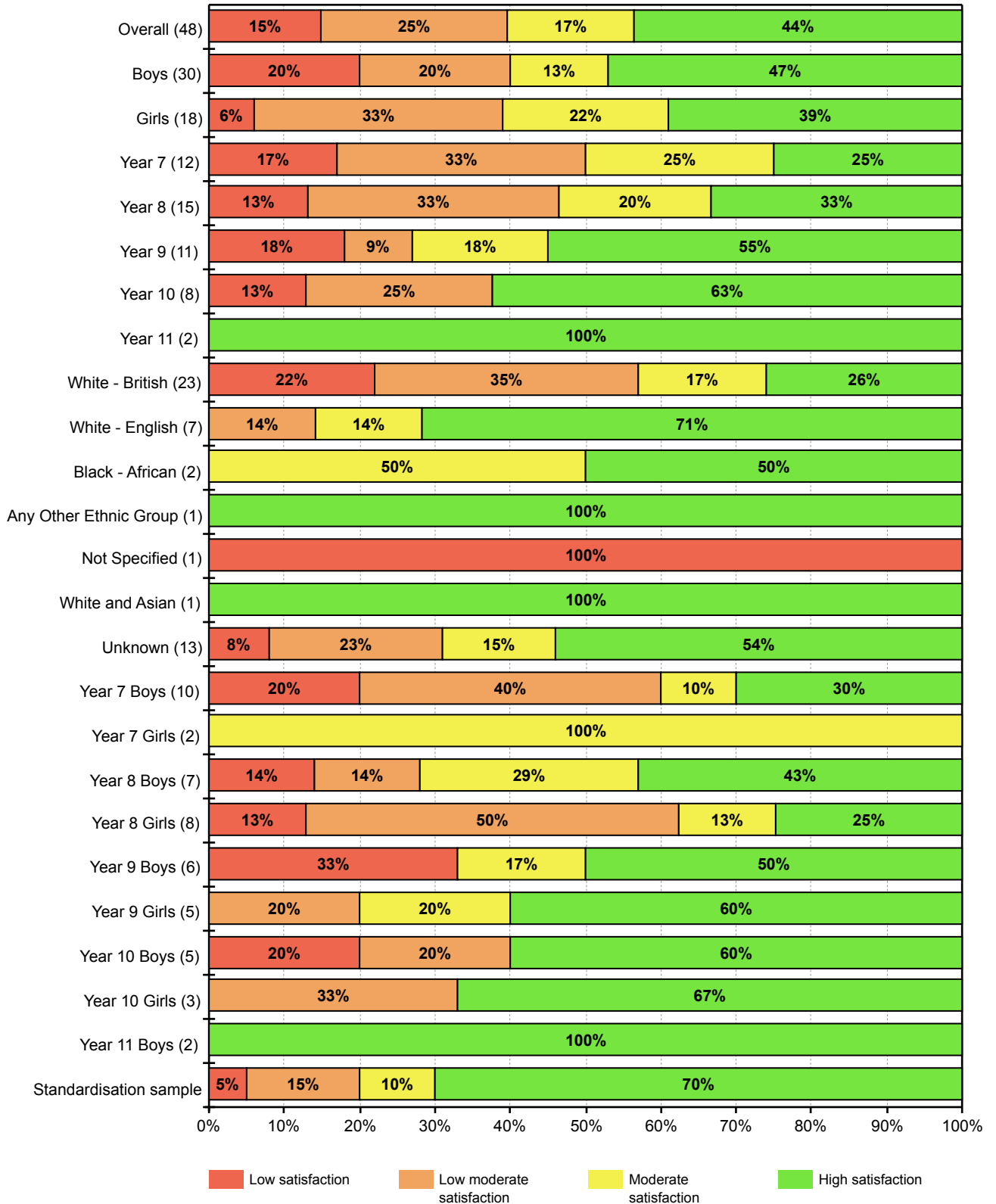
PASS satisfaction levels for each group of students:



School: The Beacon Centre		
Group: Whole School Report 23 24		
Survey period: 14/09/2023 – 08/07/2024	Level: PASS 3	No. of students: 48

Response to Self-regard as a learner

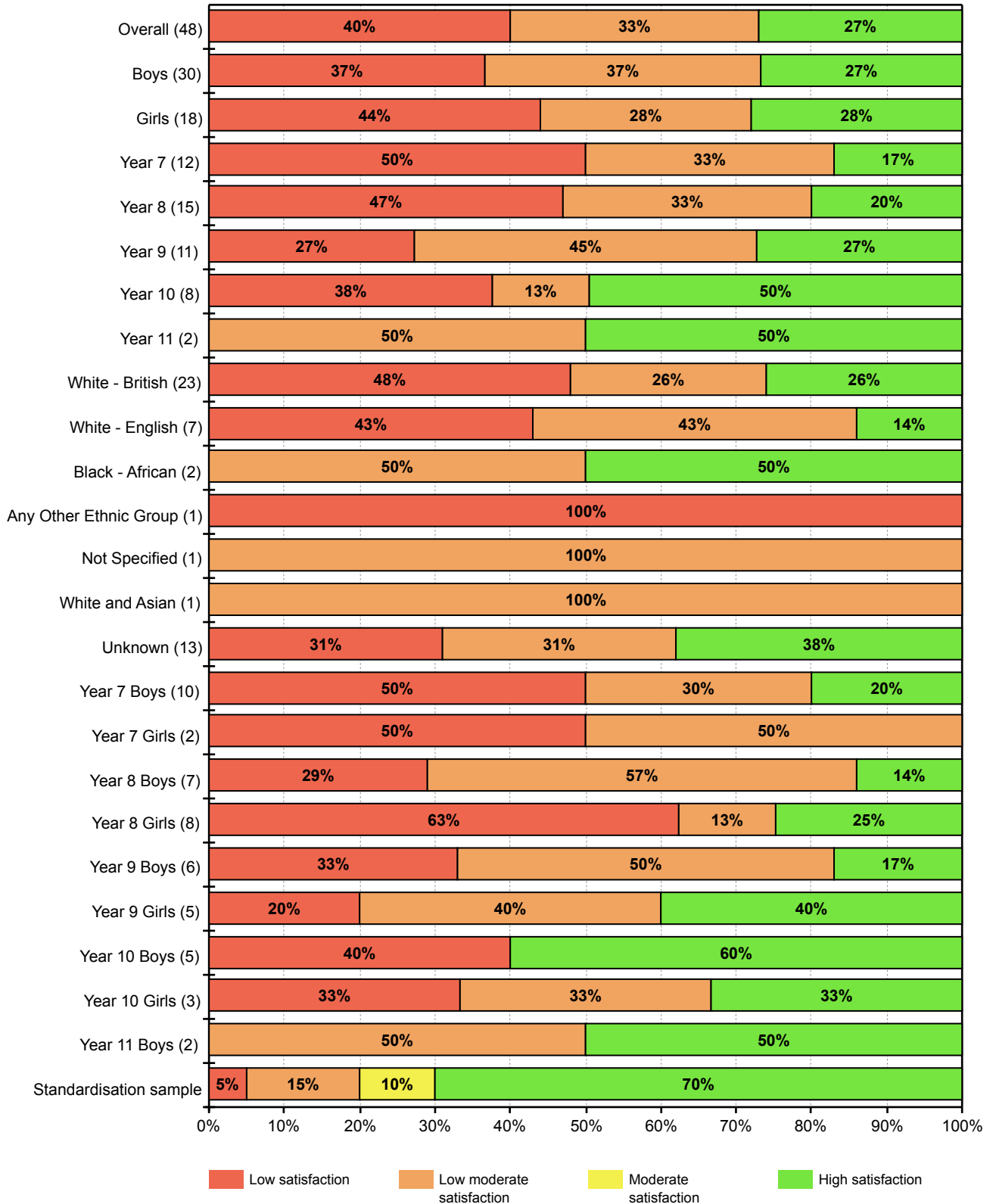
PASS satisfaction levels for each group of students:



School: The Beacon Centre		
Group: Whole School Report 23 24		
Survey period: 14/09/2023 – 08/07/2024	Level: PASS 3	No. of students: 48

Response to Preparedness for learning

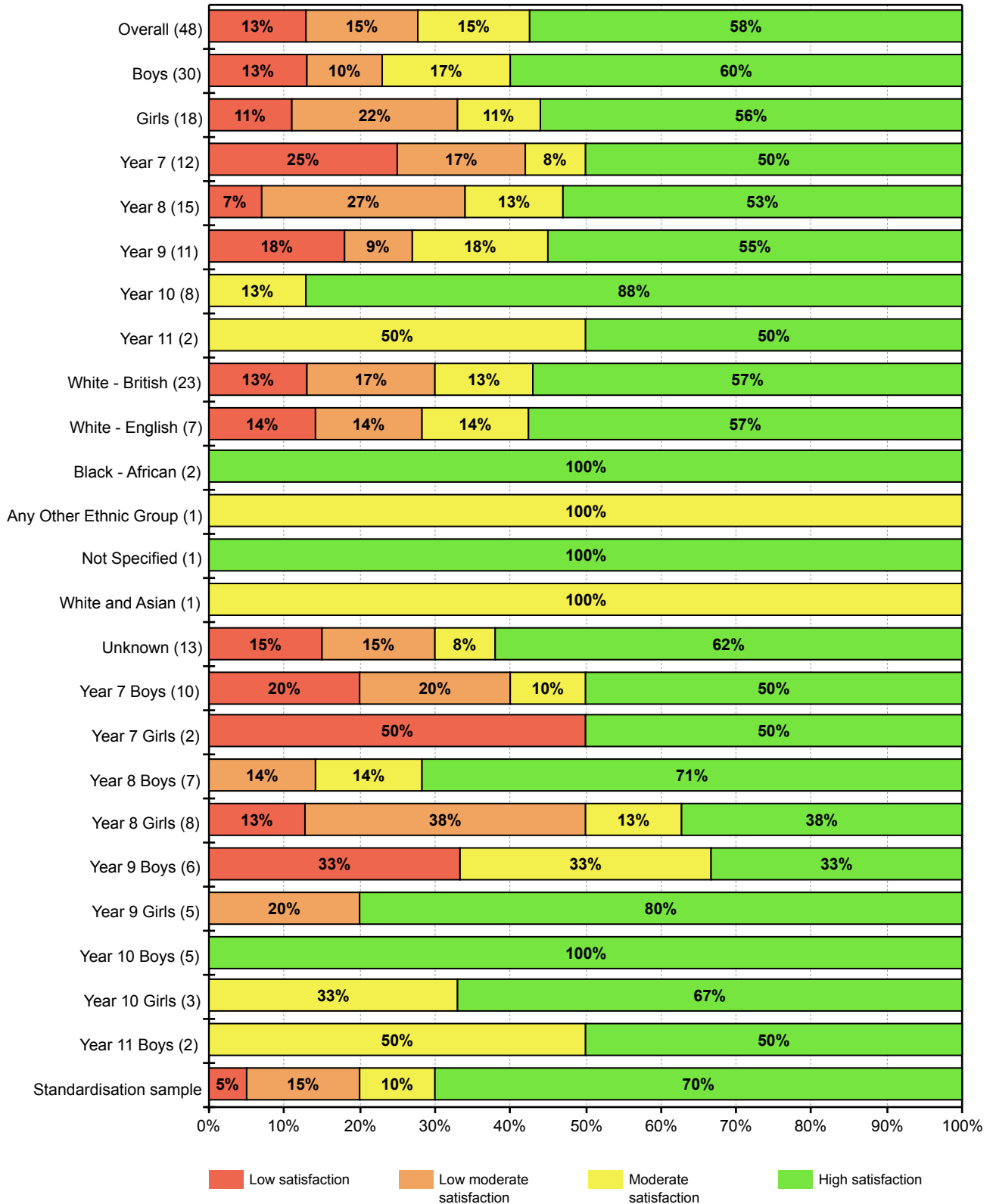
PASS satisfaction levels for each group of students:



School: The Beacon Centre		
Group: Whole School Report 23 24		
Survey period: 14/09/2023 – 08/07/2024	Level: PASS 3	No. of students: 48

Response to Attitudes to teachers

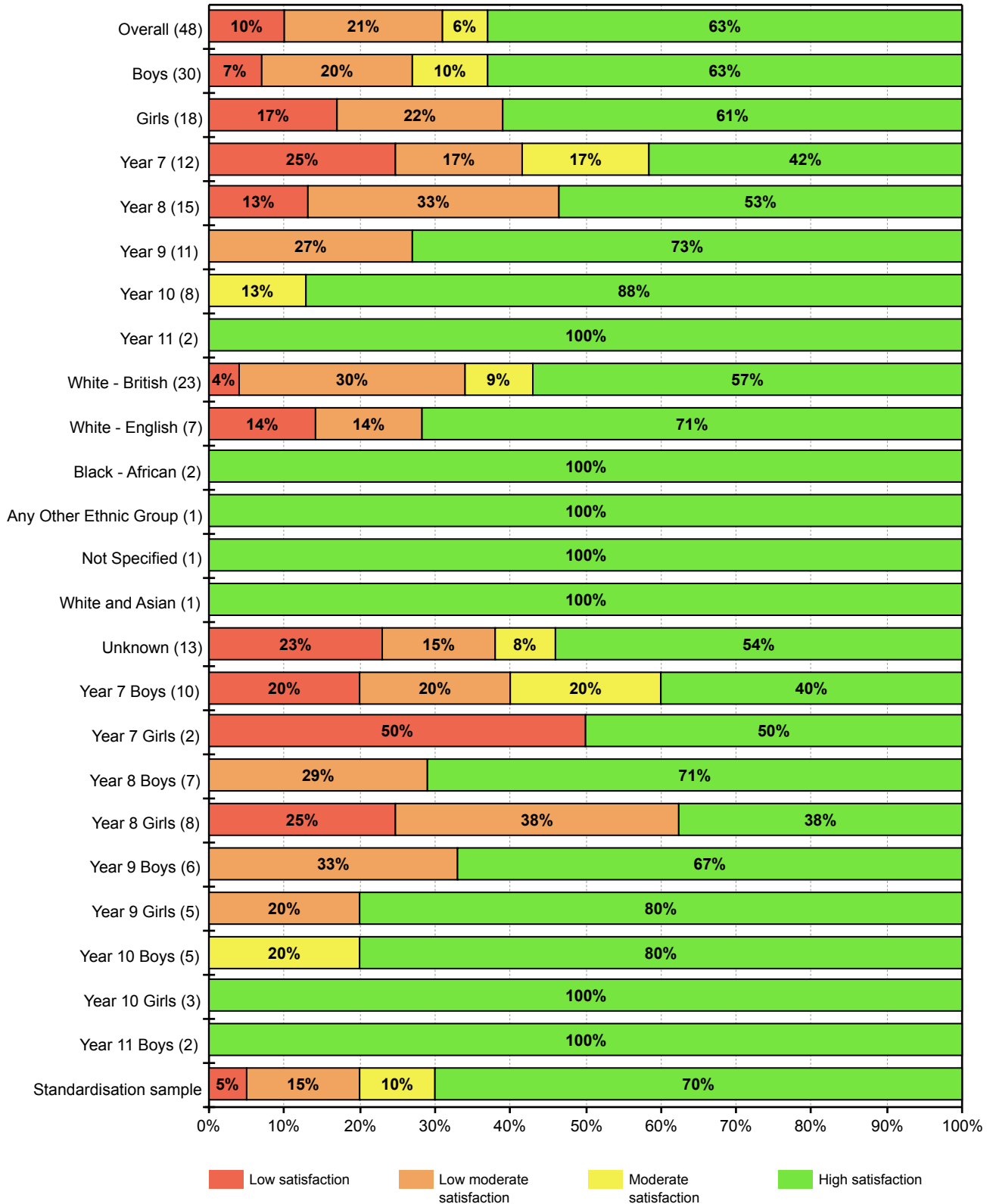
PASS satisfaction levels for each group of students:



School: The Beacon Centre		
Group: Whole School Report 23 24		
Survey period: 14/09/2023 – 08/07/2024	Level: PASS 3	No. of students: 48

Response to General work ethic

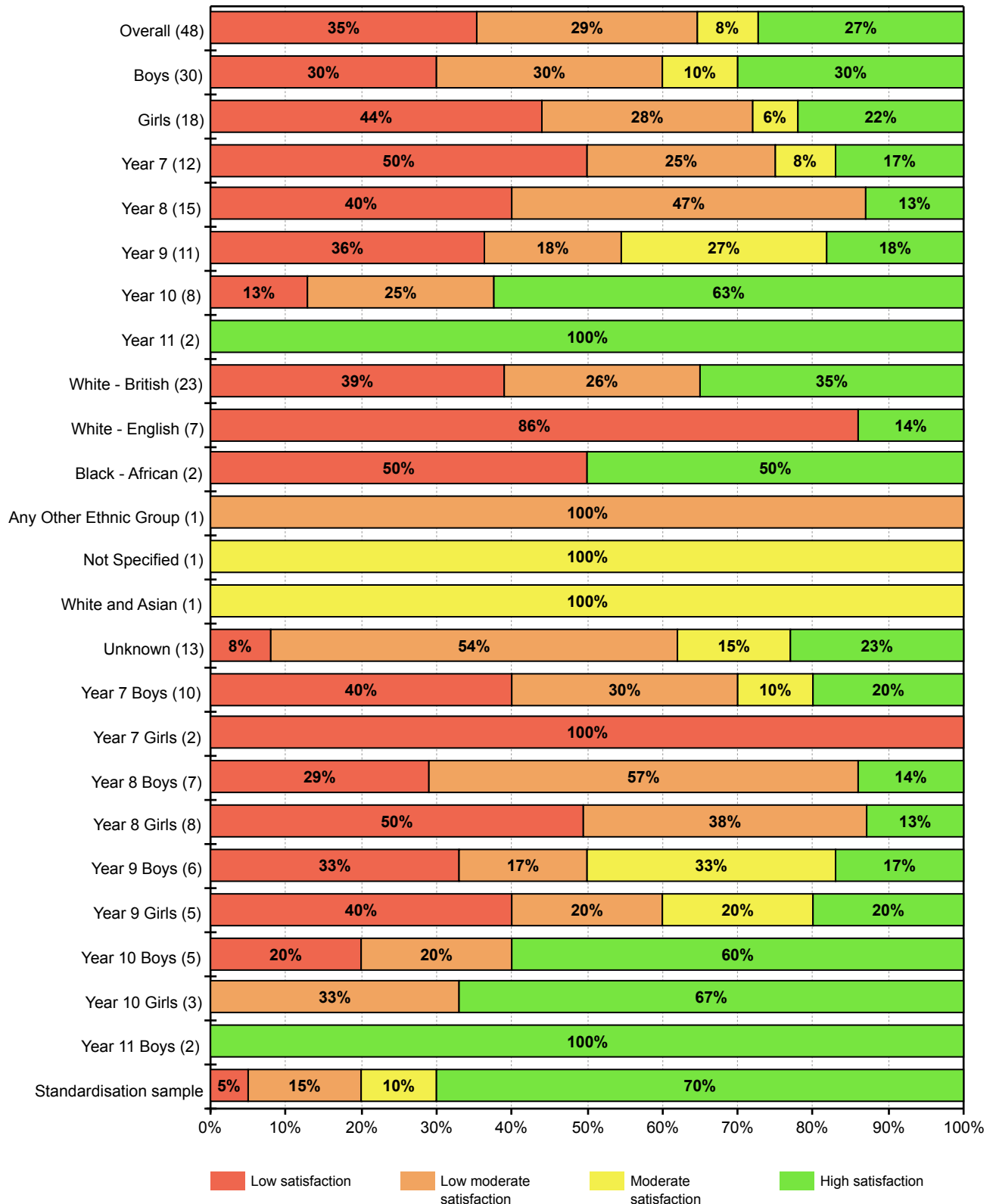
PASS satisfaction levels for each group of students:



School: The Beacon Centre		
Group: Whole School Report 23 24		
Survey period: 14/09/2023 – 08/07/2024	Level: PASS 3	No. of students: 48

Response to Confidence in learning

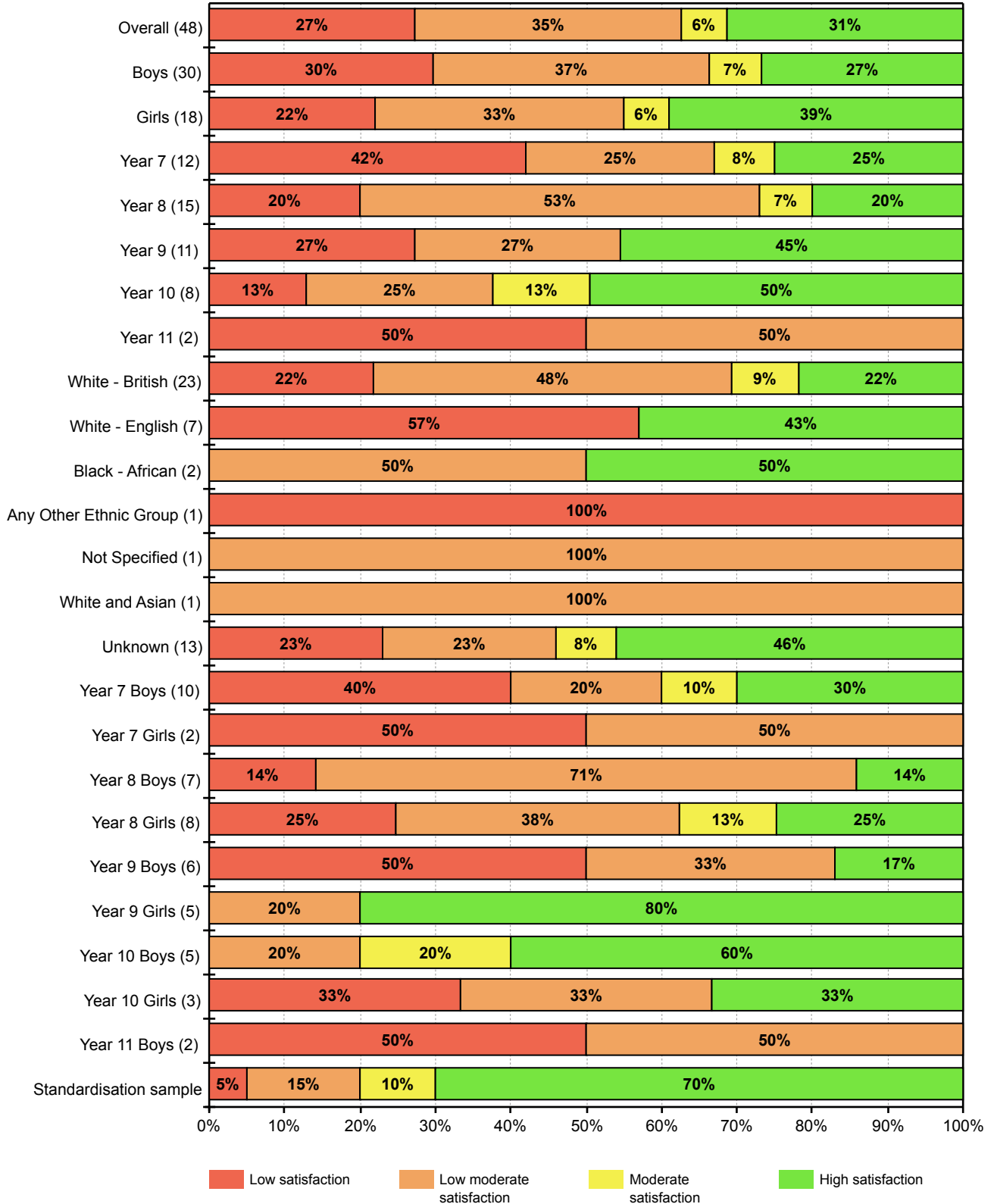
PASS satisfaction levels for each group of students:



School: The Beacon Centre		
Group: Whole School Report 23 24		
Survey period: 14/09/2023 – 08/07/2024	Level: PASS 3	No. of students: 48

Response to Attitudes to attendance

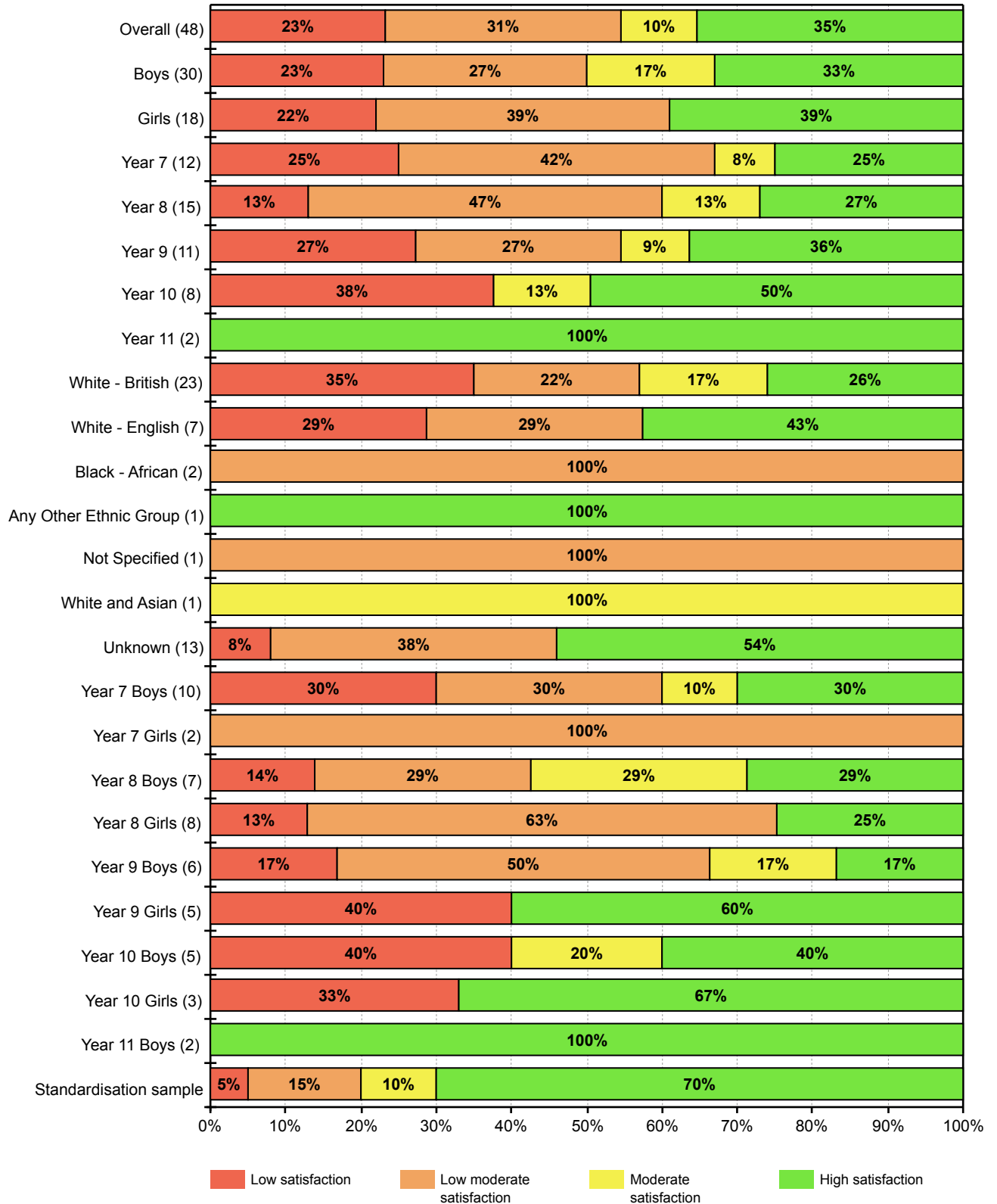
PASS satisfaction levels for each group of students:



School: The Beacon Centre			
Group: Whole School Report 23 24			
Survey period: 14/09/2023 – 08/07/2024	Level: PASS 3	No. of students: 48	

Response to Response to curriculum demands

PASS satisfaction levels for each group of students:



School: The Beacon Centre

Group: Whole School Report 23 24

Survey period: 14/09/2023 – 08/07/2024

Level: PASS 3

No. of students: 48

Individual profiles

Student name	Tutor group	Year	1	2	3	4	5	6	7	8	9
			Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
Thomas Aitken		Y7	21.4	4.6	14.9	2.6	6.8	28.6	10.3	5.1	17.2
Mason Armstrong		Y7	0.7	0.3	9.2	0.3	0.6	2.1	0.4	1.5	2.7
Liam Bamford		Y9	8.3	14.0	22.3	0.8	2.4	17.8	12.0	2.3	9.2
Lilly Bell		Y7	0.7	0.6	22.5	0.3	1.0	0.9	0.9	3.0	5.3
Evie Bonehill	Oaks	Y9	62.2	5.4	47.8	18.2	89.3	83.3	12.0	12.9	65.3
Roman Brennan		Y9	30.4	33.6	47.8	12.7	27.0	37.6	23.9	12.9	29.3
Tj Brown		Y9	23.7	5.4	47.8	12.7	27.0	37.6	5.0	4.9	46.2
Riley Burnett		Y7	3.0	0.6	0.5	0.7	6.8	28.6	0.4	1.5	0.3
Leon Carty		Y8	63.9	3.8	33.7	11.0	73.0	92.6	3.0	66.4	10.3
Lily Clark		Y8	6.7	18.3	9.1	1.4	6.9	15.9	3.0	0.8	10.3
Leon Cook		Y7	4.0	6.3	58.0	4.8	40.2	72.6	0.9	1.5	41.4
Stelvia Costa		Y7	21.4	4.6	22.5	13.2	58.2	72.6	2.6	18.9	5.3
Connie Dalziel		Y8	11.7	1.0	73.6	2.0	6.9	6.2	5.1	26.0	45.2
Lewis Flannigan		Y7	12.3	1.8	1.9	4.8	3.5	50.3	4.4	18.9	1.1
Tayla-Kay Fokes		Y10	86.7	75.1	49.2	94.8	96.8	87.0	79.8	72.9	47.1
Ellie Foster		Y8	15.4	2.0	14.8	1.1	12.7	6.2	1.7	7.3	5.2
Bailey Gordon		Y8	6.7	18.3	33.7	5.6	6.9	15.9	17.4	0.4	29.7
Oliver Gray		Y8	15.4	5.3	1.0	5.6	35.0	57.4	1.7	11.6	0.3
Aimee-Leigh Guthrie		Y9	62.2	3.9	14.0	12.7	64.0	17.8	1.8	54.8	4.3
Shaedyn Hamrani		Y8	25.8	3.8	9.1	4.0	56.0	79.1	17.4	11.6	10.3
Lucas Haswell		Y9	30.4	25.4	2.8	6.4	79.5	37.6	23.9	12.9	9.2
Lily Rose Hewitt		Y8	93.8	60.4	14.8	40.5	94.8	79.1	17.4	87.6	5.2
Ryley Holmes		Y10	19.8	91.4	64.3	70.3	44.8	21.3	90.7	57.0	47.1
Laura Hynes	Oaks	Y8	97.0	76.3	82.9	76.8	73.0	92.6	86.7	97.2	79.1
Chloe Kilford		Y9	23.7	3.9	62.6	1.4	15.9	37.6	5.0	54.8	4.3
Celine Lalla	outreach (mcc)	Y9	95.8	25.4	84.4	74.8	79.5	99.8	23.9	98.0	81.1
Garrick Lovell		Y7	46.0	62.8	32.2	18.9	58.2	50.3	26.5	38.8	41.4
Jacob Mackenzie	chestnuts	Y7	37.2	15.8	22.5	18.9	100.0	13.1	14.6	38.8	17.2
Lyndon Martin		Y8	15.4	2.8	47.2	5.6	35.0	6.2	5.1	7.3	63.5
Maddie McKeown		Y8	72.1	1.0	0.5	5.6	85.2	2.4	5.1	11.6	0.5

Student name	Tutor group	Year	1	2	3	4	5	6	7	8	9
			Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
Etienne Meakin		Y8	33.2	24.4	22.9	76.8	21.8	79.1	49.7	17.8	29.7
Justin Nelson	ches	Y10	41.6	7.2	1.3	4.6	44.8	42.9	12.0	20.9	1.8
Caitlin Nettleship	chestnuts	Y9	2.0	2.0	2.8	1.8	2.4	7.1	1.1	1.0	2.1
Rhys Pallister		Y10	41.6	45.4	64.3	78.1	82.9	42.9	63.3	57.0	29.8
Richard Pollard		Y11	4.7	94.0	98.0	84.2	90.6	69.7	95.2	2.2	96.7
Lexi Roche		Y8	8.9	5.3	5.4	1.4	21.8	57.4	1.7	17.8	18.2
Ritji Shwarding		Y9	84.6	93.6	33.6	97.0	96.4	83.3	76.9	54.8	17.3
Ryan Smith		Y10	65.9	45.4	64.3	61.2	91.2	87.0	54.0	57.0	47.1
Layla Surtees		Y8	11.7	0.8	22.9	0.4	3.6	0.4	0.6	2.0	10.3
Nathan Taylor		Y7	46.0	53.7	14.9	73.6	74.4	5.1	91.1	27.0	27.6
Luke Thompson		Y7	100.0	20.9	32.2	97.1	74.4	50.3	66.8	87.4	58.3
Sydney Thompson		Y9	95.8	63.8	22.3	88.5	89.3	98.8	88.9	70.6	65.3
Keeley Ward		Y10	32.7	14.2	7.9	13.4	67.8	42.9	43.9	13.7	3.9
Charlie Watson		Y11	30.4	31.7	49.4	17.4	28.7	69.7	50.0	19.8	30.3
Ruby Watt		Y10	3.8	35.2	34.5	3.2	29.8	99.2	17.4	2.6	47.1
Harry Weddell		Y8	33.2	32.1	22.9	2.8	56.0	33.7	17.4	7.3	45.2
Ronnie Wilkinson		Y10	15.2	1.0	7.9	4.6	44.8	87.0	4.8	5.3	3.9
Kaiden Wilson		Y7	4.0	53.7	9.2	6.7	22.4	2.1	19.9	3.0	9.9

School: The Beacon Centre

Group: Whole School Report 23 24

Survey period: 14/09/2023 – 08/07/2024

Level: PASS 3

No. of students: 48

Item level analysis

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32	Q33	Q34	Q35	Q36	Q37	Q38	Q39	Q40	Q41	Q42	Q43	Q44	Q45	Q46	Q47	Q48	Q49	Q50
Overall	9.7	81.6	24.2	18.4	13.6	14.7	29.1	34.5	42.1	14.7	22.7	30.8	32.6	12.5	34.5	38.2	27.4	13.6	21.2	25.8	30.8	18.4	13.6	27.4	32.6	22.7	22.7	40.1	14.7	12.5	21.2	25.8	21.2	30.8	38.2	46.0	8.1	22.7	25.8	54.0	27.4	19.8	30.8	10.6	22.7	12.5	54.0	12.5	10.6	19.8
Boys (30)	17.1	77.3	21.2	19.8	18.4	17.1	30.8	32.6	32.6	13.6	24.2	25.8	30.8	15.9	29.1	36.3	25.8	9.7	27.4	29.1	34.5	22.7	17.1	29.1	25.8	21.2	19.8	38.2	17.1	24.2	21.2	29.1	22.7	32.6	40.1	48.0	12.5	27.4	29.1	52.0	18.4	18.4	34.5	14.7	32.6	14.7	54.0	14.7	13.6	27.4
Girls (18)	3.6	86.4	29.1	17.1	8.1	10.6	27.4	40.1	59.9	14.7	18.4	40.1	36.3	8.1	46.0	40.1	32.6	22.7	14.7	19.8	25.8	11.5	8.8	24.2	42.1	27.4	27.4	40.1	12.5	3.2	22.7	21.2	15.9	27.4	34.5	42.1	3.6	17.1	18.4	56.0	46.0	18.4	22.7	6.1	9.7	9.7	50.0	11.5	6.7	8.8
Year 7 (12)	11.5	72.6	13.6	13.6	3.6	8.1	18.4	9.7	21.2	18.4	12.5	21.2	14.7	6.7	12.5	38.2	27.4	4.0	13.6	29.1	18.4	13.6	5.5	24.2	29.1	19.8	11.5	25.8	9.7	10.6	12.5	13.6	13.6	19.8	25.8	38.2	2.3	10.6	29.1	36.3	13.6	9.7	18.4	4.5	24.2	2.9	57.9	7.4	5.5	14.7
Year 8 (15)	2.0	91.9	14.7	12.5	5.5	10.6	22.7	44.0	44.0	6.1	18.4	25.8	27.4	7.4	40.1	27.4	40.1	15.9	15.9	21.2	32.6	12.5	9.7	30.8	24.2	19.8	17.1	29.1	15.9	5.5	18.4	15.9	18.4	29.1	32.6	42.1	12.5	27.4	11.5	59.9	36.3	10.6	22.7	2.6	18.4	3.6	46.0	6.7	6.1	7.4
Year 9 (11)	14.7	77.3	29.1	18.4	29.1	14.7	54.0	63.7	46.0	8.1	21.2	42.1	44.0	14.7	54.0	46.0	30.8	38.2	36.3	17.1	27.4	24.2	12.5	19.8	42.1	24.2	38.2	46.0	18.4	9.7	34.5	29.1	19.8	38.2	42.1	50.0	8.8	25.8	22.7	52.0	40.1	25.8	34.5	18.4	22.7	27.4	61.8	17.1	13.6	25.8
Year 10 (8)	21.2	77.3	57.9	42.1	38.2	36.3	24.2	25.8	61.8	44.0	46.0	40.1	48.0	32.6	36.3	34.5	14.7	12.5	27.4	44.0	44.0	24.2	34.5	27.4	27.4	22.7	34.5	57.9	22.7	42.1	25.8	63.7	32.6	27.4	48.0	59.9	22.7	30.8	46.0	67.4	21.2	42.1	54.0	40.1	24.2	44.0	44.0	25.8	21.2	38.2
Year 11 (2)	63.7	52.0	42.1	56.0	54.0	75.8	34.5	24.2	52.0	29.1	72.6	24.2	65.5	46.0	8.8	77.3	4.0	0.5	30.8	59.9	70.9	75.8	70.9	63.7	82.9	74.2	19.8	59.9	3.6	27.4	9.7	82.9	72.6	86.4	61.8	21.2	0.7	52.0	72.6	57.9	4.0	77.3	89.4	40.1	59.9	59.9	63.7	32.6	36.3	93.9
Year 7 Boys (10)	12.5	72.6	12.5	15.9	3.6	6.7	19.8	11.5	24.2	13.6	15.9	21.2	17.1	5.5	11.5	44.0	24.2	6.1	18.4	36.3	17.1	17.1	6.7	29.1	21.2	14.7	13.6	27.4	12.5	19.8	13.6	18.4	17.1	19.8	27.4	50.0	2.9	14.7	36.3	46.0	15.9	11.5	19.8	5.5	30.8	3.6	52.0	11.5	6.1	19.8
Year 7 Girls (2)	6.7	65.5	15.9	6.1	3.6	14.7	14.7	2.9	9.7	50.0	2.9	18.4	7.4	22.7	22.7	14.7	44.0	0.3	1.8	7.4	24.2	2.9	1.8	8.8	81.6	48.0	5.0	15.9	2.0	0.1	6.1	1.6	3.2	17.1	15.9	4.5	0.5	1.4	6.1	5.5	6.7	2.6	15.9	0.9	4.5	0.8	82.9	0.4	3.6	1.4
Year 8 Boys (7)	5.0	93.3	21.2	9.7	11.5	18.4	18.4	36.3	44.0	5.5	21.2	15.9	34.5	8.1	29.1	21.2	29.1	4.0	21.2	22.7	48.0	21.2	14.7	30.8	19.8	21.2	12.5	27.4	21.2	13.6	14.7	22.7	21.2	46.0	34.5	34.5	22.7	34.5	12.5	65.5	18.4	10.6	24.2	15.9	18.4	6.1	48.0	8.8	4.0	19.8
Year 8 Girls (8)	0.9	90.3	10.6	14.7	2.3	5.5	27.4	50.0	44.0	6.7	14.7	36.3	21.2	6.7	50.0	34.5	48.0	36.3	12.5	19.8	21.2	7.4	6.1	29.1	29.1	19.8	22.7	30.8	11.5	2.3	22.7	11.5	17.1	17.1	30.8	48.0	6.7	22.7	11.5	57.9	56.0	10.6	19.8	0.3	18.4	2.3	44.0	5.0	8.8	2.3
Year 9 Boys (6)	15.9	74.2	9.7	22.7	38.2	15.9	56.0	57.9	15.9	2.9	15.9	18.4	24.2	29.1	44.0	34.5	30.8	36.3	27.4	13.6	25.8	22.7	14.7	14.7	40.1	15.9	19.8	38.2	5.5	8.8	18.4	25.8	19.8	29.1	48.0	36.3	2.9	40.1	36.3	27.4	22.7	36.3	50.0	3.6	42.1	27.4	69.2	5.5	11.5	30.8
Year 9 Girls (5)	13.6	80.2	63.7	14.7	17.1	12.5	54.0	69.2	82.9	21.2	27.4	75.8	70.9	4.5	63.7	57.9	34.5	40.1	48.0	21.2	30.8	25.8	11.5	27.4	44.0	36.3	63.7	54.0	48.0	11.5	59.9	30.8	18.4	52.0	36.3	65.5	25.8	11.5	10.6	80.2	63.7	17.1	18.4	57.9	7.4	27.4	52.0	40.1	15.9	19.8
Year 10 Boys (5)	22.7	75.8	54.0	27.4	40.1	46.0	19.8	30.8	42.1	61.8	48.0	46.0	46.0	30.8	38.2	30.8	22.7	10.6	24.2	48.0	50.0	25.8	30.8	25.8	24.2	18.4	30.8	57.9	29.1	63.7	32.6	56.0	36.3	24.2	52.0	67.4	34.5	29.1	34.5	61.8	13.6	34.5	63.7	34.5	25.8	29.1	52.0	14.7	32.6	29.1
Year 10 Girls (3)	17.1	78.8	61.8	67.4	32.6	24.2	32.6	18.4	86.4	17.1	44.0	30.8	50.0	38.2	30.8	42.1	6.1	18.4	34.5	38.2	34.5	22.7	42.1	30.8	30.8	30.8	40.1	57.9	13.6	14.7	14.7	75.8	27.4	30.8	44.0	46.0	9.7	32.6	63.7	77.3	40.1	54.0	38.2	52.0	22.7	69.2	29.1	52.0	8.1	52.0
Year 11 Boys (2)	63.7	52.0	42.1	56.0	54.0	75.8	34.5	24.2	52.0	29.1	72.6	24.2	65.5	46.0	8.8	77.3	4.0	0.5	30.8	59.9	70.9	75.8	70.9	63.7	82.9	74.2	19.8	59.9	3.6	27.4	9.7	82.9	72.6	86.4	61.8	21.2	0.7	52.0	72.6	57.9	4.0	77.3	89.4	40.1	59.9	59.9	63.7	32.6	36.3	93.9