

BEST PRACTICE – SECONDARY SCHOOL EXAMPLES

PASS has a wide and varied range of applications. In view of this, it is neither possible nor appropriate to give definitive guidance on its application in all circumstances. However PASS has been designed so that the profiles produced are readily understandable by professionals who work with children.

When using PASS with individual pupils, it is essential that it is not used in isolation from all the information that a school, teacher, psychologist or mentor will have about that pupil. A PASS profile on its own should not be used to determine actions without taking account of other information that will be available about that pupil.

Considering the PASS profile overall will provide valuable assistance to professionals in selecting areas to target, and in deciding support methods and interventions. PASS will also provide a baseline for evaluating the effectiveness of interventions for those aspects of children's development which were previously only subject to qualitative perceptions.

Only a sample of case studies are presented within this section. These are intended to provide the user with a guide to the possible applications of PASS. We will enlarge and update this section in time as more schools and LEAs submit their own examples to our web site.

Please note that these sample suggestions are in respect of these case studies only and should not be generalised. Profiles for your pupils need to be interpreted in your school/professional context and on the basis of your knowledge of the pupil(s) concerned.

“EXAMPLE 1”

Background.

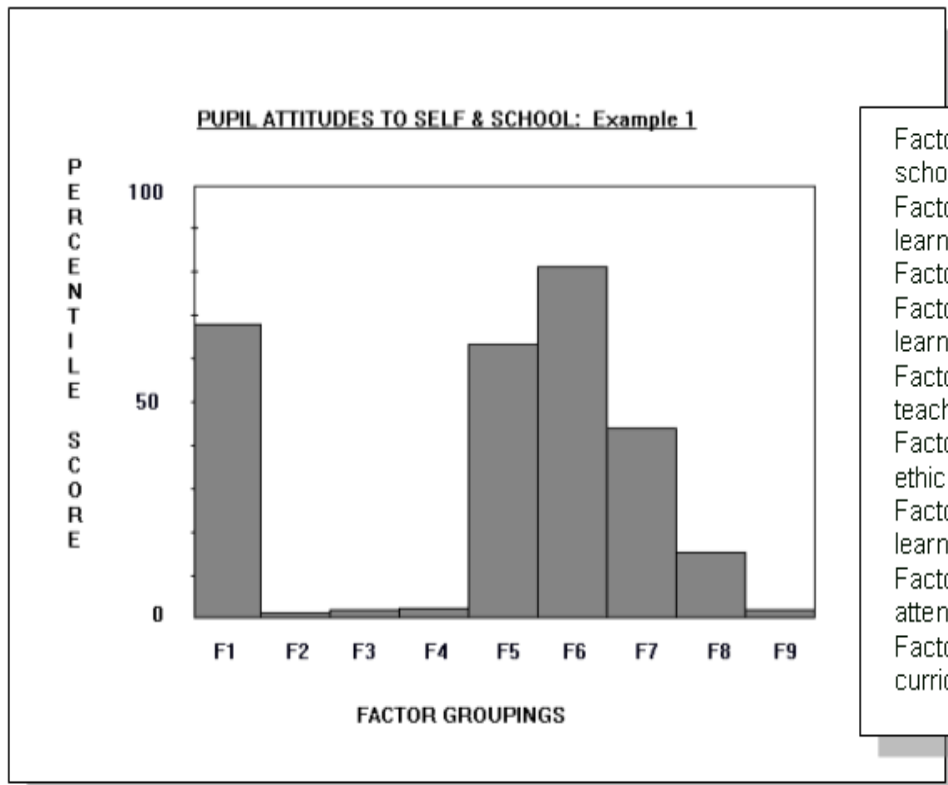
Concerns generally felt in school centred on this pupil's poor attendance, low attainment (weak spelling, in particular) and disruptive behaviour in school. At the end of Key Stage 2 his SAT scores were Level 1 in reading and writing and Level 2 in Maths and Science. His teacher thought that these were not a true reflection of his ability but had been adversely affected by his attitudes and attendance.

This pupil's attendance deteriorated seriously at his primary school in Years 5 and 6. At the beginning of Year 6 he would often stand outside the school buildings and refuse to come into school.

PASS Assessment

His profile reveals significant difficulties

- * self-regard as a learner, (F3)
- * preparedness for learning (F4)
- * response to curriculum demands within school. (F9)
- * All of these factors



Factor 1 - Feelings about school - 68.
 Factor 2 - Perceived learning capability - 1.3.
 Factor 3 - Self regard - 2.
 Factor 4 - Preparedness for learning - 2.2.
 Factor 5 - Attitudes to teachers - 63.4.
 Factor 6 - General work ethic - 81.1.
 Factor 7 - Confidence in learning - 43.8.
 Factor 8 - Attitude to attendance - 15.4.
 Factor 9 - Response to curriculum demands - 1.9.

“EXAMPLE 1” –Cont’d

Current Anxieties:-

He confirmed that at the moment he is unable to resolve the discrepancy between generally wanting to work hard and be successful (high Factor 6 score) and his poor attitudes to undertaking work in school (low Factor 9 score). Acknowledging that his life chances are limited by poor examination results, he felt anxious about his long term future at the moment.

He showed a very negative view of his own capabilities as a learner and found new demands, challenges and learning situations all make him very anxious. Taken together with his significant learning difficulties, this pupil's negative attitudes are likely to fuel both his anxieties and disruptive tendencies in the classroom.

Priorities

- * Tackling his learning difficulties by use of carefully structured programmes designed to ensure success and boost his self-regard as a learner.
- * Working on very short-term goals with frequent, and positive, feedback.
- * Consider personal mentoring focussing on study skills and attendance.
- * Attendance to be carefully monitored with regular reviews and positive feedback for improvements.

“EXAMPLE 2”

Background.

This Year 8 girl was reported as having a very low level of general ability as well as being emotionally and socially immature. At school she was a target for bullying & taunting by peers. As a result she did not want to come to school. Teachers described her as "depressed".

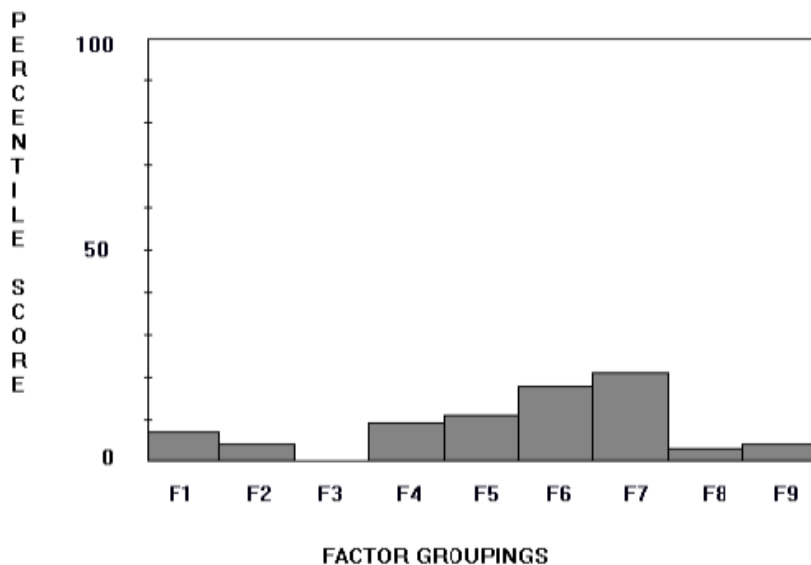
PASS assessment

- * She is very negatively disposed towards her teachers and current school. She does not feel she belongs in her current school and would rather be at home (F1 & F5).
- * Her general work ethic lies well within the lower range of average for a pupil of her age (F6).
- * Specific motivation to undertake and complete work set in school very low (F9- response to curriculum demands).
- * She appears to have very little regard for herself as a learner (F3).
- * She perceives herself to have a very limited range of personal study skills (F4).

Priorities

- * Her degree of disaffection within her current setting is likely to increase unless her learning and emotional needs are addressed as priorities.
 - * Tackling her feelings of not being safe at school as a result of some ongoing exposure to bullying.
- Possible 'circle of friends' type initiative.
- * Ensuring that she has plenty of positive feedback of her work within school.

PUPIL ATTITUDES TO SELF & SCHOOL: Example 2



Factor 1 - Feelings about school - 6.9.
 Factor 2 - Perceived learning capability - 4.2.
 Factor 3 - Self regard - 0.3.
 Factor 4 - Preparedness for learning - 9.3.
 Factor 5 - Attitudes to teachers - 10.8.
 Factor 6 - General work ethic - 17.8.
 Factor 7 - Confidence in learning - 21.1.
 Factor 8 - Attitude to attendance - 3.2.
 Factor 9 - Response to curriculum demands - 4.1.

Case Study - use of PASS with a tutor group

In one secondary school PASS was available as a network version. One of the form tutors was concerned about her Y9 tutor group because a number of subject teachers had reported concerns about several pupils. The group, when not separated by subject-setting in English and Maths, were described as difficult to teach and disruptive. There were also several pupils with poor attendance records. Several colleagues thought these factors could be significantly interfering with the pupils' academic progress. The tutor was also keen to ensure that the available mentoring support was best used to meet the individual needs of particular pupils.

The school had recently carried out a school-wide survey and had received a whole school report from W3INSIGHTS. The tutor checked the report and carefully considered the 'at risk' profile for her group.

The 'at risk' profile provided an overall picture of the tutor group of pupils using a traffic light system for each PASS factor on a pupil-by-pupil basis. Red indicated a high level of risk with the pupil falling within the bottom 5% of all pupils for that factor. Yellow indicated that the pupil fell within the lowest 20%. Green indicated that the pupil was in the remaining 80%.

This profile helped the tutor to select those pupils who were then considered a priority for intervention and support. She then checked the individual PASS profile and assessments for more detail about particular pupils. A few of these pupils are highlighted below.

* Darren had been a bit of a puzzle for a number of teachers. He always seemed to be well motivated and worked hard; his assignments were always completed on time but everyone felt his standards could be higher. Teachers felt he was 'holding back' and could achieve more.

Profile for Y9 tutor group

| PUPIL NAME | Risk Assessment by Factor | | | | | | | | |
|---------------|-----------------------------|-------------------------------------|-----------------|------------------------------|--------------------------|---------------|-----------------------|---------------------------|--------------------------------------|
| | Feelings about school | Perceived learning capability | Self- regard | Preparedness for Learning | Attitudes to teachers | Work ethic | Learner Confidence | Attitude to Attendance | Response to curriculum demands |
| | Alice | LOW | LOW | LOW | MEDIUM | MEDIUM | MEDIUM | LOW | LOW |
| Darren | HIGH | HIGH | MEDIUM | HIGH | LOW | LOW | HIGH | MEDIUM | LOW |
| Jason | LOW | LOW | LOW | LOW | LOW | LOW | MEDIUM | LOW | LOW |
| Ravi | HIGH | LOW | LOW | MEDIUM | HIGH | MEDIUM | MEDIUM | MEDIUM | LOW |
| Kamran | LOW | LOW | LOW | LOW | HIGH | LOW | LOW | LOW | LOW |
| Kim | LOW | MEDIUM | MEDIUM | MEDIUM | MEDIUM | HIGH | LOW | LOW | MEDIUM |
| Leanne | HIGH | MEDIUM | MEDIUM | MEDIUM | MEDIUM | HIGH | LOW | HIGH | LOW |
| Sinead | LOW | LOW | LOW | LOW | LOW | LOW | LOW | LOW | LOW |
| Claire | MEDIUM | MEDIUM | LOW | LOW | LOW | LOW | MEDIUM | MEDIUM | LOW |
| Tom | LOW | LOW | LOW | LOW | LOW | LOW | LOW | LOW | LOW |
| Sundeep | LOW | LOW | LOW | LOW | LOW | LOW | LOW | LOW | LOW |
| Amanjit | LOW | LOW | LOW | LOW | LOW | LOW | MEDIUM | LOW | HIGH |
| Wesley | LOW | LOW | HIGH | LOW | LOW | LOW | LOW | LOW | LOW |
| Roxanne | LOW | LOW | HIGH | LOW | LOW | LOW | LOW | LOW | LOW |
| Harpal | LOW | LOW | LOW | LOW | LOW | MEDIUM | LOW | LOW | LOW |
| Danny | HIGH | LOW | LOW | MEDIUM | LOW | LOW | MEDIUM | HIGH | LOW |
| Theo | LOW | LOW | MEDIUM | LOW | LOW | LOW | LOW | LOW | LOW |
| Sue-Anne | MEDIUM | MEDIUM | LOW | MEDIUM | LOW | LOW | LOW | MEDIUM | MEDIUM |
| Ann-Marie | LOW | HIGH | LOW | MEDIUM | MEDIUM | HIGH | HIGH | HIGH | LOW |
| Charlotte | LOW | LOW | LOW | LOW | LOW | MEDIUM | LOW | LOW | LOW |

Note: The names of all pupils have been changed, but the profiles are as assessed.

Case Study - use of PASS with a tutor group (Cont'd)

In an otherwise positive profile, it appeared that Jason's confidence was at a low ebb for reasons that were not clear to staff.

* Ravi and Kamran were good friends but had developed a pattern of disruptive behaviour in some lessons. This was reported as comments to teachers bordering on rudeness. It was felt that Ravi played the lead role in this. The PASS profile revealed a number of concerns in the factors in Ravi's profile that needed further investigation. In contrast Kamran's profile was generally quite positive apart from the attitude to teachers.

* Teachers were surprised at the low self regard scores for Wesley and Roxanne particularly as they were both considered to be amongst the more positive and well-motivated members of the tutor group.

* Amanjit was one of the higher achieving pupils in the class but the PASS profile showed interesting combination of factors. Some pupils with a high perceived learning capability and low response to the curriculum may be showing signs of boredom or disaffection. However in Amanjit's case, there was concern about his learner confidence. The tutor wondered if this was the reason for both Amanjit's recent poorer work performance and also for some of the disruptive behaviour in lessons.

* Danny has had a relatively poor attendance record over the last year or so. He was a lively character in school with a quick remark for most situations. His pattern of completing work assignments was erratic and teachers had noticed that his absences would sometimes coincide with project deadlines. The PASS profile highlighted questions of concern about Danny's confidence as a learner and how prepared he saw himself for dealing with learning situations, homework, projects etc.

* Anne-Marie had some significant difficulties with learning and struggled in many subjects. Her PASS profile showed that these difficulties were quite generalised across her perceived learning capability, general work ethic, her learner confidence and also her attitude to attendance.

The tutor, in conjunction with other teacher colleagues and learning mentors, planned a range of strategies to address both the concerns that teachers had reported and the questions raised by the PASS profiles.

High School Case Studies

High School AAA

As a result of implementing the PASS across the whole of the school, during the first half of the Autumn Term in the school year, a number of strengths and areas for consideration were identified and subsequently discussed with the schools' senior management team. Issues, which required further thought in terms of possible intervention included:

- * A pattern of attitude decline overall, from Year 7 to Year 10, followed by a subsequent recovery in Year 11. There was a highly significant drop from Y9 to Y10.
- * The clear need for preparatory work at the Key Stage 3 to 4 transition.
- * A group of pupils which displayed very negative attitude towards attendance but were attending at 90%+ at that time, particularly in Year 7.
- * Appropriateness of curriculum difficulty and teacher expectation.
- * Pupils' 'identification with' and 'well-being' at school.

In response to the findings of the PASS, it was intended that certain intervention and support strategies should be introduced and implemented. The aims of these strategies were to encourage students to experience greater success in learning, to improve motivation amongst students and to improve and promote regular school attendance. These measures included:

- * Introduction of an Integrated Learning System, intended to provide a literacy 'recovery' programme for identified Year 7 pupils and a 'booster' course for other students with such needs in school.
- * Introduction of study skills programme post Key Stage 3 SATs as a 'taster course' prior to entering Key Stage 4.
- * Introduction of a 'buddy system' into Year 7, pairing up more confident/more able pupils with less confident/able pupils
- * In addition, a Year 7 package to include study skills sessions, the production of a guide for new entrants by current students and a 'pick a partner' scheme for mutual support and literacy work.
- * Targeting Year 10 students 'at risk' of under-performing through extension of study skills work and mentoring scheme.
- * Specialist Counsellor working in school for one day per week, focusing on students identified as 'at risk' of disaffection from one year group.
- * Increased student responsibility via School Council and Prefect system
- * Education Welfare staff working with identified Year 9 pupils with inconsistent and poor attendance.
- * Completion of PASS by Year 6 pupils visiting school as part of initial introduction to school, prior to secondary transfer.

High School Case Studies

High School BBB

School 'BBB' implemented the PASS across the whole of the school, during the first half of the Autumn Term in the school year. A number of strengths and areas for consideration were identified and discussed with the schools' senior management team. Possible areas for intervention included:

- * A general pattern of decline in attitude from Year 7 to Year 10 which was more marked than the trend in the PASS standardised sample
- * Significant differences in response between Key Stages.
- * Consideration of teaching and learning styles exploited within school.
- * Targeting of 'at risk' groups within school.
- * Improving attendance through curriculum and learning initiatives.

Within the school there was already a set of priorities for targeted interventions, focusing on the school's poor attendance record. The results of the PASS enabled the school to:

- * Target particular pupils 'at risk' of non-attendance as well as those whose attitude had already translated into behaviour.
- * Support targeted pupils through mentoring, Education Welfare Officer support, parental involvement strategies, target setting and support from Form Tutors.
- * Gain baseline intervention measures on a number of significant factors in order to inform the value-added aspects of specific interventions over time.

High School Case Studies

High School CCC

High School 'C' trained approximately 40 Year 9 pupils in mentoring skills, with the view to implementing a cross-phase mentoring project in a number of local primary schools. Within this group half went on to participate in the project as mentors, whilst the remainder, having completed the training did not practice as mentors. Both groups completed PASS as did an additional group of students from the high school, who had not completed the training and were not mentors. This last group of pupils were to act as a control group for the project.

The schools, both primary and secondary, were interested not only in impact measures for those pupils being supported, but also for the mentors from the high school. In this instance, PASS was used to measure the attitudes to school of each group and their self-regard as learners, along with other measures, to provide initial baseline data for the project. The same students completed PASS again, after the cross phase mentoring project was complete, in order to gain information on positive change to school and learning self-regard as a result of their involvement in the initiative.

It was found that:

- * There were no significant changes in attitudes of the control group
- * There was a small but significant positive change in those pupils who received the mentoring training but who did not practice the skills
- * There was a highly significant and positive shift in those pupils who both completed the training and practised their skills with the primary school pupils.

As a result of this, the school has introduced the cross-age mentoring programme as a regular feature.

High School Case Studies

High School DDD

High School 'D' had received funding via the DfES initiative Excellence in Cities, to enable them to set up and run a Learning Support Centre for 'at risk' pupils. The school carried out PASS with Years 7 - 10. In conjunction with other measures, the results were used to

- * Assist in the identification of those school pupils who would benefit from support from the Learning Support Centre.
- * Identify areas of intervention for Learning Support Centre, Pastoral and other support staff in order that the support programmes were individually designed to meet pupils' needs
- * Provide measures both in terms of baseline data and evaluation of the impact of the support provided

Case Study - Connexions STW

Transfer to secondary education appears to have both short and long term detrimental effects on pupil progress and attainment. 40% of young people fail to make expected progress during their first year after transfer to secondary education. Whilst there has been significant progress in terms of enhancing the actual transfer process i.e. from administrative and pastoral care perspectives, there has been little improvement in terms of curricular issues.

During 2002/2003, W3 INSIGHTS has been working with ex-head teacher, Geoff Elliott, the Primary Links Project Co-ordinator for Connexions in Shropshire, Telford & Wrekin. Geoff is involved with a group of rural Shropshire schools, carrying out action research into the underlying reasons for some pupils' poor transfer to secondary education and the attitudes to learning that children hold.

His brief includes establishing 'at risk' criteria for pupils at secondary transfer, developing a range of cross-phase intervention programmes and carrying out a project evaluation exercise. Geoff contacted W3 Insights early in the Spring 2002, having heard about our work on 'the grapevine'. He was looking to use our expertise in attitude measurement, and specifically P.A.S.S. - Pupil Attitude to Self and School methodology, which seemed to meet a number of his project requirements, both on individual and whole project cohort levels

On completion of whole-cohort surveys, each participating school was provided with a unique report on their Year 6 pupils' views on learning, school and themselves as learners. The information provided schools and Geoff with the information they required in terms of school profiles and most importantly in the project context, pupils who were likely to experience difficulties with the process of transfer to secondary school.

"The schools were absolutely thrilled with the reports" said Geoff. "The data is 'spot-on', very clear, the commentaries are really helpful and the format and presentation are superbly done."

Head teachers receiving the reports also remarked on the value of the reported information, both in terms of confirmation of teachers' 'common sense' judgements on their pupils' attitudes but more interestingly where results have been revelatory. "I guess that having 'evaluated' P.A.S.S. against expected pupil attitudes, it would encourage a confidence in using P.A.S.S. as a predictive tool", said Geoff.

In the light of OfSTED's summer 2002 report into the effectiveness of transfer arrangements at age 11, Connexions Shropshire, Telford and Wrekin looked to extend the initial project brief into the following school year and raise the whole development profile. Geoff is currently involved in Phase II of the project with a larger cohort of both primary and secondary schools. He has implemented P.A.S.S. once again in order to aid pupil identification both at Year 6 and year 7. However, results are also being used to provide a baseline data position, with the intention of following up the cohort later in the year to measure attitudinal change post-intervention.

SECONDARY TARGET SETTING

Raising attainments by improving target setting and the use of support.

Within individual schools, PASS profiles of individual pupils are being used to inform target setting and identifying those pupils more at risk of not achieving their potential e.g. those with low self regard or approach to learning (despite being seemingly on track to reach their achievement targets) These 'fragile learners' are many of the children who may be predicted to achieve level 4 at Key Stage 2 but fail to do so. A similar approach is being applied to those with low motivation or response to the curriculum and who may show significant gains given the right form of targeted support.

Within one LEA target setting and teacher assessments have identified pupils across the LEA with a 30-70% chance of reaching level 4. These children are then completing a PASS assessment. This is used to refine the nature of support offered. This could be particularly targeted at the identified schools with 10 or more or such pupils although the potential benefit would be to all schools irrespective of numbers.

A similar approach is being planned by an Excellence in Cities initiative. Specifically:

A study of data derived from year 6 reading levels and GCSE results showed that there has been a significant plateau in relative achievement from some of the more able pupils. For example, of the pupils who entered Y7 with a reading age of 13+, a number failed to achieve 5 GCSE A-Cs. Using PASS, those high achievers in Y7 who are identified as 'fragile learners' will then be appropriately supported to ensure they fulfil their potential. It may be the case that currently, as they are perceived as high attainers, they are not necessarily seen as a priority for support. The PASS data helps shape the nature of support that pupils receive from mentors

Primary - Secondary Transfer

Primary secondary transfer and continuity of learning is a key issue for many LEAs. PASS data demonstrates that attitudes show a marked drop across the phase transfer but that this is not consistent. One LEA is using PASS data to establish both a baseline and to identify school transfer situations where the decline is either less marked or non-existent. This is being used to help identify effective practice. In the future the PASS data will then be used to evaluate the impact on pupils to changes in the transition planning and curriculum continuity. The intention is to have information about what works from the pupils' perspective as opposed to simply relying on adults' views of what is effective.

Hillcrest School and Community College

Mo Brennan approached W3I during the summer 2002 with a request to carry out a whole-school PASS audit. From her appointment as head teacher in December 1998 the school had made dramatic progress from special measures status to School Achievement Award in 2002. With a two-fold purpose of confirming school improvement from a student perspective and identifying areas for further development work a whole school survey was carried out in September 2002.

Overall, pupils in Hillcrest School were more positive in their attitudes towards learning, self as a learner and school than the comparison standardised sample. In particular, Years 7 and 8 demonstrated very positive learning attitudes both in comparison with the other year groups in the school and the standardised sample equivalent groups. Whilst this was partly to do with the 'expected trend' it was reasonable to suggest that the school had/ was having a very positive impact on the learner attitudes of it's younger students. In addition, Hillcrest's Year 10 pupils appear to 'buck the trend' of reducing attitudes across year groups. The various ethnic groups represented in the Hillcrest School cohort were generally more positive than their equivalent standardised sample counterparts in terms of their attitudes to self as a learner and school.

From a school improvement perspective, boys became more negative in their feelings about school, their preparedness for learning, their attitudes to teachers, and their attitudes to attendance as they go through school, in comparison to the girls. In addition, pupils' responses to curriculum demands diminished across Years 7 - 11 at a more marked rate than in the standardised sample equivalent groups, particularly amongst girls.

"We found the PASS survey results most useful. They have become an integral part of our academic mentoring system as well as identifying our vulnerable pupils. The PASS survey gave us much needed data on our pupils which was not readily available from any other source. We would recommend PASS to any organisation that wants to make a difference to pupils' life chances."

Mo Brennan

As a result of its OfSTED Inspection in March 2003, Hillcrest School & Community College is now considered to be 'a very good school'.

HIGH SCHOOL ATTENDANCE

An inner city secondary school serving a disadvantaged area had a long standing attendance problem being both below the DfES targets and the Local Authority norms. The school had tried a wide range of strategies over time including electronic registration, employing a home school liaison officer to supplement the support from the Education Welfare Service, attendance incentive schemes.

The school carried out a whole school PASS survey which identified a range of issues to be considered within the context of the school development plan. One very significant finding was the profile of PASS factor 8 - Attitude to Attendance. This revealed that pupils within the school entered with a significantly depressed attitude to attendance. The staff were delighted to see that by the end of Y11, pupil attitudes had improved to just above the national norm. Although overall attendance at the school was low, this result confirmed staff impressions that attendance issues were less in Y11 than in earlier years. It also became clear that despite the overall attendance, the school was doing a good job with its pupils. If the school was to tackle the overall attendance rates, it could not do so on its own as had been the practice to date. It was essential that it worked in close partnership with the primary schools that were its main feeders. Clearly the pupils were entering the school with poor attitudes to attendance and this could only be tackled in partnership with the primary schools and the wider community.

This information resulted in a significant change in the way in which the school is now working to improve its attendance.

Attitude to Attendance

