

The following P.A.S.S. case studies were written up, unsolicited, by a primary school headteacher in the West Midlands area.

CASE STUDY - CHILD 1

Child 1 joined our school in Year 5. She has been in care since she was 4 and was extremely disaffected - anti-school. When we first did PASS with her, there was nothing about school that she liked.

Once again, support was given after we had analysed the PASS data, and a change started to take effect.

Child 1 began to be more caring towards other and her attitude towards learning started to change.

One break time I was walking in the playground when I saw a group of children huddled on a gym mat and a box, so I went to investigate. I was delighted with what I found.

Child 1 and 3 other children - 2 others who at one stage in their school career had been disaffected - had set up a friendship stop by themselves - they had brought in paper plates and material from home and were making faces with a group of younger children.

They told me these children were lonely so they had set up this friendship group where they played with them so that they wouldn't be lonely.

At the Year 6 leaver's assembly, I presented this group with signs I had had made which said "Friendship stop" and said in front of the whole school that this was their wonderful idea, and because of them it would continue in our school.

That was 2 years ago and it is still operating with a different group of children.

CASE STUDY - CHILD 2

Child 2 always appeared to be a high flier - on track to achieve Level 5 across the board. Appeared confident in her own ability.

When she was in Year 5, we did PASS. It identified that she lacked confidence in her own ability as a learner. We also did optChild 11 QCA tests at the same time. Her results were Level 4 predictions.

All staff in the school and her parents were extremely shocked, having not detected this issue.

The councillors worked with Child 2 to alter her own perception of herself as a learner and she did achieve Level 5 across the board. I wonder whether this would have been possible without that intervention.

CASE STUDY - CHILD 3

Very distressed on lead up to Key Stage 2 SATS. Week before, Mother and Child 3 in tears in my office.

Took pressure of the child - told him he did not have to do English KS2 SATS - he could decide each morning whether he wanted to take test or not.

He took all of them because the pressure had been removed. He came out with no score.

Three years later - a week before KS3 SATS, Child 3 came to see me. Once again, he was worried about the English SATS. I told him to do the same - no one could force him to do them - it was his choice. Any issues, I told him to get the secondary school to contact me.

Two weeks later he came to see me again - he had done all of them.

He was also extremely excited that he had started a mystery story, and he wanted to turn it into a book.

He achieved Level 5 in the KS3 SATS - what an achievement from no score!

CASE STUDY - CHILD 4

Low self esteem / self-belief

Pass helped to identify issues he was having

Input, raising individual's self-esteem ("On-Track")

Voted as house captain

Self-belief started to grow

He became like a different child around the school.

His confidence grew from strength to strength.