PACE:
Progress, Achieve, Continue in Education

A Report of the PACE Project

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Background and Context

This is the second PACE (Progress, Achieve and Continue in Education) report. PACE is run by Camden School Improvement Service on behalf of the School Effectiveness and Improvement division of Children, Schools and Families and was funded by Camden NRF (Neighbourhood Renewal Fund).

Aims and Objectives

The overall aim of PACE is that schools have been able to identify and adopt effective interventions and strategies for raising the achievement of their white working class pupils.

The objectives of the project are to:

- Raise attainment through addressing the aspirations and motivation of learners; improving pupils' sense of self-regard as learner and increasing their engagement with learning.
- Encourage schools to regularly monitor the achievement of their white working class pupils and to build capacity within school for addressing and understanding the issues that hinder the progress of their white working class pupils.
- Encourage school and borough-wide mainstreaming of PACE.

This report is published at a significant time in the development of education in schools. The government's Green Paper, *Every Child Matters* (DfES, 2003), provides an important context for PACE. The Green Paper places specific emphasis on overcoming disadvantage for vulnerable groups. In Camden, white working class pupils[1] are a group identified as at risk of social exclusion: they are underachieving at school relative to other groups. Nationally, they have low staying on rates and are less likely to stay on in education and training (DfES, 2003) or enter higher education (Archer, 2003).

Underpinning PACE then, is Camden's commitment to increasing opportunities and realising the potential of our young people by breaking down some of the barriers to learning, achievement and participation.

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[1] See page 3 for how we have defined white working class

The Schools

The first PACE report strongly recommend that *"interventions should begin as early as possible"* (Myers et al, 2004, p61). For this reason we encouraged secondary schools to target pupils in KS3 rather than KS4. In addition, we extended the project to include primary schools in the borough. Six Camden schools in total took part in the project: these were Carlton (Primary) in NW5; Holy Trinity NW3 (Primary); Torriano Junior (Primary) in NW5; Haverstock School (Secondary) in NW1; Maria Fidelis Convent School in NW1 (Secondary); Parliament Hill School (Secondary) in NW5. (See appendix for FSM pupils' performance in individual schools)

Trends

An analysis of 2003 key stage results in Camden by ethnic group and free school meals (FSM) entitlement has shown a relatively low performance at each key stage for Camden's white FSM pupils, and in 2003 at GCSE white FSM pupils were the lowest performing group in Camden (Myers et al, 2004).

Figure (i)

Figure (ii)

GCSE - % achieving 5 or more at A* - C (average 2003-05)
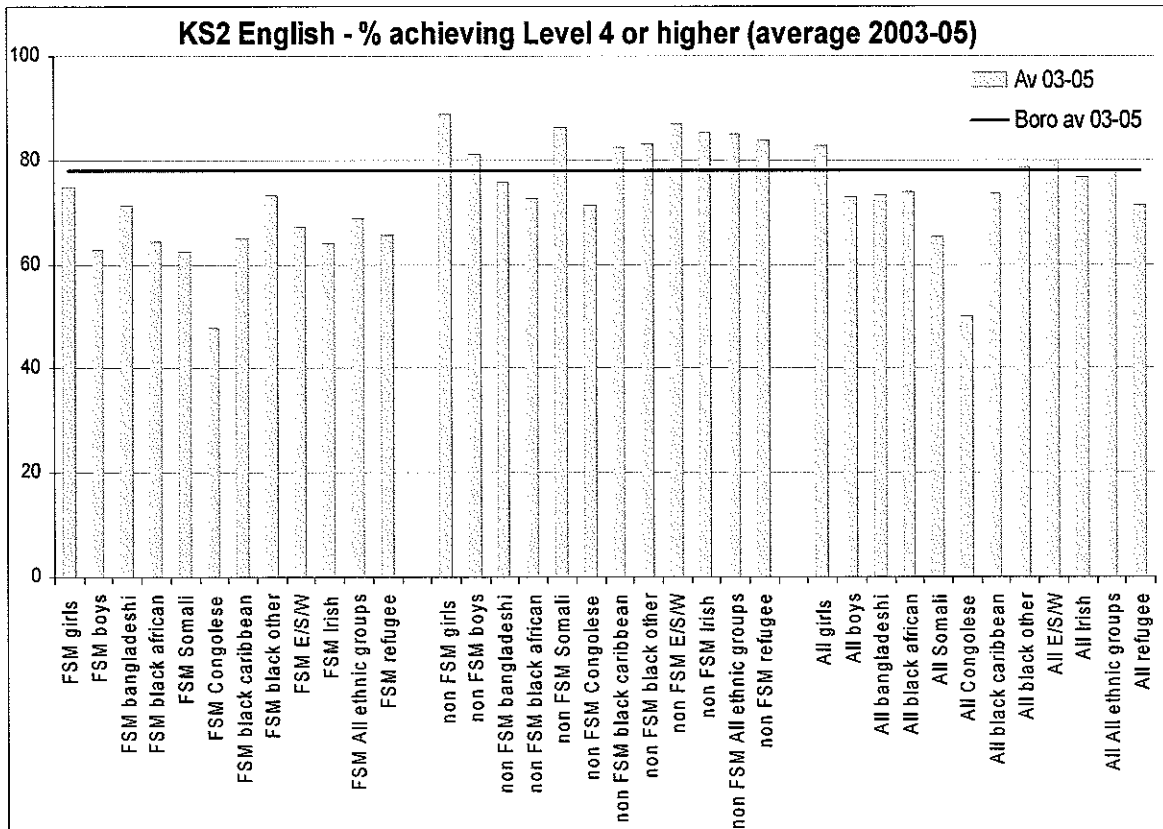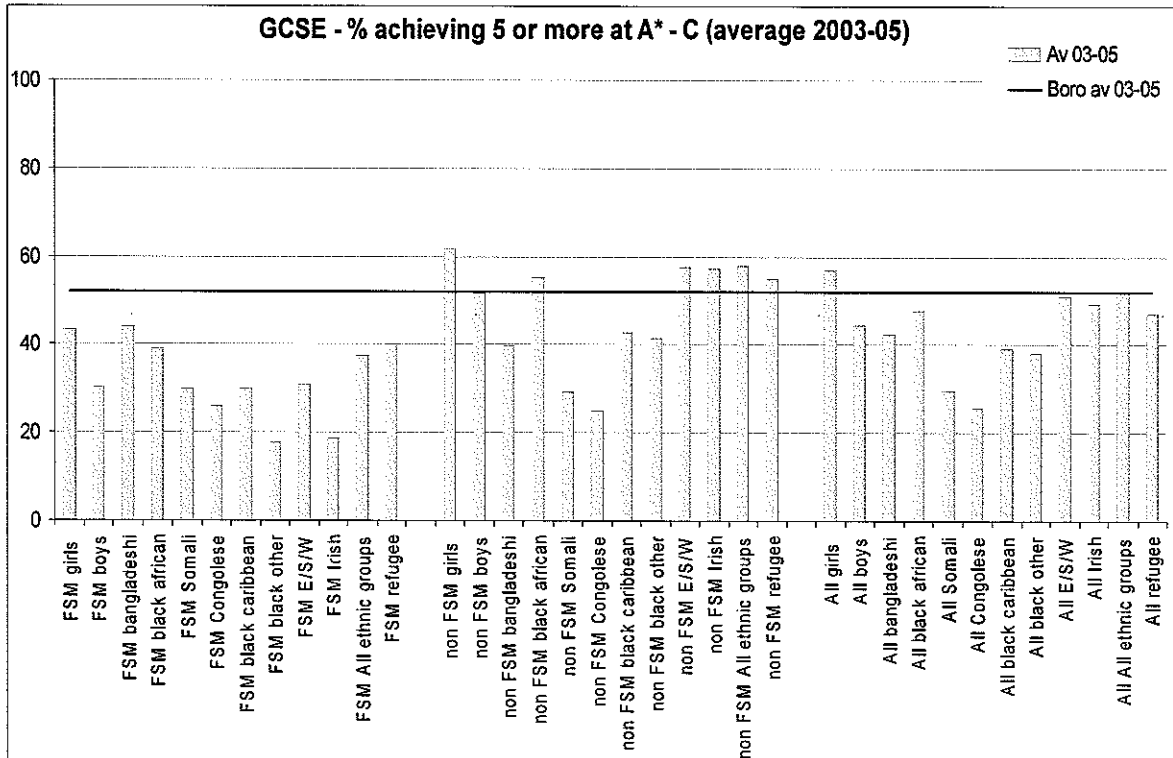
Initial Concepts

Social Class

The definition of **white working class** that we adopted was congruent with the definition employed by the first report of the PACE project (ibid), as well as that adopted by Camden Equalities and Inclusion team (Hewitt and Wells, forthcoming). In both cases, 'white working class' meant pupils whose families were English, Scottish or Welsh, and where the head of the family was in receipt of Jobseekers' Allowance, Sickness Benefit or Income Support: this was indicated by pupils in receipt of free school meals. In agreement with Hewitt and Wells (ibid), we feel that this is quite a simplistic definition of social class. A more accurate indicator of class would have been parent occupation and educational background (see for example Gillborn and Mirza, 2000). As this data was not available to the schools that took part, free school meals have provided us with an alternative indicator, enabling us to draw attention to some significant pupil trends.

Despite the common indicator of free school meals, we do not suggest that the pupils who took part in the PACE project necessarily represent a single white working class culture. We feel that this is an important point to make from the outset, because

where class has been associated with **underachievement** we feel there is a danger of constructing a deficit model of working class culture. We are keen to avoid stereotyping such as this, and so prefer to focus on school as the main context for the lives of the young people who took part in the project. Camden's environmental and economic structure also provides a significant context for this group of learners. However, this is beyond the scope of PACE and is dealt with in a separate Camden report (Hewitt & Wells, forthcoming).

Underachievement

Underachievement is used here to refer to pupils' achievements at school where they are felt to be below what is needed to meet their minimum target grade or level (MTG/MTL) at either GCSE or SATS. Schools often linked underachievement with **disengagement** (see, for example, Myers et al, 2004); teachers described pupils who had either attendance or motivational issues as disengaged. Pupils have therefore been selected on the basis that they had been identified as not making sufficient progress to meet their MTG/L, as well as those who where causing concern because they were in danger of not fulfilling their own or their families' hopes or expectations.

Social and Cultural Capital

The concepts of **social and cultural capital** are generally used to explain the reproduction of social inequalities within society and to explain how middle class families are able to generate useful social and cultural resources to their social advantage (Ball, 2003). Social capital refers to social networks of trust, shared norms and reciprocity (Aldridge et al, April 2002) and cultural capital refers to valuable cultural knowledge. For example, knowledge about progression routes in education and career options often form the basis for decisions and choices regarding the future and can impact on aspirations and motivation. It is generally believed that useful social capital will generate useful cultural capital (Ecclestone and Field, 2003). This idea has recently attracted a lot of policy attention and, as such, has been incorporated into policy thinking about working class underachievement (Aldridge et al, April 2002) .

In line with this, the PACE project has a clear social and cultural capital agenda, thus aiming to generate valuable social resources for both schools and pupils alike. For example, an important feature of PACE has been the opportunity for generating 'institutional social capital' through regularly meeting and sharing good practice with other participating schools. We have also used this to create opportunities for our young people from secondary schools to link up with those from primary schools. In some cases, we have used student ambassadors (supported by Camden Aim Higher and FOCUS) from local universities to work on projects with our young people. There are many other examples of where the activities of the PACE project have activated valuable social networks, such as our collaboration with the Camden Transitions Project; Camden Equalities and Inclusion team; John Lyons Charity; The Working with Men project; and the guest speakers who have participated in, or contributed to, our seminar events. These include Professor Kate Myers (Cambridge), who also consulted on this and the first PACE project, Professor Dianne Reay (Cambridge) and Dr Roger Hewitt (Goldsmiths).

Action Research

Evidence generated by the first report of the PACE project (Myers et al, 2004) suggests that interventions were most powerful when directly relevant to the distinct needs of the schools. Following this insight, schools were encouraged to adopt an 'observe', 'reflect', 'plan', 'act' and 'review' model of action research espoused by Carr and Kemmis (1986), which would provide an evidenced based starting point.

Preliminary stages to action research involved:

- Schools identifying a member of their senior leadership team who would be responsible for over seeing the project and reporting, mainstreaming and disseminating the project outcomes.
- Deciding on a year group that the school wanted to focus on (for primary schools the project sometimes involved a whole school initiative)
- Producing an interventions and extra curricula provision map enabling schools to identify what is already in place and the extent to which these are fully utilised by pupils and staff.

- Building in student voice at an early stage which involved conducting interviews with groups of students, a photo evaluation survey (see appendix i), administering the PASS survey (see appendix ii) - which also helped to establish a control group, carrying out surveys with staff and parents regarding pupil progress, aspirations and attitudes to learning. This data was used to help schools plan their interventions and also provided a baseline which could be used as an indicator for change in the final stage.

Initial stages of action research involved:

- Reflecting on data generated in stages above during joint school half-termly meetings and school-based support meetings with project consultant and manager.
- Identifying project short and long term objectives.
- Planning interventions, and budgeting for time and running cost of the project.

Middle stages of action research:

- Interventions carried out.
- Interim school monitoring / pupils consulted.
- Strategies reviewed at regular support visits to schools by project consultant and manager and at half-termly joint school meetings.

Final Stage of action research:

- Re-applying the PASS survey or other surveys that were used as indicators for change.
- Consulting with pupils, parents and staff.
- Data analysis and written school report.
- Devising and reviewing exit plans, including plans for dissemination of project findings and plans for embedding and sustaining change.
- School and borough-wide dissemination of findings.
- Final PACE report and launch of the report.

Report Structure

The remainder of this report is set out as follows:

Section One summarises the findings and impact of the project on pupils' achievements. The section is divided into three parts, each of which represent the different intended outcomes of the project. These are in keeping with the underlying principles developed by Kate Myers during earlier research undertaken in Tower Hamlets (cited in Myers et al, 2004, p8) that were later adopted by the first PACE project. Myers (ibid) has observed that the strategies used in Tower Hamlets fell into three broad areas: these were strategies that would motivate pupils to **want to do well,** strategies that would enhance pupils' sense of learner self-esteem and their **belief that success is possible,** and strategies that would encourage pupils to **engage in learning** (see Myers et al, 2004, and section one). In keeping with this, the second PACE project has continued to draw on these principles and has used them to shape the interventions and to measure the project's success.

Section Two evaluates the success of the project in achieving its aims and objectives. This will be discussed as factors that presented a challenge to the success of the project, and those that have contributed to the success of meeting the aims and objectives of PACE. We also consider the success of mainstreaming and managing change.

Section Three presents a summary of recommendations and reflections for the future.

Section 1 – Findings: the Impact of the Project on Pupils' Learning

We asked the six participating schools to prepare an end of year report that would evaluate the impact that their projects have had on their target group. Despite the fact that funding for PACE ended in March 2006, many of the schools designed their projects to continue until the end of the academic year in July 2006. It is therefore unfortunate that we will not be able to include their final end of project results in this report. Clearly, a longitudinal approach is much more likely to lend itself to greater analytical validity and we hope to re-visit the schools early next academic year. It is difficult to link cause and effect in such a small scale, short-term intervention project, nevertheless we believe there are some indications of positive impact on our PACE group. The information in section 1:1 represents a summary of how we measured the impact of PACE.

1:1 Summary of Findings: Measuring the Impact of PACE on Pupils

Fig 1 summary of quantitative results for measuring the impact of PACE

Summary of Quantatative results for measuring the impact of PACE

	Significant Improvement	Some Improvement	No Change	Not Monitored
▣ Behaviour	66.6	33.3	0	0
▦ Attainment	50	0	16.6	33.3
▢ Attendance	50	33.3	0	16.6
▢ Stay on Rates	33.3	0	0	66.6
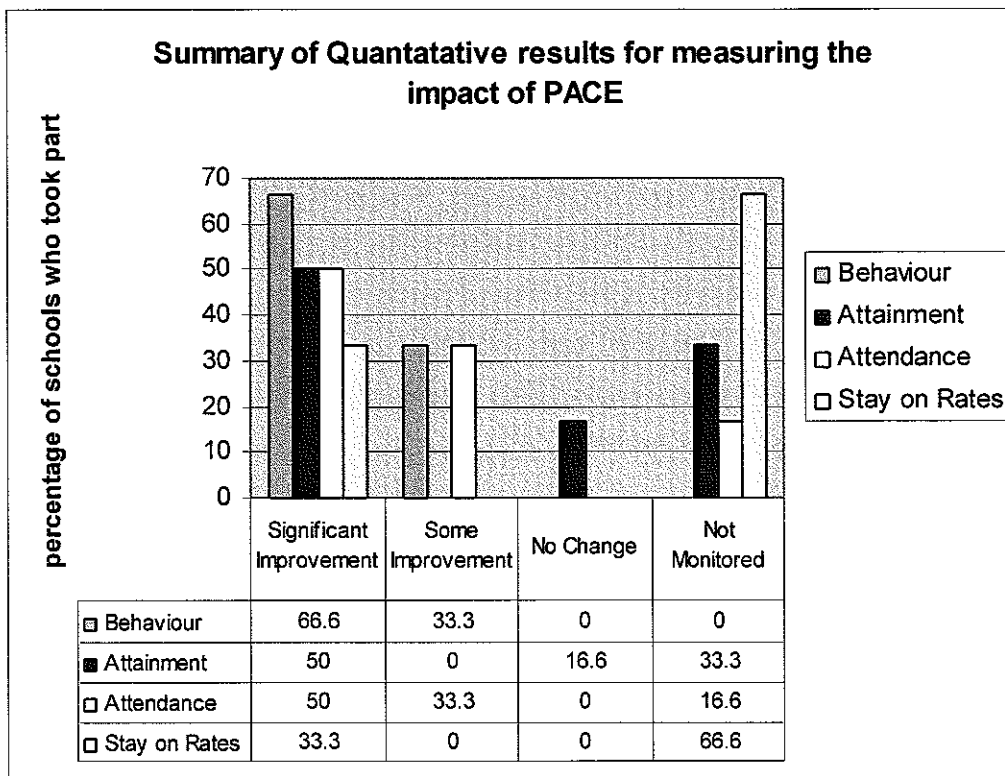
❑ Five out of six schools monitored attendance; all of the schools that did monitor for attendance were able to show that there were significant improvements in this area. We interpreted this to mean that PACE has impacted on pupils' *'engagement with learning'*.

❑   All of the six schools explicitly measured behaviour as an indicator for measuring the impact of their interventions and found that, since starting the PACE project, the number of incidents and serious misbehaviour had significantly decreased (see schools' data for details). We interpreted this to mean that *'wanting to do well'* had improved significantly for this group.

❑   Stay-on rates were a significant factor for two of our schools. This was not an issue for our primary schools, and one of the secondary schools, Maria Fidelis, had targeted pupils in KS3, therefore this was not considered an issue for this group. Haverstock and Parliament Hill ran specific programs for targeted cohorts of disengaged pupils in danger of exclusion in KS4. Realistically, it is too early to say whether the project's interventions impacted in any significant way. Schools did, however, report that there were some positive outcomes for this group. At Haverstock, stay-on rates for boys in danger of exclusion in 2004/05 into full-time education and training was 100%, and at Parliament Hill those with Job Train placements showed impressive attendance rates on their placements. The group averaged 82% attendance over two terms. Stay-on rates were used to measure *'wanting to do well'*.

❑   Four out of six schools monitored the impact of the project on their pupils' attainment. Realistically, it is too early to say whether the project has impacted in any significant way on pupil attainment. At the time of reporting, many schools' projects had only been running for a term, although Carlton's project had been running for two terms. However, early indicators suggest that for three schools at least there are some positive signs. This data suggests that PACE had impacted on pupil *'engagement with learning'*.

Fig 2 summary of qualitative data from measuring the impact of PACE on pupils

summary of qualitative data for measuring the impact of PACE
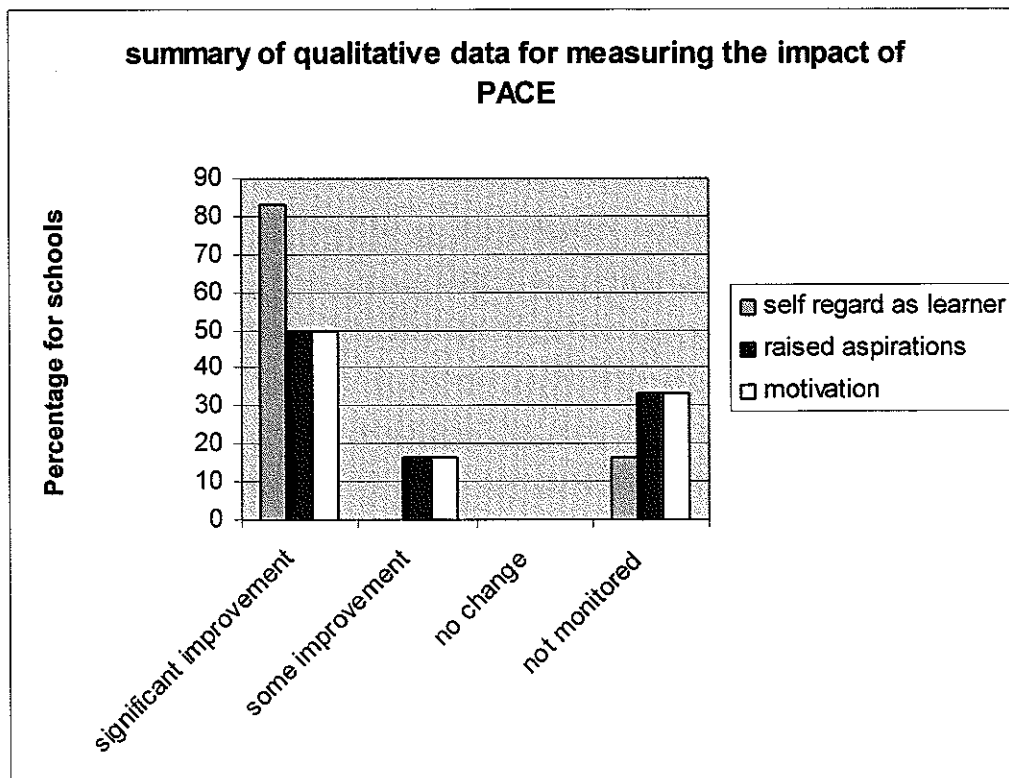
□ Five out of six schools identified self regard as learner to be an issue for their PACE Cohort. All have reported that, since starting the project, this has been shown to have improved. This was evidenced by pupil and parent interview data. The remaining one school, Parliament Hill, did not explicitly monitor this. We interpreted these results to mean that PACE had impacted on 5 out of 6 pupils' 'belief that success is possible'.

□ Three out of four schools found that their pupils' aspirations and motivation had improved significantly. Torriano Junior noticed some improvement but felt that it was too early to comment on this, although they have addressed aspirations in their interventions and continue to monitor this; Parliament Hill and Haverstock did not monitor this principle. We interpreted these results to mean that PACE has had some impact on at least 3 out of 6 pupils in 'wanting to do well'

1:2 Engagement with Learning

Pupils' engagement with learning is evidenced by the extent to which pupils feel that the curriculum is relevant to them. Myers (in Myers et al, 2004) cites McDowell (2001, p38), who observes that *"...(pupils found) the academic content of most of their schools' courses difficult, boring or irrelevant"*. The implication is that, where the curriculum is experienced to be inaccessible or irrelevant, pupils may become disengaged with their learning. Using the PASS[1] survey and pupil interviews, many of our schools found that this was a significant factor that needed to be addressed. We asked our six schools to consider this factor when designing their projects. The success by which schools had successfully addressed *engagement with learning* was measured by attainment and attendance data. In addition, where possible we asked schools to build in student voice by consulting with pupils about the impact that the project activities had on their learning.

1:3 Engagement with Learning: Consulting with Pupils

The concept of student voice has more recently been employed by the DfES and is now a significant factor in evaluating school effectiveness. See, for example, Macbeath, Myers & Demetriou (2001), Fielding (2001), Whitehead and Clough (2004), Rudduck and Flutter (2000). In view of this, in the initial stages of the project we invited Professor Diane Reay from London Metropolitan University to give a seminar paper about her work on consulting with pupils. Reay contributed to an ESRC project in 2001 with Madeleine Arnot in order to discover how different social groups of pupils experienced their learning in the classroom. They state that *"it is important to know to what extent pupils were able to participate fully and effectively in their own learning; we were concerned about the social inequalities in the classroom, for example whose voice is actually heard in the acoustics of the school"* (Arnot and Reay, 2001). In doing so, they organised their discussions with pupils around three key themes: *feeling confident, feeling included* and *feeling in control*. In view of this, we asked our schools to build in student voice wherever possible. In some cases schools did consult with their pupils throughout the duration of their projects. Maria Fidelis provides an excellent model of this process, and how it impacted on the interventions that were carried out and on the findings of their project.

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[2] The Pupil Attitude to Self & School (PASS) is a measurement tool developed in order to measure pupil attitude toward school and learning aspirations through an on-line survey.

Maria Fidelis Convent School: Lia Elia (English Teacher)

The project's focus was on teaching and learning and raising attainment through engaging pupils with their learning. It involved class trials with Lia Elia, English teacher at Maria Fidelis. These have involved varying the delivery of English lessons to discover the most appropriate teaching style that would address the three themes mentioned above.

Engagement with Learning: Consulting with Pupils at Maria Fidelis
by Lia Elia (English Teacher)

When J was interviewed before the interventions she complained of boredom in most lessons and the inability to concentrate: "But it's so boring Miss ... it's our learning environment and we should be able to enjoy it." She also spoke very fondly of her days at Primary school claiming that learning there was "just more fun." I therefore consulted the whole group about what would make learning more enjoyable at secondary school. J had lots of ideas and opinions and made suggestions about a primary school style lesson. This involved changing the layout of the classroom and delivery style of lesson. There was also more focus on rewards for really good work and behaviour. On the day of the lesson, when she walked into the classroom, J was immediately excited and more engaged. She worked really well as part of a group in the setting and responded well to the rewards system. She was also really keen to share her group work with the rest of the class and volunteered frequently to do so. When we reflected on the lesson in our Wednesday lunchtime session J seemed really excited and vocal asking "When can we do it again Miss!?" She also said "Why can't all our lessons be like that Miss, we learned so much better." I encouraged the girls to think more about and reflect on their actual learning and not just about the fact that the lesson was probably more enjoyable than usual.

I think J in particular was able to benefit from such a lesson and the ability to talk about it because she was able to reflect on her learning and how she learned best for the first time: "I think I learn better when I learn with a partner because you get to talk about the work and if you're not sure, they can explain it to you ... when you work in a group it's good too because there are more people to talk to and help you, you don't just feel on your own." It was also interesting to observe her confidence grow in a lesson where she was clearly enjoying the learning.

She and the others were also clearly motivated by rewards in the lesson. The pupils had been told at the start of the lesson that really good behaviour would be rewarded at the end of the lesson, that day. I did this because many mentioned in consultation that they felt like they were always waiting around for rewards: "You have to get 4 good stickers in a row to get something, so it takes ages! And if you muck up a week in between you have to get another four in a row!" The notion of being able to achieve something within an hour or at the end of the day seemed to motivate most of the pupils, notably J who seemed intent on winning a prize! When I asked her about this in our lunchtime session she said "It just makes you wanna work harder cos you can get something in that lesson." She and many of the other pupils felt like they were working towards something achievable within the lesson and I think this made a real difference as I have never given out so many rewards for good behaviour before!

Impact on Attendance - Holy Trinity NW3

The first way we can demonstrate the positive effect that the project has had on targeted pupils is by data relating to attendance. The first phases of the project started at the beginning of April 2005 and ended at the end of November 2005. We have therefore considered the attendance figures of the targeted children for the 3 weeks before the project started and for the 3 weeks following completion of the project. Consideration of this data has showed us that attendance was not an issue for 50% of the targeted children. Of the remaining children in the targeted group, 42% improved following the project and this attendance has been maintained.

Case Study 1 – Holy Trinity y5 boy: by Dylan Calder (Professional Writer)

Once the workshops began, J's confidence in class appeared to increase, and this was evidenced in part by his willingness to work on the computer despite demonstrating initially that he had very little confidence with using computers. His first big leap in class was when he agreed to research and present a 'seminar' with C to the rest of the class. The topic he chose to research was the Roswell Incident – the faction account of a UFO landing in America during the 1950s. He excelled in particular in his devising of a chief character in his chapter of the book that the class were producing. He developed the character to such a point that it was possible for him to take to the stage at the writing festival, and 'hot seat' his character before the audience (of parents). He did this with humour, confidence, pride and clear enjoyment. I really feel that J's self-confidence and understanding of literature has noticeably improved throughout the course of the project.

Case Study 2 – Holy Trinity boy y3: the Fantasy Island Adventure Project

The project involved creating a 'fantasy island nation' and building a profile of the country and its people. We studied creation myths and wrote one for each of the three tribes. We explored legends and heroes and wrote a legend appropriate for the three cultures. Finally, each pupil created their own character, experimented in first person narrative and then constructed their own adventure story. We also visited Kew Gardens to create photographs for use in a collage to illustrate our stories.

K appeared at first to be the most difficult to reach in the project. He needed constant attention and guidance, while also being prone to misbehave and cause tensions with others. For half of the course he needed his sentences guided, he favoured narrative that was exclusively action driven. Throughout the course, K began to be more confident in completing paragraphs and eventually - pages of writing. His responses to being praised were highly visible. When K told me towards the end of the project that he'd begun to construct his own story about the island at home, I knew I'd reached him. In the end, K improved perhaps the most. He went from being extremely reluctant to write and contribute to constructing whole narratives containing description. I believe that this is because within the framework of the course he came to enjoy writing, and ideally that sense will remain with him.

Carlton Primary School: by Phillippa Heath-Philpotts (Lead Learning Mentor)

Our key objective is to encourage pupils to become involved in their own learning, providing experience-based learning, helping to raise attainment by identifying individual learning styles and creating a desire to learn. The project has an emotional literacy focus and encourages pupils to be reflective about their own learning, thus enabling children to be more successful in their work.

We decided to address the learning styles of pupils as well as the approaches to teaching that are regularly used in the classroom. We also wanted to initiate creative writing through using drama and role-play as a vehicle for writing. In doing so, we wanted to motivate children who usually experience barriers to writing. We began by creating a course that would run over 14 weeks that would address 'learning how to learn': we named this part of the project 'Choices'. We were already aware that children learn in different ways, but 'Choices' helped us to offer greater opportunities to all of our children, helping them to reach their potential. Although the PACE group were withdrawn from class for many of these sessions, we continued to address the core curriculum and planning with classroom teachers, with regular curriculum meetings occurring weekly. Therefore the work of the project formed an extension to the work carried out in class. We merely adapted curriculum themes to suit strengths and needs of the cohort.

Because our project addressed learning styles, we also wanted to find out what sort of learning environments our children preferred to learn in. We therefore devised a photography project. The idea, a module used by a school in Tower Hamlets, was adapted to our school. Children were given disposable cameras and were asked to take pictures of where they learn best, the props they use to help them, who helps them learn both in and out of school, places they liked and disliked in the school and where they felt safe and where they felt unhappy. They wrote brief explanations of pictures taken to help develop note-taking skills. Pictures were developed and the group wrote short pieces explaining the reason behind each photograph. A display was produced which provided the children with the opportunity to share their findings. The focus was to generate discussion about identified pupil attitude towards school and learning.

Another strand to the project was called 'Me & My Community'. This was a 3-week project exploring children's own cultural geography. This was aimed at encouraging

pupils to think about themselves within the family context, their local community, the wider community and society. Children studied newspapers to explore stories within wider community and took photographs of local area, highlighting places of interest. Children interviewed parents and carers using Parent Interview questionnaire to obtain an insight into the parents' own schooling experiences and perceptions of the local area. Specific questions were asked in order to compare present day schooling. In addition, the children were involved in making a short science film for Yr 5 pupils.

Evidencing outcomes for 'Engagement with Learning' at Carlton Primary

When beginning to analyse the data we collected, it is clear that the project's short-term objectives have been achieved. In considering the appropriate methods in measuring the impact of the project so far, evaluation resources were created for monitoring progress and achievement through learning. Evidence for quantitative and qualitative data is pupil assessment and evaluation (scaling activity) and review (written report) carried out by the class teachers, pupil self-evaluation 'How much can you?' and questionnaire, Parent/Carer Project Review and assessment grid, which are segmented into benchmark levels and National Curriculum levels. At the start of the project pupils were involved in setting individual measurable and manageable targets. Achievement portfolios were introduced to encourage pupils to become more responsible for their own work, helping to develop organisational skills and encouraging them to become active learners.

Below is a summary of results

Reading Benchmarks levels - 80% children increased by one level

1) One sub level
2) In spelling age, 100% of children improved by a minimum of two months and a maximum of 29 months
3) Writing - national curriculum levels, 80% of children increased by a minimum of 1 sub level and a maximum of 6
4) For attendance, 80% of our PACE group are on track to reaching this year's attendance targets

Haverstock – Boys and Girls Project: by Joycelyn Longworth (Lead Learning mentor), Ahsev Merdjan (Connexions PA) Simone Grell and Carol Fry (Learning Mentors)

The project involved preparation workshops and the production of a Magazine. The boys created a survey on what young people at Haverstock want in a magazine. The boys devised the questions and distributed these throughout their tutor groups. They were also given the responsibility for the collection of these when they were completed. We feel that, short-term, objective 3 has been partially met and this is ongoing.

The project involved ongoing visits to CLC, researching themes for feature articles, debates, photography, article writing, interviews or role models; publishing, production and marketing of magazine; Business and Enterprise workshop.
The project is scheduled to end in July 06 when we will hold a reward activity and Celebration Evening.

Case Study: Boys at Haverstock

The student we have selected for this case study is a boy in year 10 who is on the SEN register as EBDS and SpLD. The strategies that the Learning Support Department recommended for this student are:

- Focus on the task early in the class.
- Regularly check his understanding of work and encourage often.
- Kinaesthetic learning. Variety of task. Access to ICT.
- Very consistent routines and boundaries. Follow through in sanctions. Give timed limits on work.

We found this student to be enthusiastic, considerate and totally focused on the task at hand. This student is always keen and willing to help out with any of the team responsibilities, for example writing on the board and collecting equipment. He has shown leadership qualities within the group and is considerate of the opinions and feelings of others.

He is aware that he is underachieving in school, and when questioned, said that he gets bored in the classroom and then becomes distracted and becomes off task. We have rarely had to look at his SEN strategies because he is always on task in the group. He contributes to the discussions and is forward thinking with regards to the project/magazine.

Evidencing Outcomes for 'Engagement with Learning' at Haverstock School

To assess whether or not our short-term objective 1 has been met, we used the school's six week Learning Alliance Programme Attainment Data, which is based on specific targeting of individual subjects for each student. We have used data collected from Learning Alliance Action Day in December 2005 and February 2006. There are three possible outcomes for each target set, met, partially met and not met. Of the seven boys on the project, five improved by having more subject targets met in February than in December, and two boys stayed at the same level.

Attainment in core subjects has improved for 7 out of 8 girls in at least one area ie: English, Science; Maths.

Attainment Analysis PACE Girls 06

	Dec-05	Feb-06	Potential Grade
English			
Student 1	C	D	A/B
Student 2	D	C	C
Student 3	D/E	G	B/C
Student 4	A	A	A*
Student 5	C	C	A/B
Student 6	E		B/C
Student 7	C	C	A/B
Student 8	E	E	
Maths			
Student 1	D	E	B
Student 2	F	E	B/C
Student 3	E	E	B/C
Student 4	A	A	A*
Student 5	E	E	B
Student 6	F	E	B/C
Student 7	D	U	B
Student 8	G	E	
Science			
Student 1	D	D	A
Student 2	C	C	C
Student 3	E	E	
Student 4	E	E	A*
Student 5	C/D	D	A
Student 6	E	D	C
Student 7	F/G	E	A
Student 8	G	D	

Attendance has improved for 4 out of 7 PACE boys at Haverstock

Attendance Students	Dec-05	Feb-06
Student 1	71	90
Student 2	98	96
Student 3	83	90
Student 4	89	88
Student 5	89	93
Student 6	97	95
Student 7	88	96

Attendance has improved for 6 out of 8 PACE girls at Haverstock

Students	Dec-05	Feb-06
Student 1	70.77	74.8
Student 2	96.92	99.5
Student 3	89.23	91.1
Student 4	76.92	82.2
Student 5	90.77	95
Student 6	87.69	86.1
Student 7	91.54	94.6
Student 8	82.31	74.3

1:5 What Contributes to Engagement in Learning?

Carlton Primary: by Phillippa Heath-Philpotts (Lead Learning Mentor)

Parent/carer participation has proven to be a key factor that has contributed to the success of the project. Participation through involvement with homework set, i.e. Parent Interview activity and attending educational visits, has increased the willingness to be involved in their child's education. This has helped to address the issue of involving hard-to-reach families and developing relationships. The project is viewed as an extension of school support rather than a programme that works in isolation, reinforcing children's negative perceptions of themselves as learners. Working in partnership with class teachers has helped to maintain continuity and mirrored work undertaken in class. The Headteacher supports the co-ordination of the project and information is shared regularly with all members of Senior Management Team (SMT) and the school's inclusion team. The attitudes and feedback of staff have been very positive, therefore, helping to raise the profile of the

project. The project has impacted positively on the rest of the school's perception of the cohort's attitude towards learning and behaviour.

Holy Trinity NW3 – by Rosey Lyall (Headteacher)

Some comments from teachers at Holy Trinity about their observations

"Hot seating was very successful as it enabled targeted children to demonstrate their imaginations and get positive feedback and attention from their peers."

"Yes, I will do a lot more 'hot seating' and aim to produce books again. I also want to do more activities that focus and stimulate the imagination."

"I will do some of the activities like visualisation with my class to get them thinking."

"I have seen how trips and photography can dramatically affect children's engagement with their wiring and their use of imagination."

Haverstock – by Joycelyn Longworth (Lead Learning Mentor)

We were specific about the group that we wished to target, and this enabled the Head of Year to choose students who were capable of achieving 5 A-C GCSE grades, but who were becoming disengaged with education. This allowed us to write a programme tailor-made around their needs and interests.

Due to this group of underachieving students being overlooked in the past, we found that this target group were surprised that they had been picked for the project. We feel that this reinforces that white working class students have been overlooked in the past and respond really well to the additional support.

Maria Fidelis: by Lia Elia (English Teacher)

Students enjoyed the primary style lesson. They enjoyed the group work and said that it was more fun and easier to learn. They also found the lesson more interesting. Listening to what the pupils had to say about their learning contributed to engagement with learning. Pupils were given opportunities to reflect on their learning, and the introduction of a new rewards system had an impact on pupil motivation. Consultation with pupils helped us to address a number of issues, including teaching and learning styles, learning environments and making pupils feel included.

1:6 Belief that Success is Possible

This principle has received a lot of policy attention and, as such, has been included in government thinking about how to improve children's learning (Green Paper, 2003, *Every Child Matters*). Following Myers et al (2004), we feel that where pupils lack a belief that success is possible they will, at best, 'get by' and at worst they are much more likely to opt out of learning altogether. Ball et al (2000) has conceptualised this in terms of pupils' negative experiences at school which may have damaged their learning identity (p45). Others, such as Phil Hodgkinson (1996), have suggested that one way of overcoming this is to encourage opportunities for 'turning points' for these young people. This is often as a result of generating social capital, which could involve working with other adults or role models that can help to facilitate this process. Using the PASS survey and pupil interviews, many of our schools found that this was a significant factor that needed to be addressed and this was reflected by many of their interventions. We evidenced the impact of PACE on belief that success is possible by focussing on pupil self regard as learner and using case studies of individual pupils, as well as some of qualitative interview data generated by interviews that were carried out by individual schools with pupils and parents.

We have used this next example because it demonstrates how one school, Torriano Junior, addressed pupil learning identity. It is worth noting, however, that this example crosses over to some of the issues that we address in the next section on 'wanting to do well', specifically the work that addresses pupil motivation and aspirations. Torriano Junior's project report also exemplified for us the way in which the model of action research that we adopted informed each stage of the project.

Torriano Junior: Pupil Learning Identity and Action Research
by Helen Bruckdorfer (Deputy Headteacher)

Case Study: The Workshops to Explore Learner Identity
by Helen Bruckdorfer (Deputy Headteacher)

During the initial stage, data was gathered using a range of different research tools; these included interviews with parents, pupil progress in writing; a school strategies' audit was also completed to get a picture of what the school was already doing to support the aims of the project; scrutiny of provision maps showed that the PACE children were poorly represented in intervention programmes unless they were specifically SEN. Value added score indicators in writing from KS1 – 2005 optional SAT score. The children selected had **poor value added scores for writing** and

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remained within the lower quartile (see VA graphs). Our analysis of writing assessments (2005) using PAT to determine achievement against the assessment focuses for learning in writing compared to school and the national data. The children **scored well below school and national data** in all assessment focuses. We also used the PASS survey which assessed our target pupils on 9 factors.

Outcome of the survey

The survey has 9 dimensions that indicate a pupil's attitude to self and school. Of the nine dimensions, the PACE children scored significantly lower than other pupils in 4 particular dimensions.

These dimensions were:

1) Self regard as a learner
2) Attitudes to Attendance: The relevance of being at school and how worthwhile it was – inclusion, aspirations, choices and fulfilment
3) Preparedness for learning: i.e. thinking skills and organisation skills
4) Feelings about school: Feelings around identifying and belonging to the school community and feeling value

The school considered the relationship between these dimensions. Self regard as a learner attained the lowest score in the analysis. This can contribute to sense of self as learner and the perceptions of the children as learners by their peers and teachers. This therefore can impact on attitudes to attendance. Because the target children may not see the relevance of coming to school or feel successful as a learner (many are targeted for attendance by the EWO) they have low affiliation to the school community and have negative feelings about school. Poor attendance also impacts on preparedness for learning leaving the children unsure of routines and with poor organisation skills. Understanding these relationships helped us to plan the workshops in Phase 2 of the project and formed a good basis for dialogue with class teachers to raise their awareness about the needs of these specific children in their class.

The workshops took place every two weeks initially and were led by the Deputy Headteacher and a Learning Mentor. The frequency of the workshops was increased to weekly meetings during the project. Parents were encouraged to take part in these sessions. Although they were invited, none attended. The 'Social and Emotional Aspects of Learning' materials produced by the Primary National Strategy were used to support the planning of these workshops. The introductory workshop explained the aims of the project and provided a getting to know you session. It focused around developing positive affirmations about each person in the group and provided the basis of a display in the PACE workshop room. Some children found it difficult to think of positive things to say about their peers and accepted their personal affirmations at these initial meetings. It seemed that having a poor repertoire of relevant, positive vocabulary hindered them.

Feelings about school

The initial workshops explored the group's feelings about school and how they felt part of the school community. The pupils took part in circle time activities and used a digital camera to explore these issues. They recorded their feelings using the computer and started to build up a portfolio.

During initial discussions focussing on feelings about school, three members of the group admitted to feigning illness when they just couldn't face school.

Child B (girl aged 9): 'If I don't feel like going to school I put my hot cup of tea against my head and tell my mum I have a temperature'.
Child C: (boy aged 8) 'I pretend to have a stomach ache but then I regret it cos my mum makes me stay in the flat'.

Both of these children have significant attendance issues. Although their attendance has improved it has had an impact on their progress in the project.

The group were asked to consider their favourite places in school. They were given digital cameras and asked to record the different places and then write a small explanation of why they had chosen them.

When they took photos of their favourite places in school only 2 (girls) chose their classroom and discussed learning. All the other shots were of an outdoor place with the exception of one that was in the dining area. Most of the explanations for choosing outdoor places were based on the children having fun and friendships in these locations.

Child B (girl aged 9): 'I like the Gazebo because it's a place where you can hang with your friends'.
Child F (boy aged 9): 'My favourite place is the football pitch because it is fun and exciting.'

A similar trend was found with their approach to the classroom environment. Most children opted for the book corner as it was a place where they could relax and not feel stressed, or working on the computer so that they could play games. Only one child chose the carpet because it was an important place for learning.

Child A (boy aged 9): 'My favourite place in the class is the computer because you can play games and learn at the same time.'
Child C (boy aged 8): 'My favourite place is the book corner because I can relax and read a book'.
Child F (boy aged 9): ' I like the book corner because it is comfy and quiet and I like looking at what people have written on the wall of democracy'.

When they discussed the places that they least liked, most of the children chose the carpet and group tables for independent work. This usually was related to feeling distracted by others, challenged by questioning from the teacher and finding it difficult to work during the independent part of the session. This was also evident for the two girls who had identified the classroom as their favourite place in school.

Child D (boy aged 9): 'My least favourite place is the tables because the teacher doesn't help me.'
Child J (girl aged 8):' My least favourite place is my table because I get distracted by other people and get my work wrong.'
Child (boy aged 9) F: 'My least favourite place is the carpet because people distract me by talking and I can't hear the teacher.'
Child A (boy aged 9): 'I don't like the carpet area because it is uncomfortable and it is rough, people keep on kicking me from behind'.

A theme throughout the responses was that the pupils were not taking responsibility for their learning and tending to find external factors for why they were not focussed

on learning, and therefore had negative responses to the carpet and tables. When the children were asked the same questions about the classroom a term later, following the group intervention described later, some of their responses had changed. Five children cited the carpet as their favourite place.

Child A (boy aged 9): (previously chose the computer and said the carpet was difficult) 'I really like the carpet now as you can see better and you're more involved ... but I do talk a bit still.'
Child E (boy aged 8): 'I like to be on the carpet because we get to use the whiteboard and pens and touch the board for the maths games'.

The children were asked to consider their worries and classify them into two groups; worries you can do something about and worries you can't do anything about. The ones linked to school they decided that they generally could be resolved. The children then wrote a poem based on a simple structure that allowed them to express some of their worries around their life and learning.

Nobody Knows (Child H – girl aged 8)

Nobody knows but me that I don't like being late for school
Nobody knows but me that I worry about failing my tests
Nobody knows but me that I love school
Nobody knows but me that I love achieving
Nobody knows but me that I love knowing how to do my work independently
Nobody knows but me if I can improve

This phase of the project enabled the school to get a deeper understanding of how the PASS survey results were realised for each of these children. This deeper understanding was shared with class teachers and the next phase of workshops were planned to find some resolutions to these issues. A key issue focussed around preparedness for learning.

Once pupils were identified and the key issues were explored in the initial workshops, the school planned a range of strategies to improve learner identity, preparedness for learning, and attitudes to attendance and to improve their learning experiences and outcomes. These included;

- Preparedness for learning & improving learner identity workshops – weekly with the Deputy Head and Learning Mentor
- Targeting the children for extra curricular provision
- Targeting the children for wave 2 and wave 3 intervention programmes for literacy and numeracy
- University and business volunteers were placed in class once or twice a week to support PACE pupils
- Setting targets linked to workshops and meetings with teachers to track progress

Preparedness for learning and improving learner identity

The next phase of workshops looked at ways the children could improve their learner identity by being ready and active learners. They all seemed to want to be part of the learning community. In the initial workshops many of the pupils explained that they were often 'getting red cards' or 'in trouble' with their teacher for organisational issues. These included lateness or absence, homework problems, being ready to learn in a given task and not contributing during lessons (mainly on the carpet).

Child C (boy aged 8): 'I have got two red cards for not getting my homework in on time, especially my PACT folder.'
LM: 'Why do you not complete your homework?'
Child C (boy aged 8): 'I do most of the time but I forget to take it into school especially when I am late'.

The workshops focussed on establishing routines and the ways to organise themselves, thus developing independence.

Children identified the characteristics of a well-organised learner and thought about how they could meet those goals. They developed a toolkit to help them solve the problems.

This is a summary of the strategies: Toolkit

Attendance and lateness:
- Five children were asked if they were interested in attending breakfast club. When they indicated positively, permission was sought from their parents.
- Set targets to receive the whole school attendance award for their class.

Homework:
- Four children agreed to attend homework club to ensure that they had support with their work.
- The group developed a system to remind them to bring their homework to school e.g. a tick list, organising their homework the night before and leaving it by the door.
- The group agreed that they must listen carefully to the teacher when the homework is given out to be sure of the task.
- Homework buddies were set up in class.

Being ready to learn:

- To follow instructions given by the teacher – improved listening skills.
- To position yourself so that you can see the board and are not distracted.
- To have all of the correct equipment.
- To give the teacher the correct body language to show that you are ready to learn.
- To not get a red card during lesson time.
- To put our hand up and ask questions.

Qualitative results for Torriano Junior

The PACE pupils self-reported significant improvements in their behaviour and attitude e.g. less red cards given in the classroom and participating in lessons more. The children ranked their achievement out of five for progress with homework. Four of the children gave themselves full marks and the others were all three and above.

One boy said 'My mum says I have to stay in this project because it's changed me'. Three of the group received special achievement awards and attendance improved for most of the pupils.

One girl discussed homework and described how she organised herself at home, but when this was discussed with her class teacher it seemed that there was little improvement.

Most of the feedback from the teachers was good as they could see an impact from the sessions. During the sessions we also focussed on learning behaviours that were linked to a reward system. Specific children found it difficult to complete work and this was really successful for them. At the beginning of the project one child continually defaced and destroyed his work, therefore reinforcing low self-esteem and low self regard as a learner. He worked with the Learning Mentor using a reward system to stop these behaviours. The class teacher has reported that there has been a significant improvement with many pieces of work completed. The child is also more receptive to working with other adults for support.

As a final part of this series of workshops, the children prepared interview questions for a video about their attitude to learning. The children recorded their responses using a digital video camera. We found that the children had a new repertoire that enabled them to talk about themselves as learners. The film will be edited and shown to peers and parents.

Case Study: Evidencing 'Belief that Success is Possible' at Torriano Junior

Child A (boy aged 9): XXXXXX was selected for the project based on his PASS survey scores below and his poor progress in writing. He was also a visible child in terms of behaviour and was underachieving across the curriculum (except for sport). The class teacher reported that he was disruptive in lessons, demotivated and disengaged with learning. He didn't want to talk about himself as a learner at all.

During the parent interview his mother explained that she wanted her child to take school more seriously and talked to him often about this. She explained that Child A had disconnected himself from school and thought that he didn't need to make any effort. 'He thinks that everything will work out fine anyway'.

His feelings about school were based around having fun with friends and play.
Child A (boy aged 9): 'My favourite place in the class is the computer because you can play games and learn at the same time.'
Child A (boy aged 9): 'I don't like the carpet area because it is uncomfortable and it is rough, people keep on kicking me from behind'.

Child A responded positively to the workshops and became focussed in the group and in class. Small successes and praise in the group and class were the enablers for this change. He enjoyed the attention and quickly responded to personal targets. He was very vocal in discussions and self reported his successes in an evaluation session at the end of the Autumn term. He was keen to join homework club and worked well in his Further Literacy Support group.

"I'm much better in class and my teacher is pleased with me. I haven't got any red cards for ages. 'My mum says I have to stay in this project because it's changed me.'
(previously chose the computer and said the carpet was difficult) *'I really like the carpet now as you can see better and your more involved...but I do talk a bit still.'*

An example of a child A analysis from PASS survey July 2005: These scores are out of 100

Child's name	Feelings about school	Perceived learning capability	Self regard as a learner	Preparedness for learning
XXXXXXXXXXX	18	18	11	7

Attitude to teachers	General work ethic	Learner Confidence	Attitudes to Attendance	Response to Curriculum
24	14	11	14	49

Children who fall within the schools universal provision
Children who fall outside and require adult intervention
Children who require long term support

An example of a child A analysis from PASS survey Feb 2005: These scores are out of 100

Child's name	Feelings about school	Perceived learning capability	Self regard as a learner	Preparedness for learning
XXXXXXXXXXX	65	65	28	100

Attitude to teachers	General work ethic	Learner Confidence	Attitudes to Attendance	Response to Curriculum
92	74	77	90	69

The pass survey reports a considerable change in attitude for child A. In all areas xxxxxx has made gains and now falls within the school universal provision. A low score is still recorded for 'Self regard as a learner' which was found as a trend across the group.

Child A has made 2 points progress so far in writing, but his teacher feels that literacy is very challenging for him and he will need continual support and encouragement through Wave 2 provision and interventions such as homework club. He received the 'Special Achievement' award this term and was elected as a school councillor. As part of this role he is working with the Sorrell Foundation to design a new building for the school.

Further workshops on aspirations will support the development of this child.

Girls at Haverstock: by Joycelyn Longworth (Lead Learning Mentor) and Ahsev Merdjan (Connexions PA)

The aim of this part of the project was to raise our target group's self-esteem and confidence through child-centred learning activities and discussion groups. This activity represents phase one of the project. It was delivered over 6 x 1 hourly sessions which encouraged pupils to explore self-esteem, confidence, motivation and aspirations. Our objective was to raise the young people's awareness of how low/high self-esteem/confidence can impact on their ability to engage with school work in a positive way. Below is a summary of activities:

- They completed an exercise in identifying their obstacles to learning.
- Questionnaires self-esteem and motivation.
- Played a game called 'let's get rational' to encourage them to take control of the way they think, feel and behave.
- Every session involved a warm-up activity, saying how they were feeling, before moving on to the main activity followed by activity and discussions.
- At the end of every session, they completed a student evaluation saying what they felt about the session and what they learned.
- We visited the CLC in order to complete mind mapping exercises in preparation for the next phase of the project which was magazine and journalism workshops.

Case Study from Haverstock: Belief that Success is Possible

This young person had been excluded from school before the start of the project; she was known to be loud, aggressive, attention seeking, argumentative and controlling of her friendship group. She had difficulties listening to others' points of view and was uncomfortable with being praised and dismissed compliments   She is an intelligent and articulate student who is significantly underachieving.

Changes in the group

She has recently reported that she "likes coming to the group" and feels she has developed very good relationships with the group leaders. She also has a very supportive 1-1 relationship with the Connexions PA who co-facilitates the group.

By the end of the first term of the project, this pupil had made some significant personal developments which had also impacted positively on the group as a whole. We noticed that she is less defensive when challenged and responds well to following instructions. This pupil has also demonstrated that she has leadership qualities, as she is generally the one who reminds other members of the group of the ground rules and challenges them when she feels they are not listening to the group leaders. For example, she is now very aware of the need to allow others to speak in the group, she is no longer afraid to show vulnerability - which she didn't when the group started - and she seems to enjoy the positive attention that she is getting from us and other group members.

Changes around school

Other very noticeable changes are that she is more reflective about her work and behaviour; this is reflected more generally around the school. Teachers have commented that she is generally calmer and quieter around the school; when asked teachers commented that she is more focused in class and she feels more able to talk to teachers about difficulties she is having in class. She is potentially high achieving and is targeted to achieve at A* for some of her GCSEs. This target had previously felt completely unrealistic to her: since joining PACE she now wants to and feels she can achieve her target grades in her GCSEs "my previous grades are crap" - " I can do better than that; I will have to".

Holy Trinity NW3 By Rosey Lyall (Head Teacher)

Anti–bullying plays were tied in with our activities during Anti-Bullying Week. We chose such a project as it is felt that our targeted pupils have either the potential to become bullies, or to become the victims of bullies. A basic script was presented to the groups, but all groups made changes to the scripts as they saw fit. The targeted children were placed in key roles and the plays all addressed issues of the impact of bullying and assertiveness on learners. Having discussed and performed, the target group took on the role of advisors to younger children and this increased their self-esteem and respect from peers. Pupils designed posters that were displayed during the week in the playground.

The targeted children were the main part of a team leading our anti-bullying programme. This included work in class, designing and making posters, answering worries from the worry box and acting as advisors to younger pupils. There were only a small number of children in each play, and the children selected felt a great deal of pride at having the opportunity to perform in front of the whole school in an assembly. Even the less confident children performed. We were extremely pleased that almost all of the children had an opinion on the script or to do with some other element of the play, and that these opinions led to changes in the plays.

Case Study from Holy Trinity NW3

One boy in Year 3 appeared to the Professional Writer to be the most difficult to reach. The Writer found that he needed constant reassurance and guidance and was prone to distract others. He also got upset if he felt that his ideas were not adopted. The writer had to really encourage him to be descriptive. However, as the project progressed, this boy became more confident and as his confidence grew and his effort increased, his tendency to misbehave and distract others diminished. This child responded well to praise and the Writer picked up on this as a strategy. With his new-found confidence, this child's writing improved the most out of his year group, as did his self-esteem and confidence. Both his parents attended the writing festival and the child was seen basking in their approval.

The same boy was chosen as a main part in one of the anti-bullying plays. At first, he was inclined to play the fool and show off to his peers. He suffered from a real lack of confidence about performing in front of an audience. However, as his confidence grew with his part, he became an important contributor of ideas rather than somebody who misbehaved. He responded very well to reassurance and praise and took great pride in his performance.

Carlton Primary: by Phillipa Heath Phillpotts (Lead Learning Mentor)

The project at Carlton has an emotional literacy focus and encourages pupils to be reflective about their own learning, thus enabling children to be more successful in their work. We therefore ran a series of emotional literacy workshops in conjunction with the 'CHOICES' project.

Emotional Literacy Workshops

A variety of resources are continually used to raise self-esteem, encourage self-appreciation and develop positive interpersonal skills. This has incorporated 'brainstorming' to explore the issue of low confidence, which can influence achievements in school. Each session follows a set module. Circle-time is carried out at the start and end of each lesson. Circle-time is used to develop social-cooperation, introduce activities and review learning outcomes. In the classroom we learn the five dispositions for lifelong learning: resilience, responsibility, resourcefulness, reasoning, reflectivity and reflexivity - these are incorporated into all aspects of learning undertaken. The children are active participants in Movement, the Brain and Learning warm-up activities, dances and exercises that are a blend of movements designed to promote better communication, stimulate the different parts of the brain, particularly the right and left hemisphere and better integration between the brain and the body. Techniques help to improve reading, writing, mathematics, spelling, concentration and self-expression.

Evidencing Outcomes for Belief that Success is Possible at Carlton Primary

Early stages of evaluation have clearly identified improvements in the following: confidence, self-esteem, the development of work ethic, team sharing, attitude towards school and work, creating a desire to learn and an acquisition of problem solving skills. (See data analysis sheet 1 & chart 6 in appendix.)

When looking at the successful achievements of PACE, the most significant is the targeted group's attitude towards being part of a group and their identity as learners. Their support of one another both in the group and within the school community is noticeable by peers and adults alike. All of the targeted children increased in scores in social, emotional aspects of learning – an increase from an average of 36.4 to 66.8. (See data analysis breakdown in section above.)

Qualitative Data: What some of Carlton's parents said about belief that success is possible

"F is a very quiet child, he normally wouldn't join in a class conversation or he would sit back and hide. He has now improved - he is willing to take part more, he does have more confidence."

"F's confidence has boomed! Allowing him to join in with class discussions, putting ideas across - it makes him feel a lot better about himself."

"C is more self-confident, less temperamental and panicky when he is in a group, more focussed and able to complete tasks and is more willing to work with others at home."

"C always talks about PACE at home with a happy face."

"P did not want to attempt work, he did not like school and felt that he could not do the work." Changes since starting the project? *" P's self-esteem and confidence is improving slightly; when communicating verbally he is more articulate and his choice of words has improved."*

1:7 What Contributed to Belief that Success is Possible?

Carlton Primary: by Phillipa Heath Phillpotts (Lead Learning Mentor)

By creating a positive, nurturing environment that encourages risk-taking, problem solving and self-expression, the children have been able to identify and explore their individual learning preference. Knowing the strengths and weaknesses of individual learning styles has enabled the target group to make adjustments in their attitude towards learning.

Haverstock: by Joycelyn Longworth (Lead Learning Mentor)

The bonding of the group has been an important factor: it has allowed some of the less assertive members to feel secure and comfortable enough to contribute to group discussions. Giving the group a set of ground rules, making them responsible for their behaviour and the consequences of their actions, and encouraging them to become more reflective and aware of their feelings, was significant in the success of building the group's confidence.

1:8 Wanting to Do Well

This principle involves pupils' motivation and aspiration to succeed in education. Myers (in Myers et al, 2004) draws attention to the different factors that are implicated in this. In particular, she refers to the significance of pupils' relationships with their teachers and peers as well as other significant adults. This is something that Helena Aksenijevic and Paul Woods (ibid) at Parliament Hill school also draw attention to in their work with y9 pupils during the pilot PACE project. They state that *"individuals in the group respond positively to a 'significant adult' in the school"* (p60). Another dimension of wanting to do well is pupil motivation and their sense of 'belongingness' (see Osterman, 2000, cited in Myers et al, 2004) to the school. Motivation can also be shaped by socioeconomic factors and the need to gain qualifications. We were aware that young people can become pessimistic about the future and that this can impact negatively on aspirations and motivation (see for example Hewitt and Wells, forthcoming). We wanted to avoid this, and so asked schools to develop interventions that would address pupil sense of belonging as well as aspiration and the desire to broaden their 'horizons for action'. The success of PACE in encouraging pupils to want to do well was evidenced by a range of indicators such as: stay-on rates at secondary school, raised aspirations and motivation and sanctions & behaviour. For the primaries, we also looked at qualitative data in the form of parents' comments about their child's motivation to complete homework and attend school.

Parliament Hill School: by Laura Martin Clarke (Assistant Head) and Helena Aksentijevic (Head of Year 10)

Group 1 at Parliament Hill School

The objective was to keep this group of students in education and maintain their attendance at, and progress in, school by adapting the Key Stage 4 Curriculum provision to meet their needs. The rationale behind selecting a group of students to participate in the Jobtrain initiative was to address disaffection identified in a number of Year 9 students. These students were seen as being at risk of increasing disaffection and potentially further withdrawal from school and education. The cohort was identified as those students for whom the Key Stage 4 Curriculum in school was not ideally adapted, in that it lacked a practical vocational dimension suited to less able students. The Jobtrain also allowed for their school week to be broken up, making it more manageable for these students.

The aims of the project as stated by Camden Jobtrain are:

1. Progress young people: Year 10 into Year 11, Year 11 into employment, FE or Work Based Learning.
2. Provide pupils with vocational training leading to externally recognised qualifications.
3. To meet schools' requirements for vocational training.
4. Engage young people in vocational training.
5. Motivate young people to achieve and progress beyond their level on entry.
6. To demonstrate progression and distance travelled.

Because students are off-site for one full day per week, the school felt they would be disadvantaged in GCSE lessons if they were to miss classes on a regular basis. Due to the academic profile of the group it was decided they should follow a single science curriculum, where they would be taught as a discrete group, as well as following a GNVQ Access course (a two year course leading to the Edexcel Entry Level Certificates in Life Skills and Skills for Working Life). Similarly, they are taught English together in a group working towards a Single Award in English GCSE. The students are taught Maths in tiered groups along with the whole Year group. Because the whole-school timetable incorporates PHSCE lessons in tutor groups on Thursday afternoon (the day of the Jobtrain placement), the group are also taught PHSCE as a group, apart from their tutor groups, on another day. There is a nominated co-ordinator in school who works with the group and liaises with Camden Jobtrain, including visiting students on a regular basis.

Measuring the impact of *wanting to do well* at Parliament Hill School

Summary of changes in attendance

Attendance has been closely monitored throughout the project. By November we found that 50% of students had improved attendance at school, although by the end of February this had fallen to 30% whose overall attendance is up on Year 9. However, the figures for attendance on Thursday at Jobtrain averaged 82%, with 4 students achieving 100% attendance at Jobtrain, and 6 at 90%. Overall figures to the end of February show a fall of 4.97% in attendance, from 76.63 to 71.66%. These also include two students who have become persistent non-attenders, which have of course had a negative impact on figures as a whole. If we take out the figures for the 2 PNAs, the overall comparison shows a fall of only 1% from 84.8 to 83.8%. Whilst we can compare these figures with these students' attendance in Year 9, we cannot of course say what their attendance at school would have been had they not been part of the Jobtrain initiative.

Summary of changes in behaviour

Behaviour has been measured by analysing numbers of incident slips written for students' behaviour in lessons and around the school. The comparison between Year 9 incident reports and those in Year 10 so far shows a marked improvement overall.

Group 1

Student	Incidents Year 9	Incidents to date Y10
BB	18	5
VB	4	1
AB	3	2
RD	13	2
RDr	9	0
KE	26	15
AE	0	0
DE	15	6
JE	7	0
JG	2	0
KG	5	1
LH	22	12
NH	16	1
CP	18	3
Total	158	48

The Year 10 incident slip totals represent only a little over half of the academic year, but with the exception of 2 students, the figures show a reduction in the number of incidents. The projected total for the group for Year 10 suggests a figure running at approximately 60% of the number of incidents for the group in Year 9. For a number of students there has been a very significant reduction in behaviour incidents. (It should be noted, however, that the very fact of attending Jobtrain each Thursday reduces students' time in school by 20%). The positive interaction and praise from their Head of Year, who they perceive as an important figure for them in school, has significantly raised the self-esteem of these students and had a significant effect on their behaviour. Teachers have also noticed the more positive attitude to learning and improved behaviour from individuals in the cohort.

Group 2 at Parliament Hill School

The PACE group designed and produced a brochure for Parliament Hill school, aimed at year 6 students about to enter secondary school. The brochure covered all aspects of school life - the curriculum, lunchtimes, where to go if you need help and what the school expects from its students, as well as what students could expect from the school. The PACE group then took photos around the school to illustrate the brochure (frequently featuring themselves!). The next part of the project involved spending time at the CLC, where the students learnt how to put a brochure together. The students wrote all the text and took decisions as to layout and colour.

The students are going to "launch" the brochure in March, presenting it to the Headteacher, governors, interested teachers and school staff. The final part of the project will be trips to primary schools, where the students will leave copies of the brochure and talk to year 6 students about the transition to secondary school.

Group 2

Student	Incidents Year 10	Incidents Y9
ABC	0	5
LC	5	14
EE	0	8
KG	7	16
CH	0	5
SH	0	15
JS	7	27
JRS	2	6
JSO	2	7
RS	4	12
RW	5	6
SW	14	26
Total	46	147

The Year 10 incident slip totals represent half of the academic year. It shows a significant reduction in the number of incidents within this cohort. For a number of students there has been a very significant reduction in behaviour incidents; some students have received no incident slips to date.

Case study: Parliament Hill School

SH is a member of the PACE group. She is FSM, with a single parent. S has one older brother and one younger sister who attend PHS.

S first came to my attention in year 9 as she had been behaving poorly, receiving 15 incident slips for poor behaviour. S truanted from school, had arguments with teachers, was often late and very emotional. S is a very able student, but had become disaffected due to events outside of school. Her older brother was engaged in criminal activity and is currently serving a prison sentence. S felt school was not an important priority in these circumstances. A number of interventions were made to support S in school. S was given counselling for a short period of time and mentoring to help her focus on her SATs. Teachers were alerted as to some of her difficulties. S was given advice from her HOY when considering option choices.

At the start of year 10, S was invited to join the PACE group. S has attended all sessions and has been a very motivating force in the group. S took photos for the Brochure, and organised others in the group to do other tasks. S is articulate, and keen to visit primary schools to give year 6 students advice on starting secondary school.

There has been a complete turnaround in S's behaviour. S has received no incident slips at all for year 10, in comparison with 15 in year 9. S's punctuality and attendance have both improved. And S has not truanted at all in year 10. It is difficult to attribute these improvements entirely to PACE, as it is probably a combination of interventions on the school's behalf that have helped S. However, S strongly identified with the PACE group and took part enthusiastically in all the activities. S also feels strongly attached to Parliament Hill, and is part of the smaller PACE group which will visit primary schools to talk about transition into secondary school.

Torriano Junior: by Helen Bruckdorfer (Deputy Headteacher)

New Horizons: My learning journey

This was the final phase of the project at Torriano Junior (see sections above for examples of initial phases). We included this phase in this section because it explored the concept of learning pathways to raise aspirations for the future. How do I approach and deal with new, challenging learning situations? How will my approach help me in the future?

Volunteer students from the London School of Economics were placed in class on Thursday mornings to work with specific PACE children. Their role was to talk to the children and support them in their learning and discuss their own learning pathways with the children. This work is still continuing until the end of the summer term.

The students have kept an open dialogue with teachers about the progress of the PACE children. Hillen Francke worked with 2 children (aged 9):

Child F (boy aged 9) - Hillen's observations: *'He seems to have friends and he is perhaps more quiet than shy. He is a bit reluctant to ask for help from me. When I try to help him I think he feels a bit offended and tries to solve it himself. However, when I keep trying he accepts my help. He likes me to help him see if he has met his personal targets that he has set himself during the workshops. We talk about my University life but I need to steer the conversation. He needs encouragement to talk about his future. The conversation seems to be about going to secondary school and no further.'*

Child F (boy aged 9) - views about support
'She works with me when Mary is not there (Teaching Assistant) and gives me ideas in literacy. She is good at it because she goes to university. But, sometimes these days I don't need her help'.

Child D (boy aged 9) - Hillen's observations: *'I work with xxxxxx 1:1 as he has a few problems concentrating. He was easily irritated at first and when a computer program didn't do exactly what he wanted he would become angry. He refused to accept help from me. When I suggested something he said it was wrong and called for another teacher. Of course I insisted helping him. I suggested things instead of instructing, which eventually turned him around and now he even asks me for help. He needed much more time to build a relationship with than xxxxxx (child F) and seemed to have many difficult barriers to his learning. His frustration often leads to his work being rubbished, however this is starting to improve and xxxxxxx and I have completed quite a few pieces of work.'*

Current workshops are focusing on our learning journeys. The children have started to map their learning journeys so far and explore future pathways with the help of the volunteers. To develop this work the group will be working with the resident storyteller for three 'Aspirations' workshops. The focus on learning journeys has also been a whole school project on assessment for learning, a priority in the School Improvement Plan. Each lesson is started with a pictorial representation on the IWB of the learning objectives for the unit of work over the week. This is usually used for literacy and mathematics. The children are able to make connections between the learning experiences and understand the sequence of the learning taking place.

They can reference back to previous learning as a support to the current learning and look forward to next steps. The aim is to make the children active, informed learners and builds upon the established work around the use of success criteria and self / peer evaluation. In years 5 and 6 the children have started to self-assess and annotate their learning journeys, which are copied and stuck into their books at the beginning of the week.

Exit programme

As part of the exit programme, the children will visit Nickelodeon (TV programme makers) to support the work on learning journeys and aspirations. Nickelodeon are also working with a class with three PACE pupils who are helping to create a TV programme about Bullying for Anti-bullying week 2006.

Child H (girl aged 9): *'We have to make a storyboard. They make films. This time they are making a promo – a thing that goes in the advert to tell you when things are on. We had to put down ideas so we can make our own about anti-bullying. I think John thought I had good ideas. This is easier than writing stories and John does it all the time.'*

The school has decided that the PACE project should continue as the children have formed a strong identity as a group and are very keen to attend the sessions. Nearly all of the members will remind the DHT or LM about the weekly session the day before! The school plans to continue meeting with the current group once every half term and the Learning Mentor will train the members to become mentors for the next cycle of PACE children.

Evidencing *wanting to do well* : Torriano Junior – some general trends

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Some responses to this approach from PACE children.

Child J (girl aged 8) *"learning journeys are special cos they help you understand what you are learning throughout the week. You can remember what you learnt the day before. You see yesterday's lesson might be able to help me today and I need to be reminded!"*

Child E (boy aged 8) *"I like the learning journey. We know what we are doing. I like to see what I am doing next."*

The school is monitoring the impact of this approach across the school through pupil voice and feedback from teachers. It will be reviewed at the end of the Spring term to

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inform the new teaching and learning policy. PACE pupils will produce a chart showing their learning journey through the project. This will be presented to the parents with the video footage.

1) Seven out of 10 children have made progress in all areas.
2) The three children who have not made progress have had significant issues with attendance and external factors to school which could have impacted on their progress.
3) Overall improvements have been made towards improving pupils attitudes to learning and pupil progress in writing (however further time is needed to establish if this can be sustained and is not just created by the 'project effect')
4) Impact on developing high aspirations for the future cannot be evaluated at this point however pupils do seem to have made gains in terms of understanding the relevance of learning and how it can impact on their future.
5) The pupil's self reporting and reflection about difficult situations or 'red cards' to the Learning Mentor or Deputy head symbolised assumed responsibility for their actions and a need to find resolutions in order to place themselves back on a positive journey. This is a significant change in attitude for many of the children.
6) More PACE children are receiving 'Special Achievement Awards' from their teachers and one child approached the head teacher about her ideas for an assembly focused on learning which she planned and conducted with the head teacher.

Maria Fidelis Convent School: Lia Elia (English Teacher)

Dreams project and magazine:

This has involved a cohort of 12 underachieving year 9 students in workshops with student mentors from Westminster University and their English teacher. The focus was on raising aspirations and increasing awareness of opportunities in connection with university, further education and careers for both students and parents. This has been met with students in the cohort, and partially met for parents as only 3 out of 12 targeted families attended the parent workshop.

The target group has then worked with the teacher and student mentors on raising aspirations for further education through an extra curricula project, where they explored and discussed and created posters about aspirations for the future and potential barriers. This has then led into the creating of a class magazine in which the themes are explored more fully. Articles include sections on careers advice and pathways for progression.

Case study: aspirations and motivation - Maria Fidelis

P is a year 9 pupil with mixed feelings about school. When she was interviewed initially she complained of being generally bored in lessons and spoke fondly of primary school. She said she preferred it to secondary school because she was never in trouble and got used to seeing just one teacher at a time who knew her. When I asked her what she wanted to do when she left school she knew that she wanted to work with children and possibly be a social worker but knew nothing about how she might go about this or how she could find out. As part of the Dreams and Aspirations magazine P was able to talk about her dreams and receive support in researching how these might be achieved. She worked with teachers and student ambassadors from Westminster University to design her personal page on becoming a social worker. She was even able to interview a social worker from Barnet Council and write this up for her page. I think P benefited particularly from the project as she began to believe her hopes for a future career were realisable. She learned exactly what she needs to do to become a social worker and this seemed to motivate her. She became really excited after talking to a 'real' social worker and said "there are some really sad stories but now I want to be a social worker more miss"

Evidencing *wanting to do well:* Maria Fidelis

Attendance and punctuality: this has not clearly shown a major impact as half the target group are still below the average attendance (91%) which was the case before the project activities began. The average attendance of the group is 81.74% which is 10% below the school average.

Behaviour: Evidence of the PACE students being disruptive in class or being on detention has shown significant improvements. Previously this group were regularly involved in disciplinary matters.

Aspirations and motivation: pupils are now much more aware of exactly how they can achieve their goals and of what their goals actually are. For example, P had some idea that she might want to be a social worker at the start of the project "I wanna work with kids..." Researching her page for the magazine and one on support from the teacher and student ambassador from Westminster university has helped

her to become far more aware of what she can do to realise her dream, its become more of a reality and more achievable and this has made her much more motivated. After interviewing someone who is already a social worker for her page she commented, "now I know exactly what they do, I wanna be a social worker more..."

Many of the target group were also initially very unsure of what they wanted to do in the future. Typical responses to this question in the initial interview were "I don't know miss, no idea..." and I dunno, I just wanna get loads of money so I can buy clothes" (L.A). They simply had not thought that far ahead. The dreams and aspirations group, and work on the magazine gave them the opportunity to talk about their future in a positive way and make themselves more aware of how goals could them be achieved. I think the opportunity to talk to people in their 'dream job' really helped to motivate some girls because they began to realise what they could achieve.

1:9 Haverstock Boys Project: Tracking Pupils' Stay-on Rates from PACE 2004 – 2005

Boys selected to be part of the group

Seven boys were selected from year 9 to be part of the PACE group. They were all disaffected and at the point of fixed term or permanent exclusion. The aim therefore was to improve their sense of belonging to the school and to improve their motivation to continue in full time education.

Project content

The programme ran over six weeks.

- Introduction to the project
- Raising self esteem and self confidence
- Motivation
- Sense of belonging
- Things that are important to us
- Evaluation – Putting articles into the 'time capsule'

Attendance was very good during the project. All of the boys participated in the group discussions and gave ideas for items to be put into the time capsule. All of the boys had been on the Headway programme at Haverstock because of their behaviour. However, when it came to visiting the building site, all of the boys behaved well and were excited that they were some of the first students to be able to see the new school building.

Stay on rates in education and training for KS4 boys at Haverstock 2004-5

all boys in percentage who took part in the PACE project 2004-5

all boys   stay on at school   stay on in training

☐ Series1
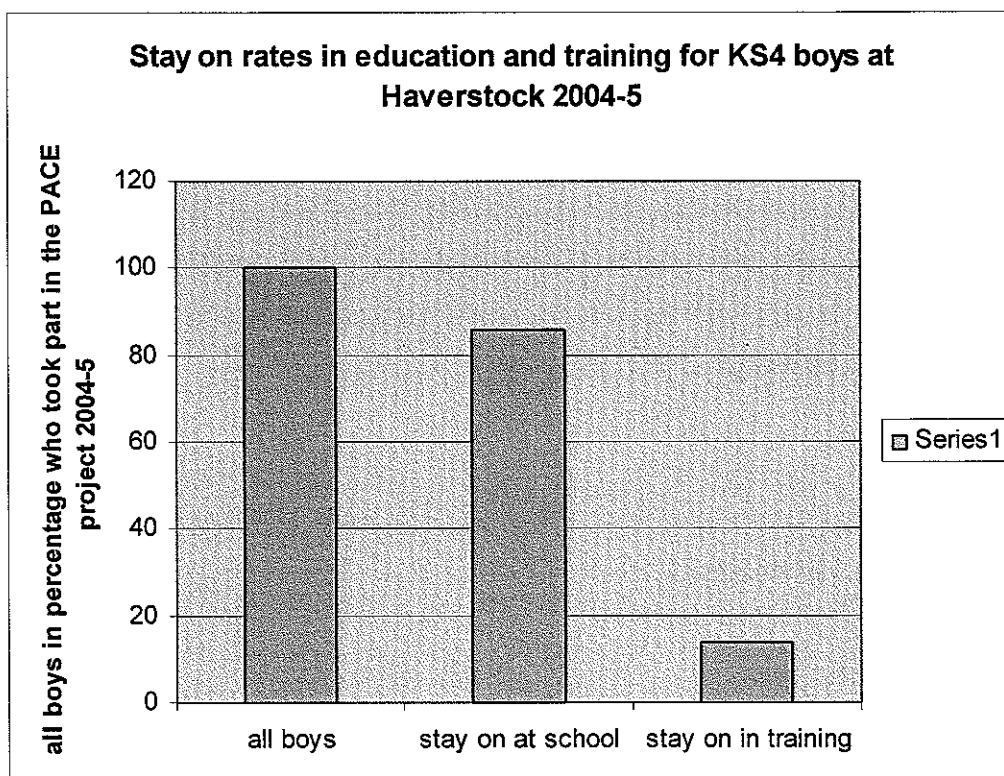
All of the boys are still in education: Four of the boys are now on alternative educational programmes. One is at Maitland Park Gym doing two GCSEs and an accredited sports qualification and another is at London Construction Company working towards a construction industry qualification. One boy has moved out of the area and attends a school local to his home. Two boys are still at Haverstock full time, one in year 11 and the other in year 10.

1:10 What Contributed to *Wanting to do Well?*

Torriano Junior: Helen Bruckdorfer (Deputy Headteacher)

The project children have a higher profile in the school. The school needs to ensure that these pupils are identified for the appropriate provision (academic intervention and enrichment activities) in the future as their families/ carers will request the support. This will enable them to feel more involved and belong to the school community.

Staff are more informed about the needs of these children and are starting to consider how that impacts on their pedagogy. The school has a better understanding

of what these children do not bring with them and knows more about what it needs to do for these children. The aims of the PACE project needs to be embedded in the school improvement plan for this to be successful.

Maria Fidelis: Lia Elia (English Teacher) and Amy Keen (Student Ambassador, Westminster University)

The lunchtime magazine and mentoring activities have been enjoyed by most students. One opted out of the magazine group because she thought it was boring, although on the whole students have enjoyed the small group focus, the opportunity to talk about themselves, and the opportunity to explore future plans and careers. A number of students said that it helped them concentrate more in lessons and helped them know how they learn best. We noted that working in a non class-room environment with the girls provided them with a different space to work in, when asked one of the girls said that "it helps me to think". We asked them why learning seemed easier in the context of the magazine, most of them said that they didn't really think of this as learning and that "it isn't boring". We thought it was significant that the lunch time sessions were completely voluntary and yet their attendance did not drop and their enthusiasm for the magazine continues. It was also important that they were aware that they were working toward a clear goal such as the magazine.

Parliament Hill School – Laura Martin Clarke (Assistant Headteacher)

The students are extremely positive about their Thursday placements and recognise the relevance and practicality of their chosen training. In addition, students recognise the utility of their other GCSE courses, e.g the student on the retail training who is taking GCSE Business Studies, and those following Catering, who study Food Technology as a GCSE. Another positive factor which contributes to the success in maintaining attendance is the fact that the day out of school falls on a Thursday, 'breaking up' the week for the group but encouraging them to come in on Fridays to share experiences and catch up.

Appointing a Learning Mentor with particular responsibility for working with Pace / Job-train group had a significant impact. She supports certain lessons and has individual sessions with students. Part of her role is to build effective links with home

and liaise between the girls', home and teachers. Even at this early stage she has begun to establish positive relationships with a number of the girls and is addressing issues such as poor self-esteem which have hampered students' progress in school in the past.

Parliament Hill School - Helena Aksentijevic (Head of Year 10)

The most interesting and significant finding from this project is that these students, usually disaffected and negative, were able to work in a positive way together to produce the brochure. In my opinion this was because producing the brochure gave them a sense of "ownership" of their school. Their attitude was very enthusiastic and positive throughout, both in the making of the brochure and in the brochure itself. They have shown that they are proud of their school, know it well and are aware of and value the support systems in place to support them. They felt "special" as a group and enjoyed meeting together.

Section 2: Evaluation of the Success of PACE

2:1 Factors contributing to the success of projects

Fig 4 summary of factors that contributed to success of projects
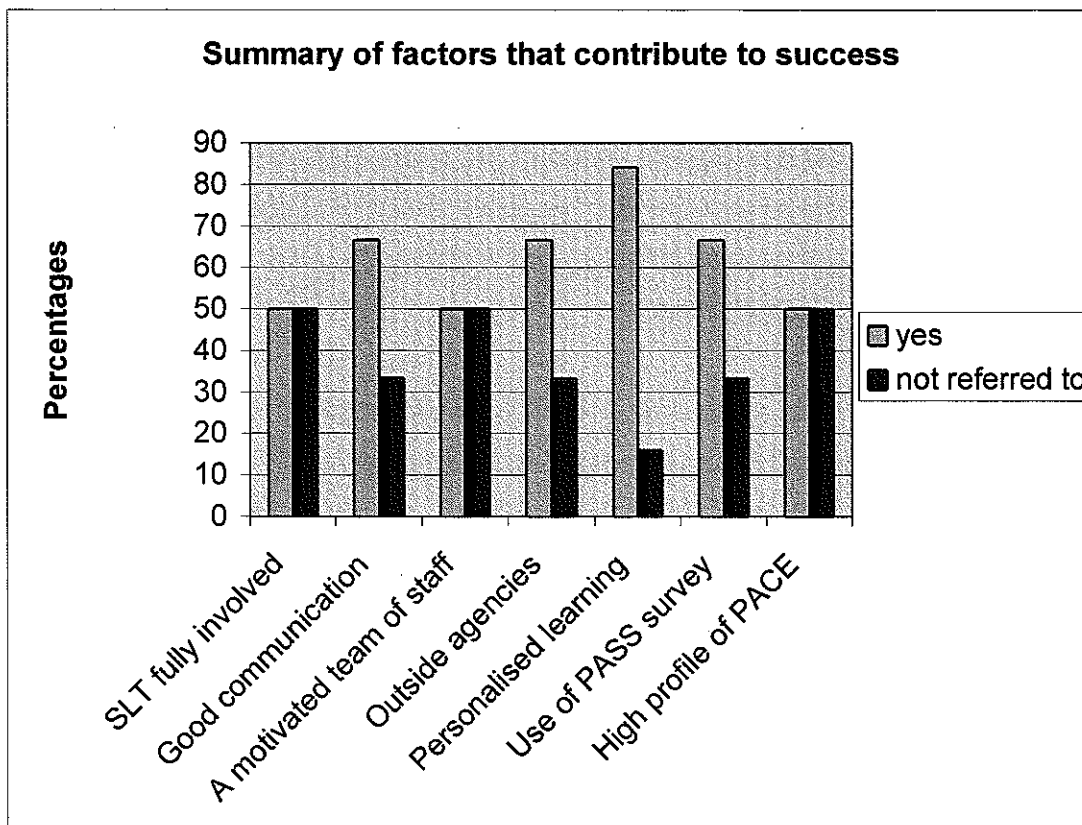
The aim of this section is to evaluate the over-all success of the PACE project. This will be done in two ways: 1) analysis of school's evaluation of the challenges that they encountered while running the projects, as well as some of the things they said about the success of the project; 2) analysis of the sustainability of projects and analysis of schools plans for mainstreaming and managing change.

Full involvement of the senior leadership team and good communication

The data reinforces the view that the full involvement of SLT is important for the success of the project. We found a strong correlation between those schools that prioritised this, the high profile of the project within the school and the projects' success, specifically in terms of mainstreaming the project into school practice.

Torriano Junior stated that

"A significant factor in the success of the project was involving a senior leadership representative and a Learning Mentor. They assumed different roles which were equally important factors in ensuring the project was organised and the maximum learning took place.

The significance of the SLT role was to coordinate the various multi agency meetings, input from out of school contributors and to ensure that PACE was a significant priority on the school agenda. Feedback to staff and ensuring good communication between all participants is a difficult task in a busy Primary school and needs careful systems in place."

In addition, the lead learning mentor at Carlton School noted that sustained interest and support from the head teacher and SLT was essential in reinforcing the profile of the project as a whole school initiative and not merely a learning support or mentoring project.

Due to my own responsibilities of attending high-risk incidents within the school the PACE group was initially affected by the breaks in routine and the disruption of sessions. The matter has been resolved by the support of the Head teacher and SLT reinforcing the importance of PACE.

Our results also suggest a strong correlation with these factors and the morale and coherence of the team working on the project. These were also schools that identified effective communication as an important factor contributing to the success of their project.

Personalised learning

Policy thinking about raising attainment through a personalised approach is pivotal to Every Child Matters (DfES 2003). Through PACE, schools have been able to address this and have found that offering pupils' new opportunities to learn and develop has been significant for the success of the project. This is reinforced by Carlton's experience of PACE where in recognition of its key involvement in *Every Child Matters* their project was included in the *Every Child Matters* conference at the British Library in February this year, a film was made of their work with the PACE

project (Carlton, 2006) which is currently used as a guide for good practice in Camden.

All but one school commentated on the opportunities that the project gave them for tailoring learning to the needs of their PACE cohort. A significant number of schools noted that the project gave them the opportunity to experiment with learning styles and approaches to learning. Torriano Juniors for example have noted that in consequence:

Staff are more informed about the needs of these children and are starting to consider how that impacts on their pedagogy. The school has a better understanding of what these children do not bring with them and knows more about what it needs to do for these children. The aims of the PACE project needs to be embedded in the school improvement plan for this to be successful (Deputy Head Torriano Juniors)

Holy Trinity NW3 has said that:

"The writing project in particular has initiated new ways of working in literacy which will benefit all underachievers. The thinking and working method is being embedded in a new literacy plan for the school which addresses the needs of all underachievers. This is being shared with other local schools through a Primary Learning Network at a seminar in April". (Head Teacher, Holy Trinity NW3)

Maria Fidelis Convent School noted that:

"It is clear that specific intervention for particular groups is effective and that in spite of a priority for being an inclusive school that this does not mean the same diet or opportunity for everyone at the same time. Positive impact of group learning may point to the benefit of using a more primary school model in the classroom more regularly...and using a personalised learning approach. It was clear that the discrete targeting of this group has created an identity and raised the self-perceptions of the group members as being important individuals and not 'invisible'." (Assistant Head Teacher, Maria Fidelis)

Use of outside agencies and other adults

A large proportion of schools that took part commented on the use of outside agencies as contributing to success. Many schools used student ambassadors from

the Aimhigher scheme to work with their groups, specifically with projects that wanted to address aspiration and motivation. The involvement of student ambassadors from university in primary schools was a new initiative for both Aim Higher and for the schools involved and feedback has been positive and has encouraged us to plan for the continued use of this initiative. In addition many of the schools invited outside agencies such as writers and poets to work with their PACE group. This was successful partly because it allowed teachers to observe their own pupils in different learning situations, but also because it added value to the work already being carried out by the project.

The PASS Survey

Finally, several of our schools found the use of the PASS survey (see appendix) an invaluable tool in the initial stages of the project for identifying the PACE group and for planning interventions. It has also been used as the basis for whole school INSET, led by Peter Copcutt (Project Manager of the Transitions Project) about tailoring learning to pupils' needs and has since been re-introduced by some schools as a tool for measuring the impact of PACE. The PASS survey was first brought to our attention by the head teacher at Torriano Juniors who had already been approached by the Transitions Project about the survey. As a result, five of the six schools used it, and four of these found it invaluable as a diagnostic tool for identifying the learning needs of their pupils. Some have also commented that they intend to regularly administer the survey in order to monitor the schools' learning climate as well as monitor and track their PACE group. For example schools said that:

The PASS survey will be undertaken annually to highlight at risk students and to identify a more refined and staged approach to cohort and individual interventions (Assistant Head Teacher, Maria Fidelis)

Identification of children will be included in whole school approach underpinned by the PASS survey and included in the monitoring cycle (Lead Learning Mentor, Carlton)

Inset focused on using the PASS survey was an important way of engaging all staff in the project. The head teacher held conference meetings with all of the teachers regarding the outcomes of the survey and highlighting the particular needs of pupils in their class (Deputy Head Teacher, Torriano Juniors)

We recently carried out the PASS Survey after the work we have done on the PACE project. The results of this have shown some encouraging statistics about the

children, which includes the targeted pupils, but has also highlighted some areas that need to be, addressed (Head Teacher, Holy Trinity NW3)

In the light of our experience with the PASS survey we feel we have strong evidence to suggest that effective data management is important for the successful implementation, monitoring and evaluating of interventions such as PACE.

2:2 Barriers to success

Fig 5: summary of challenges to project success

Summary of Challanges Encoutered
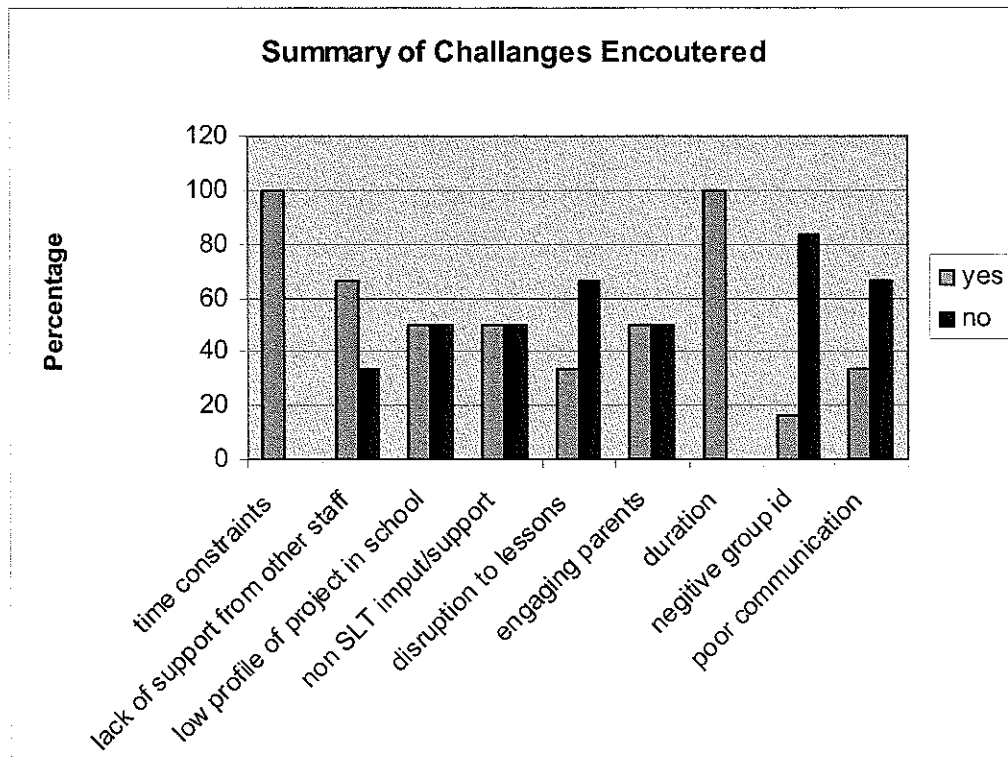
Time constraints and Duration

All of the schools reported that time constraints for planning, evaluating and carrying out the project presented a significant challenge. Similarly it was felt that the time frame given was inadequate for carrying out and fully measuring the projects impact. All schools received financial support for the running of their projects, which meant that some schools, such as Carlton were able to buy in an additional learning mentor enabling them to ease some of the time constraints. On the whole however, schools did not opt to use their budget for this purpose; this is partly because it is not practical or desirable to take teachers off time-table to be replaced by supply staff.

Lack of understanding about the project

A high proportion of schools reported that there was a lack of understanding about the project from other members of staff. Parliament Hill School for example reported that the job train project prompted a lot of debate, in particular because: *"Many departments and teachers in the school are committed to the principles of mixed-ability teaching and were uncomfortable with the notion of a distinct group, taught separately in a number of subjects. Many of the identified students had displayed challenging behaviour during Year 9; many staff expressed concern that they should be put together in a group for a large proportion of their learning time in school"*

In addition, there was a strong correlation between schools that lacked either support or understanding from other staff about the project, the projects low profile in the school and where there was little input or ongoing support from the SLT. This was something that was highlighted in the first PACE report (Myers et al 2004) in particular Acland Burghley school observed that *"the head teacher, heads of year and tutors need to be involved...(p69)* and *"give the project high status and give the coordinator time and a reward for running things!"(p72).* In addition, there was some correlation with these factors and schools that reported poor communication, in particular regarding awareness of the project throughout the school.

Other schools have emphasised the need to make PACE a whole school initiative and not merely a learning support project. This point was significant for at least 50% of our schools.

Involving parents

Three of our schools had specifically identified increased engagement of parents as one of their project objectives. Unfortunately, these schools found that this presented a significant challenge for them. *"Engaging the parents for the parent workshops was particularly challenging" (Maria Fidelis)* Similarly Torriano Juniors reported that *"A key failure of the project has been to meet aim 5: To develop more effective and mutually supportive relationships with parents, carers and the local community. It was very difficult to get these parents involved in the workshops. The next cycle of the project will make this a priority. Working with the infants and involving parents from the starting point of when their children join the junior school and the project should support this aim".*

Negative impact on the identity of pupils

Finally, one school reported that the interventions have had a negative affect on the identity of the PACE cohort, they observed that: *"in many ways the group identify themselves in a negative way and can at times display poor learning behaviour when together as a group. Discussion with the group has revealed the following: 1) They are aware that their class is "different" and have a separate curriculum 2) Some have commented they feel they have been labelled as "thick" or "naughty" 3) Interventions such as the monitoring sheet reinforce the sense of difference and to the group seem childish".*

This is a significant point; the intervention was designed to provide additional curriculum support for this group by offering them job train places outside of school. The school have reported that:

"As a school it is very clear that the two major findings from the Job-train project for us so far are 1) the need for careful planning and consultation with staff to ensure an appropriate, integrated and stimulating curriculum in school to complement the positive experience of the vocational training. 2) The vital importance of working with the students in school to establish a positive identity for the group to see themselves as "different" but in a positive way and feel valued for the tailored provision both in and out of school". (Laura Martin Clarke Assistant Head Teacher Parliament Hill)

2:3 Managing change

This Section evaluates the success of PACE in meeting its central aim which is to support schools in identifying and adopting effective intervensions and strategies for raising the achievement of their white working class pupils, results for this are shown on the table below.

Fig 6: planning stages for schools March 2006

Summary of planning stages for schools
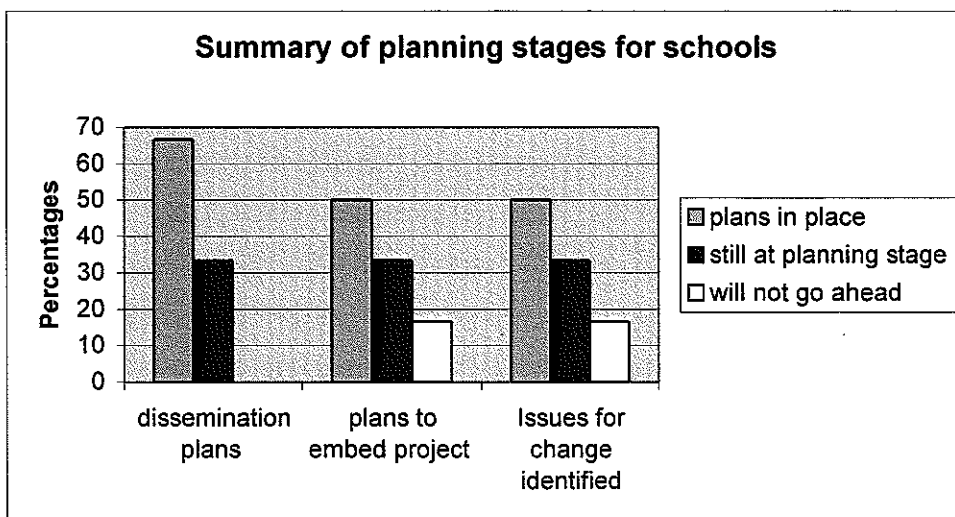
Successful dessemination of findings

Our data shows that two thirds of schools have already begun the process of disseminating the findings from their projects. The majority of these have included plans to present their project reports at a governors meeting, whole staff INSET and evaluation meetings; school network meetings and an *Every Child Matters* conference film. A third of our schools have made dissemination plans but these were not yet in the school calendar or were still in the planning stages. These plans included presenting findings at staff INSET and governors meetings. Where projects involved pupils in the production of magazines or brochures schools will plan for a launch of this and will ask PACE pupils to report back to SLT about how PACE impacted on their learning.

Embedding and Mainstreaming

50% of schools have already begun the process of embedding the interventions from their project into school policy and practice. For Torriano Juniors this includes a new teaching and learning policy which will embrace much of the work carried out through PACE this year such as the pupils 'tool kit for learning'; maintaining the high profile of their underachieving white working class pupils and informing pedagogic practice throughout the school. Holy Trinity NW3 have embedded a new approach to thinking and working into their new literacy plans, and for Carlton, PACE has been instrumental in informing a continuous cycle of interventions that are on going, this includes working with parents and the local community, monitoring progress of

underachieving white working class pupils and tracking this years PACE cohort through into year 6.

Fig 7: summary of school actions and exit plans
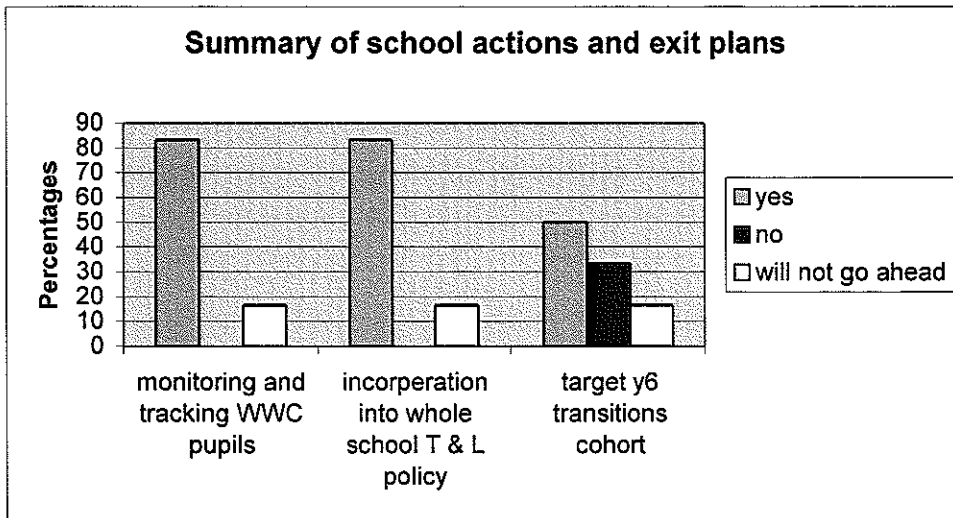
Of the remaining schools planning is underway for two of these to continue some of the interventions that where trialled during the project. These include plans to continue monitoring and tracking their underachieving white working class pupils; earlier interventions through targeting incoming year 6 pupils from feeder primary's; and school action planning to include approaches to teaching and learning that were highlighted by the project.

Section 3: Conclusions and Recommendations

In this final section we will revisit the three objectives of PACE as outlined in the introduction and come to some conclusions and make some recommendations.

3:1 Conclusions about helping the target group achieve their potential through: *wanting to do well, belief that success is possible and engagement in learning*

School's used a range of data to measure the impact of PACE on their underachieving white working class pupils which on the whole, suggest that there is some correlation between these interventions and the impact on pupil attendance, behaviour, motivation and aspirations, and self regard as learner. In saying this it is not clear at this stage whether this correlation is causal or whether the project is just

one of many factors that have contributed to these changes. It was harder to measure the impact that the project had on pupil attainment because of the short duration of the projects at the time of reporting, although there are early indications that there has been some impact on this. The majority of projects will run until the end of the academic year (July 2006) where there will be further opportunities to monitor the impact of PACE on pupil attainment. Two projects specifically focussed on pupils in danger of exclusion, early indications suggest that for these two groups the project has had some positive impact on staying on rates and pupil exclusions.

Recommendations:

❏ The majority of schools recognised the important impact that parental participation had on pupils achieving their learning potential (see for example Carlton and Parliament Hill). We therefore strongly recommend that planned interventions address positive parental involvement with their child's learning.

❏ Several schools cited the appropriateness of the group that they had targeted as contributing to success. We recommend therefore that schools ensure that interventions are planned for groups that will be able to benefit from this type of project. One of the issues that has been raised for us, especially with the success of the primary school projects is that interventions need to be planned much earlier on in y6 and y7.

❏ Schools identified pupil enjoyment and that the activities seemed relevant to the pupils as a significant factor for success. The different learning environments that pupils were able to access and the different learning styles that pupil's were exposed to have been identified as something that contributed to this. This does not mean that pupils should be given alternative provision. Rather, we recommend approaches to teaching and learning that involve working together in groups on specific projects with a curriculum focus and achievable goals.

❏ All of the schools that took part in PACE identified the significance of making the group feel special and visible for the success of the interventions. This seemed to enhance the group's sense on *belongingness* (Osterman 2000) *to* the school. We recommend therefore that interventions are planned that have a small group focus, enhance the groups sense of *belongingness* to the school and ownership over their learning.

❏ Interventions worked well when pupils were consulted and were given opportunities to reflect on the learning process. Additionally, two schools used these opportunities to observe their children's learning and gain an

understanding in what motivates their underachieving pupils. We recommend therefore that schools create opportunities for reflection on the learning process, that pupils are consulted about their learning, and that a range of learning styles are modelled explicitly rather than used implicitly so that pupils have the opportunity to reflect.

❑ We also recommend helping pupils to think about their short and long term goals in education and the future. This is because we feel that this enhances the relevance of the learning process for some learners. This was significant to the success of many of the projects and had a surprisingly significant impact on the success of some of the primary school projects.

3:2 Conclusions for managing and embedding change

All participating schools have said that they will continue to regularly monitor the achievments of their white working class pupils. Monotoring and intervening in the achievements of this group has become an important Camden wide issue. Throughout the duration of the project it was important to remind others of the fact that PACE is a very small project and that it does not represent a single solution to the underachievement of our white working class pupils. The John Lyons Charity are staging a conference about the underachievement of white working class girls in July 2006. The conference will give us an opportunity for wider dissemination of our own experiecnes and will open up further dialogue regarding the possible issues. We believe that diologue such as this will further enrich and broaden our own understanding of the issues encountered by this group of learners.

An important objective for the project was that schools would learn about the underachievement on their white working class pupils and be able to identify interventions that are sustainable in the long term and that would not rely on funding or on outside agencies. With this in mind, the project was designed to add to the institutional knowledge of the school, it is important therefore that the project beome embedded into a whole school approach. This very much depends upon how successfully the work of the project can become disseminated throughout the school and embedded into the school culture. At the time of writing, the success of this objective is uncertain, in the sections above we have been able to illustrate that at least 3 schools have begun to embed the work of their project into school policy and therefore, for these schools at least, we can argue that PACE has been partially successful in meeting this ojective.

Recommendations:

- Above all else interventions should be sustainable; In the light of our experience with PACE we strongly recommend that where outside agencies are being used it is important to consider how their use will add to the institutional knowledge of the school about the teaching and learning of underachieving white working class pupils and how its impact can be sustained.

- In view of the above, we recommend that interventions focus on pedagogy and curriculum access and not merely on alternative provision.

- Time should be made for regular monitoring and evaluation of interventions. As such we recommend that regular meeting time should be put aside and idealy, white working class underachievement should be permanently prioritised in school improvement plans and SEF's (OFSTED's Self- evaluation Form).

- We strongly recommend the use of diognostic tools similar to the PASS survey. This was invaluable for identifying a target group, identifying appropriate interventions and monitoring change. At the time of writing, Camden have purchased a two year licence for its schools' to continue using the PASS survey for this purpose.

- A project such as PACE offers a unique opportunity for schools to explore pedogogy and embrace change. We found that PACE could help to build capacity within certain schools, helping them to address underachievement in innovaitve and creative ways. We therefore recommend that before embarking on a project such as PACE schools consider carefully their staffing capacity to carry out a project of this type. We found that for change to become embedded in any meaningful way it is crucial that a member of SLT is fully committed to carrying out regular monitoring and evaluating of the project; that the school has the capacity to comit to the time required for meetings; and that the school has the capacity to comit to maintaining the projects high profile within the school over a sustained period of time.

3:3 The Future

Ultimately, our aim has been to mainstream PACE within Camden schools and the LA through impacting on Camden's School Improvement Service policy and practice. This is being achieved in a number of ways 1) through the inclusion of PACE in current and future education service planning 2) the underachievement of white working class learners in Camden is currently high priority for the School

Improvement Service and as such the impact that the project has had on pupils in individual schools is regularly monitored by the schools SIPs 3) PACE is cited within Camden's APA (annual performance assessment); 4) plans are in place to extend the project in order to accelerate mainstreaming, funding has been secured through a number of streams such as the LAA; Aimhigher; the 14 – 19 Strategy and the Primary Strategy.

Our findings confirm that a project of this kind is far more effective when used early on with KS2 and KS3 pupils. We will therefore use this opportunity to broaden the focus of PACE to include a larger proportion of year 6 and year 7 pupils in a large number of schools accoss the borough. In doing so we will be able to work with year 6 pupils through to the first year of secondary school, thus enabling us to track and monitor the transition from KS2 through to KS3. We also plan to build on the success of the primary schools, specifically their involvement with the Aimhigher intitiatve.

Appendix 1

ACHIEVEMENT OF WHITE BRITISH PUPILS WITH/WITHOUT FREE SCHOOL MEALS (FSM) 2002-2005

Haverstock		Number on roll				% achieving 5+ A*-C GCSE (or equivalent)			
		2002	2003	2004	2005	2002	2003	2004	2005
White British	All	81	62	59	63	16.0	22.6	13.6	27.0
	FSM	31	24	27	21	0.0	16.7	11.1	33.3
	Non-FSM	50	38	32	42	26.0	26.3	15.6	23.8
Other (excludes not known)	All	92	105	109	110	38.0	35.2	43.1	44.5
	FSM	51	71	57	46	37.3	26.8	43.9	47.8
	Non-FSM	41	34	52	64	39.0	52.9	42.3	42.2
All pupils	All	173	167	168	175	27.7	30.5	32.7	38.9
	FSM	82	95	84	67	23.2	24.2	33.3	43.3
	Non-FSM	91	72	84	108	31.9	38.9	32.1	36.1

		Number on roll				% achieving level 5+ in English at Key Stage 3			
		2002	2003	2004	2005	2002	2003	2004	2005
White British	All	66	66	59	68	39.4	57.6	61.0	58.8
	FSM	36	30	27	42	38.9	53.3	59.3	59.5
	Non-FSM	30	36	32	26	40.0	61.1	62.5	57.7
Other (excludes not known)	All	94	103	116	96	50.0	61.2	62.1	56.3
	FSM	49	66	62	64	44.9	54.5	56.5	53.1
	Non-FSM	45	37	54	32	55.6	73.0	68.5	62.5
All pupils	All	160	170	177	164	45.6	59.4	62.1	57.3
	FSM	85	96	89	106	42.4	54.2	57.3	55.7
	Non-FSM	75	74	88	58	49.3	66.2	67.0	60.3

NB. Figures exclude discounted pupils i.e. pupils arrived recently from overseas with English as an additional language.

2005 figures are as yet still provisional

LEA figures include special schools

Source: GCSE = NCER database with changes confirmed with schools. KS3 = NDC disks and more recently downloads and merged with May pupil background survey.

Some percentages are based on relatively small numbers and should be interpreted with caution

ACHIEVEMENT OF WHITE BRITISH PUPILS WITH/WITHOUT FREE SCHOOL MEALS (FSM) 2002-2005

Maria Fidelis		Number on roll				% achieving 5+ A*-C GCSE (or equivalent)			
		2002	2003	2004	2005	2002	2003	2004	2005
White British	All	10	4	23	22	40.0	50.0	43.5	40.9
	FSM	2	0	9	5	0.0	n/a	22.2	40.0
	Non-FSM	8	4	14	17	50.0	50.0	57.1	41.2
Other (excludes not known)	All	135	137	108	119	43.7	43.1	42.6	44.5
	FSM	42	45	22	37	35.7	35.6	40.9	32.4
	Non-FSM	93	92	86	82	47.3	46.7	43.0	50.0
All pupils	All	145	141	132	141	43.4	43.3	43.2	44.0
	FSM	44	45	31	42	34.1	35.6	35.5	33.3
	Non-FSM	101	96	101	99	47.5	46.9	45.5	48.5

		Number on roll				% achieving level 5+ in English at Key Stage 3			
		2002	2003	2004	2005	2002	2003	2004	2005
White British	All	17	15	37	35	82.4	93.3	64.9	74.3
	FSM	9	4	14	6	66.7	100.0	57.1	50.0
	Non-FSM	8	11	23	29	100.0	90.9	69.6	79.3
Other (excludes not known)	All	129	121	113	113	72.9	73.6	81.4	88.5
	FSM	33	51	38	26	66.7	76.5	78.9	73.1
	Non-FSM	96	70	75	87	75.0	71.4	82.7	93.1
All pupils	All	148	139	151	150	74.3	76.3	77.5	85.3
	FSM	42	55	52	33	66.7	78.2	73.1	69.7
	Non-FSM	106	84	99	117	77.4	75.0	79.8	89.7

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Some percentages are based on relatively small numbers and should be interpreted with caution

ACHIEVEMENT OF WHITE BRITISH PUPILS WITH/WITHOUT FREE SCHOOL MEALS (FSM) 2002-2005

Parliament Hill		Number on roll				% achieving 5+ A*-C GCSE (or equivalent)				Number on roll				% achieving level 5+ in English at Key Stage 3			
		2002	2003	2004	2005	2002	2003	2004	2005	2002	2003	2004	2005	2002	2003	2004	2005
White British	All	74	93	64	71	43.2	49.5	60.9	54.9	78	88	84	76	53.8	68.2	84.5	76.3
	FSM	7	17	15	19	42.9	23.5	46.7	42.1	21	23	22	23	33.3	52.2	81.8	56.5
	Non-FSM	67	76	49	52	43.3	55.3	65.3	59.6	57	65	62	53	61.4	73.8	85.5	84.9
Other (excludes not known)	All	80	71	98	90	61.3	62.0	69.4	58.9	96	87	77	99	60.4	79.3	87.0	91.9
	FSM	30	23	42	32	50.0	60.9	71.4	62.5	41	29	38	44	53.7	75.9	84.2	84.1
	Non-FSM	50	48	56	58	68.0	62.5	67.9	56.9	55	58	39	55	65.5	81.0	89.7	98.2
All pupils	All	159	169	164	165	52.8	54.4	65.9	57.0	180	180	174	177	57.2	73.3	85.1	85.3
	FSM	37	41	59	52	48.6	43.9	64.4	53.8	64	54	66	69	48.4	66.7	83.3	75.4
	Non-FSM	122	128	105	113	54.1	57.8	66.7	58.4	116	126	108	108	62.1	76.2	86.1	91.7

NB. Figures exclude discounted pupils i.e. pupils arrived recently from overseas with English as an additional language.

2005 figures are as yet still provisional

LEA figures include special schools

Source: GCSE = NCER database with changes confirmed with schools. KS3 = NDC disks and more recently downloads and merged with May pupil background survey.

Some percentages are based on relatively small numbers and should be interpreted with caution

ACHIEVEMENT OF WHITE BRITISH PUPILS WITH/WITHOUT FREE SCHOOL MEALS (FSM) 2002-2005

LEA		Number on roll				% achieving 5+ A*-C GCSE (or equivalent)				Number on roll				% achieving level 5+ in English at Key Stage 3			
		2002	2003	2004	2005	2002	2003	2004	2005	2002	2003	2004	2005	2002	2003	2004	2005
White British	All	567	546	553	534	45.9	50.4	54.1	48.5	582	560	537	567	69.1	67.0	76.2	74.8
	FSM	119	101	100	138	24.4	16.8	21.0	37.0	165	175	126	167	44.2	48.6	58.7	58.1
	Non-FSM	448	445	453	396	51.6	58.0	61.4	52.5	417	385	411	400	78.9	75.3	81.5	81.8
Other (excludes not known)	All	839	864	868	864	50.8	49.8	53.9	53.7	863	901	946	838	64.9	68.7	71.6	77.3
	FSM	328	320	297	303	39.9	38.4	44.1	43.9	356	368	398	355	51.1	54.1	60.8	67.6
	Non-FSM	511	544	571	561	57.7	56.4	59.0	59.0	507	533	548	483	74.6	78.8	79.4	84.5
All pupils	All	1428	1419	1428	1442	48.6	50.0	54.1	51.8	1478	1476	1511	1475	66.0	67.9	73.2	75.8
	FSM	453	422	400	450	35.3	33.2	38.5	41.1	529	545	536	547	49.0	52.5	60.6	64.5
	Non-FSM	975	997	1028	992	54.8	57.1	60.2	56.7	949	931	975	928	75.6	76.8	80.1	82.4

NB. Figures exclude discounted pupils i.e. pupils arrived recently from overseas with English as an additional language.

2005 figures are as yet still provisional

LEA figures include special schools

Source: GCSE = NCER database with changes confirmed with schools. KS3 = NDC disks and more recently downloads and merged with May pupil background survey.

Some percentages are based on relatively small numbers and should be interpreted with caution

ACHIEVEMENT OF WHITE BRITISH PUPILS WITH/WITHOUT FREE SCHOOL MEALS (FSM) 2002-2005

LEA		Number on roll				% achieving level 4+ in English at Key Stage 2			
		2002	2003	2004	2005	2002	2003	2004	2005
White British	All	475	471	435	429	71.6	79.6	82.1	78.6
	FSM	178	174	142	146	56.7	73.0	67.6	59.6
	Non-FSM	297	297	293	283	80.5	83.5	89.1	88.3
Other (excludes not known)	All	872	859	900	988	73.5	76.4	75.6	78.6
	FSM	394	420	453	477	65.5	68.6	66.7	73.2
	Non-FSM	478	439	447	511	80.1	83.8	84.6	83.8
All pupils	All	1366	1338	1358	1424	72.6	77.6	77.3	78.5
	FSM	577	597	606	628	62.9	69.8	66.5	69.7
	Non-FSM	789	741	752	796	79.7	83.8	86.0	85.4

LEA		Number on roll				% achieving level 4+ in Maths at Key Stage 2			
		2002	2003	2004	2005	2002	2003	2004	2005
White British	All	475	471	436	429	72.6	75.8	77.1	73.0
	FSM	178	174	143	146	60.1	69.5	62.2	53.4
	Non-FSM	297	297	293	283	80.1	79.5	84.3	83.0
Other (excludes not known)	All	872	860	900	988	70.4	72.9	71.4	72.7
	FSM	394	420	453	477	63.7	64.8	60.9	66.7
	Non-FSM	478	440	447	511	75.9	80.7	82.1	78.3
All pupils	All	1366	1339	1360	1424	70.9	73.9	73.2	72.8
	FSM	577	597	607	628	62.4	66.0	61.4	63.5
	Non-FSM	789	742	753	796	77.1	80.3	82.6	80.0

NB. Figures exclude discounted pupils i.e. pupils arrived recently from overseas with English as an additional language.

LEA figures include special schools

Source: NDC disks and more recently downloads and merged with May pupil background survey.

Some percentages are based on relatively small numbers and should be interpreted with caution

Appendix 1

ACHIEVEMENT OF WHITE BRITISH PUPILS WITH/WITHOUT FREE SCHOOL MEALS (FSM) 2002-2005

Table 1

Carlton		Number on roll				% achieving level 4+ in English at Key Stage 2			
		2002	2003	2004	2005	2002	2003	2004	2005
White British	All	21	14	16	12	47.6	64.3	62.5	33.3
	FSM	10	7	9	9	50.0	57.1	33.3	33.3
	Non-FSM	11	7	7	3	45.5	71.4	100.0	33.3
Other (excludes not known)	All	30	17	15	27	56.7	82.4	53.3	63.0
	FSM	24	14	7	18	58.3	85.7	42.9	72.2
	Non-FSM	6	3	8	9	50.0	66.7	62.5	44.4
All pupils	All	51	31	31	39	52.9	74.2	58.1	53.8
	FSM	34	21	16	27	55.9	76.2	37.5	59.3
	Non-FSM	17	10	15	12	47.1	70.0	80.0	41.7

Table 2

Carlton		Number on roll				% achieving level 4+ in Maths at Key Stage 2			
		2002	2003	2004	2005	2002	2003	2004	2005
White British	All	21	14	16	12	71.4	78.6	81.3	33.3
	FSM	10	7	9	9	90.0	71.4	77.8	44.4
	Non-FSM	11	7	7	3	54.5	85.7	85.7	0.0
Other (excludes not known)	All	30	17	15	27	56.7	88.2	80.0	63.0
	FSM	24	14	7	18	54.2	85.7	71.4	72.2
	Non-FSM	6	3	8	9	66.7	100.0	87.5	44.4
All pupils	All	51	31	31	39	62.7	83.9	80.6	53.8
	FSM	34	21	16	27	64.7	81.0	75.0	63.0
	Non-FSM	17	10	15	12	58.8	90.0	86.7	33.3

NB. Figures exclude discounted pupils i.e. pupils arrived recently from overseas with English as an additional language.

LEA figures include special schools

Source: NDC disks and more recently downloads and merged with May pupil background survey.

Some percentages are based on relatively small numbers and should be interpreted with caution

ACHIEVEMENT OF WHITE BRITISH PUPILS WITH/WITHOUT FREE SCHOOL MEALS (FSM) 2002-2005

Holy Trinity NW3 — English

		Number on roll				% achieving level 4+ in English at Key Stage 2			
		2002	2003	2004	2005	2002	2003	2004	2005
White British	All	1	7	6	4	100.0	28.6	83.3	75.0
	FSM	1	3	4	1	100.0	33.3	100.0	100.0
	Non-FSM	0	4	2	3	n/a	25.0	50.0	66.7
Other (excludes not known)	All	18	14	14	21	83.3	71.4	64.3	85.7
	FSM	7	10	11	12	85.7	80.0	54.5	91.7
	Non-FSM	11	4	3	9	81.8	50.0	100.0	77.8
All pupils	All	19	21	21	25	84.2	57.1	66.7	84.0
	FSM	8	13	16	13	87.5	69.2	62.5	92.3
	Non-FSM	11	8	5	12	81.8	37.5	80.0	75.0

Holy Trinity NW3 — Maths

		Number on roll				% achieving level 4+ in Maths at Key Stage 2			
		2002	2003	2004	2005	2002	2003	2004	2005
White British	All	1	7	6	4	0.0	74.4	66.7	50.0
	FSM	1	3	4	1	0.0	100.0	75.0	0.0
	Non-FSM	0	4	2	3	n/a	50.0	50.0	66.7
Other (excludes not known)	All	18	14	14	21	88.9	71.4	85.7	42.9
	FSM	7	10	11	12	85.7	80.0	81.8	33.3
	Non-FSM	11	4	3	9	90.9	50.0	100.0	55.6
All pupils	All	19	21	21	25	84.2	71.4	81.0	44.0
	FSM	8	13	16	13	75.0	84.6	81.3	30.8
	Non-FSM	11	8	5	12	90.9	50.0	80.0	58.3

NB. Figures exclude discounted pupils i.e. pupils arrived recently from overseas with English as an additional language.

LEA figures include special schools

Source: NDC disks and more recently downloads and merged with May pupil background survey.

Some percentages are based on relatively small numbers and should be interpreted with caution

Appendix 1

ACHIEVEMENT OF WHITE BRITISH PUPILS WITH/WITHOUT FREE SCHOOL MEALS (FSM) 2002-2005

Torriano Juniors		Number on roll				% achieving level 4+ in English at Key Stage 2			
		2002	2003	2004	2005	2002	2003	2004	2005
White British	All	14	26	21	22	78.6	96.2	95.2	86.4
	FSM	9	11	7	9	66.7	100.0	85.7	77.8
	Non-FSM	5	15	14	13	100.0	93.3	100.0	92.3
Other (excludes not known)	All	44	30	27	34	88.6	83.3	81.5	91.2
	FSM	27	22	14	16	88.9	77.3	78.6	87.5
	Non-FSM	17	8	13	18	88.2	100.0	84.6	94.4
All pupils	All	58	56	49	56	86.2	89.3	85.7	89.3
	FSM	36	33	22	25	83.3	84.8	77.3	84.0
	Non-FSM	22	23	27	31	90.9	95.7	92.6	93.5

Torriano Juniors		Number on roll				% achieving level 4+ in Maths at Key Stage 2			
		2002	2003	2004	2005	2002	2003	2004	2005
White British	All	14	26	21	22	92.9	92.3	95.2	81.8
	FSM	9	11	7	9	88.9	100.0	85.7	66.7
	Non-FSM	5	15	14	13	100.0	86.7	100.0	92.3
Other (excludes not known)	All	44	30	27	34	79.5	83.3	85.2	88.2
	FSM	27	22	14	16	77.8	77.3	78.6	81.3
	Non-FSM	17	8	13	18	82.4	100.0	92.3	94.4
All pupils	All	58	56	49	56	82.8	87.5	89.8	85.7
	FSM	36	33	22	25	80.6	84.8	81.8	76.0
	Non-FSM	22	23	27	31	86.4	91.3	96.3	93.5

NB. Figures exclude discounted pupils i.e. pupils arrived recently from overseas with English as an additional language.

LEA figures include special schools

Source: NDC disks and more recently downloads and merged with May pupil background survey.

Some percentages are based on relatively small numbers and should be interpreted with caution

What is PASS?

The Pupil Attitude to Self and School (P.A.S.S.) Rating Scale is used to measure specific aspects of children's attitudes towards themselves as learners and their attitudes towards school. It provides a robust picture of your school, its ethos, practice and learner climate, through the eyes of your children. In effect it adds children's voice, through their judgements, to the process of evaluating what it is like to be a learner in your school.

It is also an educational profiling tool - meaning that it allows preventative early identification of pupils and schools "at-risk". This can sometimes be in advance of attitudes translating into behavioural outcomes.

Teachers can, therefore, use P.A.S.S. to inform timely and strategic intervention to reduce the negative impact of disaffection, low self-regard and related attitudes on attainment, attendance and other key educational performance indicators.

P.A.S.S. assesses 9 core dimensions based around learner self worth, curricular and general motivation, pupil perceptions of their learning environment, task persistence and attendance attitudes.

Factor definitions

P.A.S.S. assesses 9 core dimensions based around learner self worth, curricular and general motivation, pupil perceptions of their learning environment, task persistence and attendance attitudes.

FACTOR 1 – Feelings About School

Definition: A measurement of a pupil's feelings around identifying with, and belonging to the school community. It measures pupils' perception of inclusion, safety and comfort in school and their sense of well-being. It includes feelings associated with belonging, happiness, sadness, anxiety and depression.

FACTOR 2 – Perceived Learning Capability

Definition: A measurement of how a pupil feels about their own abilities. It measures pupils' views of how positive and successful they feel in their specific capabilities as learners. This includes feelings associated with being a respected member of the learning community, and the value of their contributions.

FACTOR 3 – Self-Regard as a Learner

Definition: A measurement of self-regard in the learning context. It measures pupils' self-judgments about their own academic ability. It represents how a student appraises their own cognitive abilities and includes feelings associated with academic performance, success, inadequacy, and failure.

FACTOR 4 – Preparedness for Learning

Definition: A measurement of perceptions of preparedness to meet particular learning challenges. It measures pupils' perceptions of their behaviour, attitudes and abilities in learning situations. This includes feelings associated with their meta-cognitive abilities, thinking skills, study skills and organisational skills.

FACTOR 5 – Attitudes to Teachers

Definition: A measurement of pupil's perceptions of the staff/student dynamic within school. It measures pupils' perceptions of their relationships with all members of staff and includes feelings associated with participation, validation, alienation and emotional inclusion.

FACTOR 6 – General Work Ethic

Definition: A measurement of general motivation and associated feelings towards working in school. It measures pupils' attitudes and responses to work in general and includes associated feelings around anxiety, motivation, relevance, failure and success.

FACTOR 7 – Learner Confidence

Definition: A measurement of perseverance when presented with challenging tasks. It measures pupils' confidence in approaching and dealing with learning situations including solving problems both in and outside of their own life experience.

FACTOR 8 – Attitudes to Attendance

Definition: A measurement of pupils' attitudes to attendance at school. It measures pupils' perceptions of the relevance of being in school and how worthwhile the experience is. It includes feelings associated around inclusion, aspirations, choice and fulfilment.

FACTOR 9 – Response to Curriculum Demands

Definition: A measurement of response to the curriculum, it terms of content, pitch, pace, style and delivery. It measures pupils' perceptions of the appropriateness of the work and its level of difficulty. This includes specific motivation to undertake and complete work set in school.

Traffic light system

Scores, for each of the 9 factors, are expressed as percentiles. A percentile score of "10" means that a student is scoring above 9% of the population but below the remaining 90%. (Currently there are in excess of 100,000 pupils in the national database).

Each child will receive a score for each of the 9 factors. These scores are colour coded using the traffic light system.

| 20% – 100% | If a factor is green, numerically it means the child has scored in the top 80% of the population. In real terms it means the child falls within the school's universal provision i.e. your service is fully meeting the child's needs, according to that child. |

6% – 19%   If a factor is amber, numerically it means the child has scored in the lowest 20% of the population but above the lowest 6% of the population. In real terms it means the child falls outside of the school's universal provision and requires some type of intervention to address this factor.

If a factor is red, numerically it means the child has scored in the lowest 5% of the population. In real terms it means the child falls well outside of the school's universal provision and requires long term support to address this factor.

Here is the P.A.S.S. profile for one pupil. For 7 factors this pupil falls within your school's universal provision i.e. you are meeting their needs, according to this child. For 2 factors they falls outside of your universal provision – significantly so in terms of this pupil's attitudes to attendance.

Factor	Score
Feelings About School	9
Perceived Learning Capability	38
Self-Regard as a Learner	25
Preparedness for Learning	53
Attitudes to Teachers	77
General Work Ethic	81
Learner Confidence	71
Attitudes to Attendance	
Response to Curriculum Demands	44

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