

### **BEST PRACTICE – ATTENDANCE REPORTS**

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

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

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

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

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

**“EXAMPLE 1”**

**Background.**

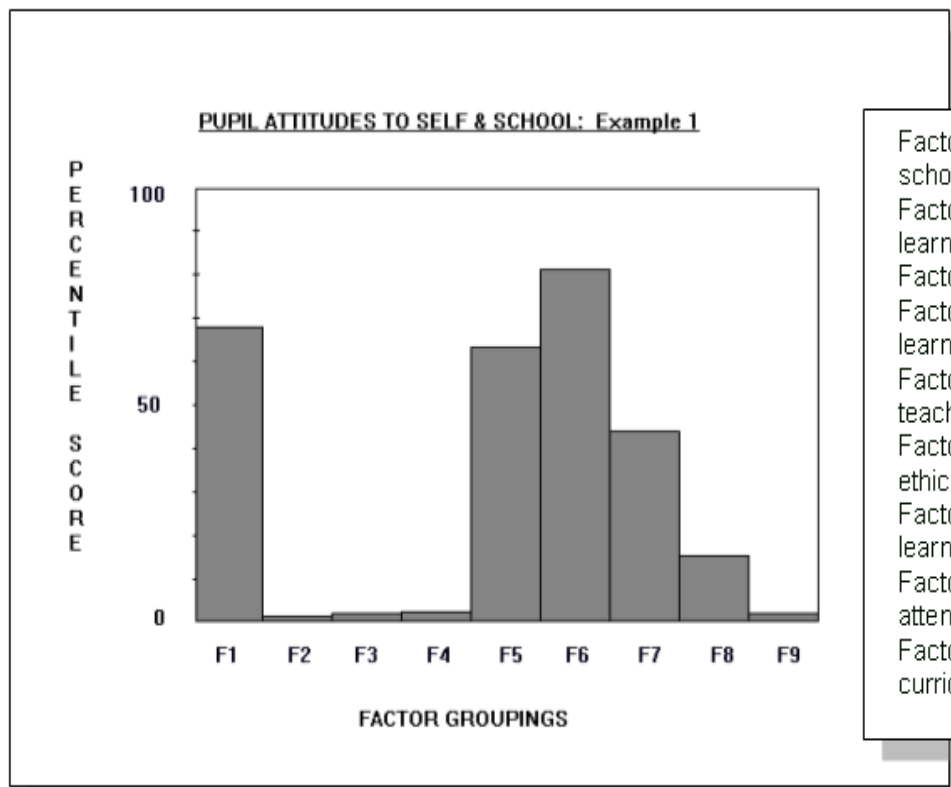
Concerns generally felt in school centred on this pupil's poor attendance, low attainment (weak spelling, in particular) and disruptive behaviour in school. At the end of Key Stage 2 his SAT scores were Level 1 in reading and writing and Level 2 in Maths and Science. His teacher thought that these were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

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

**PASS Assessment**

His profile reveals significant difficulties

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



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

**“EXAMPLE 1” –Cont’d**

**Current Anxieties:-**

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

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

**Priorities**

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

**Case Study - High School 'BBB'**

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

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

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

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

### HIGH SCHOOL ATTENDANCE

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

The school carried out a whole school PASS survey which identified a range of issues to be considered within the context of the school development plan. One very significant finding was the profile of PASS factor 8 - Attitude to Attendance. This revealed that pupils within the school entered with a significantly depressed attitude to attendance. The staff were delighted to see that by the end of Y11, pupil attitudes had improved to just above the national norm. Although overall attendance at the school was low, this result confirmed staff impressions that attendance issues were less in Y11 than in earlier years

#### Attitude to Attendance

