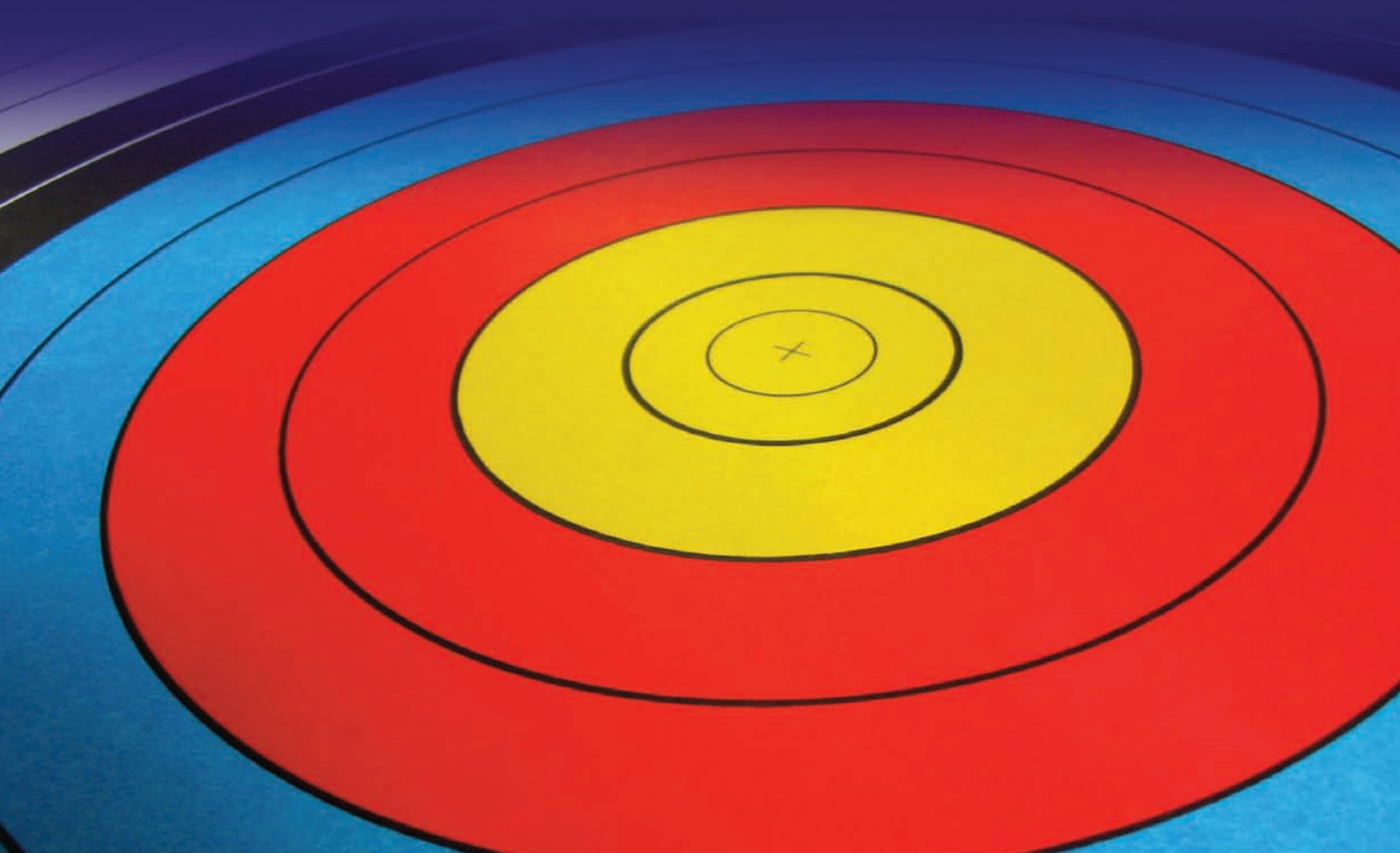


The impact and success of the  
**Medway Excellence  
Cluster Partnership**  
and  
**Behaviour Improvement  
Programme**

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**An Evaluation March 2008**  
**Jemma M. Gardner**



Aiming for Excellence  
Medway Excellence Cluster

*Medway*  
COUNCIL  
*Serving You*



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## **1.5 PASS- Pupils Attitudes to Self and School**

### **Analysis of PASS data for six schools in the Medway Excellence Cluster Partnership- year-on-year comparison**

The Medway Excellence Cluster gave the schools involved the opportunity to complete a pupil attitude survey within their school. They were able to conduct the survey at a time convenient for themselves and had the chance to do it three times during the life of the Cluster.

The PASS survey is a multi-factorial measure of pupil's attitudes to themselves and their schools. In recent years there has been an increased focus on the role of pupils self-regard and attitudes and their impact upon attainment. The survey aims to investigate children's perceptions of themselves as learners.

Within the survey there are nine distinct factors, each on measuring a different aspect of pupil attitudes to school and self. These are:

**Factor 1 – Feelings about school** – measures pupils' sense of well being, safety and comfort in school

**Factor 2 – Perceived Learning Capability** – measures pupils' views of how positive and successful they feel in their specific capabilities as learners

**Factor 3 – Self-Regard as a Learner** – measures the impact of their learning on their self concept more generally

**Factor 4 – Preparedness for Learning** – measures pupils' perceptions of their behaviour and attitude in learning situations (including metacognitive skills)

**Factor 5 – Attitudes to teachers-** measures pupils' perceptions of their relationships with teachers

**Factor 6 – General work ethic** - measures pupils' attitudes and responses to work in general and includes associated feelings such as a 'high' anxiety element

**Factor 7 – Confidence in learning** - measures pupils' confidence in approaching and dealing with learning and perseverance when presented with challenging tasks

**Factor 8 – Attitude towards attendance-** measures pupils' attitudes to attendance at school

**Factor 9 – Response to curriculum demands** - measures pupils' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.

These factors have been seen to correlate with other important measures within schools, for example attendance and reading test performance. Further research suggests links with mental health, behaviour and risk of exclusion.

Each pupil who takes the survey is given a score on every factor of the PASS. Their score is converted into a percentile after being compared with national benchmarks based on the results of over 150,000 pupils. For example a pupil given a percentile score of “37”, means that the pupil is scoring above 36% of their peers of the same age but below 63% of the remainder. Based on these scores the pupils are given a ‘level of risk’ for each factor:

**High Risk** – Red – Pupils in the lowest 5% of responses

**Medium Risk** - Amber - Pupils in the 5%-20% band

**Low Risk**- Green - Pupils in the Upper 80% of responses

As part of the evaluation of the Medway Excellence Cluster, an analysis has been conducted upon the results of those schools with two or more sets of results. This allows us to compare the scores and examine how the pupil’s attitudes have changed over time.

When the PASS survey is returned the individual student profiles are combined to generate a powerful measures of an overall organization’s learner climate. Again this is fully benchmarked against national comparators. The overall scores were examined for each factor of the PASS survey. Each of the six schools had made a marked improvement between tests with 4 improving on every factor. On twenty-two of the measures taken, a statistically significant increase is observable. The first table shows the scores for the nine factors each time the test was taken.

School	Date	Total pupils	Factor 1 %	Factor 2 %	Factor 3 %	Factor 4 %	Factor 5 %	Factor 6 %	Factor 7 %	Factor 8 %	Factor 9 %
Brompton Westbrook	Spring 2006	154	80	79	64	84	84	78	65	74	65
	Autumn 2006	154	<b>88</b>	<b>84</b>	<b>68</b>	<b>88</b>	<b>87</b>	79	<b>69</b>	<b>82</b>	<b>69</b>
Featherby Junior	Autumn 2005	223	86	79	68	86	86	79	62	80	68
	Autumn 2006	326	87	<b>82</b>	67	87	<b>89</b>	79	64	81	68
	Autumn 2007	330	87	83	67	88	88	80	<b>75</b>	80	68
Glencoe Junior	Spring 2006	235	81	79	63	85	89	77	63	76	64
	Autumn 2006	232	<b>86</b>	<b>83</b>	65	<b>89</b>	<b>92</b>	79	<b>69</b>	<b>81</b>	66
Twydall Junior	Spring 2006	277	89	82	67	89	91	79	64	83	69
	Autumn 2007	279	89	83	66	90	91	80	<b>75</b>	83	68
Woodlands	Spring 2006	104	90	81	63	86	89	78	65	84	64
	Summer 2007	120	91	81	64	87	88	78	65	84	<b>68</b>
New Brompton College	Autumn 2006	535	69	73	60	77	75	73	55	67	63
	Autumn 2007	509	<b>72</b>	74	62	78	76	73	<b>63</b>	<b>70</b>	65

**Pink**- Attitudes towards self and school have remained the same or improved since the previous survey

**Bold**- Increase of 3% or more, therefore a statistically significant improvement

The scores achieved by the schools are compared to a national benchmark and given a rating based upon their position. These ratings are:

WA- Well above average  
AA- Above average  
A- Average  
BA- Below average  
WB- Well below average

The table on the following page shows the ratings given to the score for each factor. Those highlighted pink are scores that have increased their position and those highlighted yellow have remained at the same level as the previous year.

As you can see there have been many instances where the attitudes have improved by a whole bracket and in some cases two. There are yellow filled boxes showing the many instances where the scores have remained in the same bracket although they may have improved. In the last measurement of PASS there were only two scores below the national average across all six schools. Out of a total of 54 there were 9 well above average, 21 above average, 22 average and, as previously mentioned 2 below average.

The analysis on pages 30 and 31 relates to the number of pupils identified as being medium or high risk for one or many of the nine factors. In order for a positive improvement to occur between surveys, the number of green boxes would increase and the numbers of amber and red boxes decrease as a result. Page seven shows the total number of each colour box for each PASS survey. In their most recent test, all of the six scores have seen a positive improvement with a decrease in the number of medium and high risk (amber and red) boxes. Following this, on page eight is a comparison between the number of pupils who have 3+ boxes amber, 1+ boxes red and 3+ boxes red. If a pupil has more than three boxes amber or red this indicates that the child is at risk in more than one aspect of their life. The findings, once again, are hugely positive with each of the schools involved in the analysis decreasing the numbers of pupils with amber or red scores by their latest survey. This means that fewer pupils are falling into the bottom 20% or 5% of scores when compared to national benchmarks.

From this analysis it can be seen that the schools involved have made extensive progress in improving their pupils' attitudes to themselves and their school, as well as decreasing the numbers of pupils at risk. Each strand of the Medway Excellence Cluster could have impacted upon these scores in some way, with the mentoring and counselling helping pupils to deal with emotional issues at home or in school and the Gifted and Talented and Language Enrichment helping to boost the confidence of the pupils involved. The next stage in this analysis looks at the impact of mentoring and counselling to the PASS scores.

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School	Date	Total pupils	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8	Factor 9
Brompton Westbrook	Spring 2006	154	BA	A	A	A	BA	A	AA	BA	BA
	Autumn 2006	154	AA	AA	AA	AA	A	A	WA	AA	AA
Featherby Junior	Autumn 2005	223	AA	A	AA	A	A	A	A	AA	A
	Autumn 2006	326	AA	AA	AA	A	AA	A	A	AA	A
	Autumn 2007	330	AA	AA	AA	AA	A	AA	WA	A	A
Glencoe Junior	Spring 2006	235	BA	A	A	A	AA	A	A	BA	BA
	Autumn 2006	232	AA	AA	A	AA	WA	A	WA	AA	A
Twydall Junior	Spring 2006	277	WA	AA	AA	AA	AA	A	A	AA	AA
	Autumn 2007	279	WA	AA	A	AA	AA	A	WA	AA	A
Woodlands	Spring 2006	104	WA	A	A	A	AA	A	AA	WA	BA
	Summer 2007	120	WA	A	A	AA	A	A	AA	WA	A
New Brompton College	Autumn 2006	535	BA	A	BA	A	A	BA	A	A	BA
	Autumn 2007	509	A	A	A	A	A	BA	WA	A	BA

Levels of risk: Green- Low risk, Amber- Medium Risk, Red- High Risk. The next table shows the breakdown for each survey.

School	Date	Total pupils	Total boxes	Total Green	Percent	Total Amber	Percent	Total Red	Percent
Brompton Westbrook	Spring 2006	154	1386	1067	77.0%	225	16.2%	94	6.8%
	Autumn 2006	154	1386	1196	86.3%	140	10.1%	50	3.6%
Featherby Junior	Autumn 2005	223	2007	1729	86.1%	214	10.7%	64	3.2%
	Autumn 2006	326	2934	2480	84.6%	327	11.1%	127	4.3%
	Autumn 2007	330	2970	2587	87.1%	272	9.2%	111	3.7%
Glencoe Junior	Spring 2006	235	2115	1651	78.0%	323	15.3%	141	6.7%
	Autumn 2006	232	2088	1807	86.6%	218	10.4%	63	3.0%
Twydall Junior	Spring 2006	277	2493	2215	88.9%	200	8.0%	78	3.1%
	Autumn 2007	279	2511	2246	89.5%	194	7.7%	71	2.8%
Woodlands	Spring 2006	104	936	762	81.5%	130	13.8%	44	4.7%
	Summer 2007	120	1080	933	86.4%	97	9.0%	50	4.6%
New Brompton College	Autumn 2006	535	4815	3803	79.0%	740	15.4%	272	5.6%
	Autumn 2007	509	5121	4314	84.2%	608	11.9%	199	3.9%

Pink- Positive improvement in percentage of each level of risk

School	Date	Total pupils	Pupils with 3+ Amber	Percent	Pupils with 1+ Red	Percent	Pupils with 3+ Red	Percent
Brompton Westbrook	Spring 2006	154	41	26.6%	43	28.0%	10	6.5%
	Autumn 2006	154	15	9.7%	32	20.8%	3	1.9%
Featherby Junior	Autumn 2005	223	44	19.7%	32	14.3%	10	4.5%
	Autumn 2006	326	62	19.0%	55	16.9%	18	5.5%
	Autumn 2007	330	36	10.9%	52	15.8%	15	4.5%
Glencoe Junior	Spring 2006	235	53	22.6%	73	31.1%	15	6.0%
	Autumn 2006	232	30	12.9%	38	16.4%	5	2.2%
Twydall Junior	Spring 2006	277	30	10.8%	36	12.9%	9	3.2%
	Autumn 2007	279	18	6.5%	34	12.2%	9	3.2%
Woodlands	Spring 2006	104	19	18.3%	25	24.0%	5	4.8%
	Summer 2007	120	13	10.8%	27	22.5%	5	4.2%
New Brompton College	Autumn 2006	535	110	20.6%	150	28.0%	35	6.5%
	Autumn 2007	509	87	17.1%	92	18.1%	25	4.9%

Pink- Decrease in the number of pupils with amber or red scores for the stated number of factors

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## **1.6 Conclusion**

- The Medway Excellence Cluster Partnership comprises nineteen schools\*, four of which are infants, four are juniors, eight are primary schools and three secondary schools. Based upon 2006/7 figures, the Medway Excellence Cluster schools have a total of 8171 pupils, 13.2% of which are from ethnic minorities, 17.5% are eligible for Free School Meals, 6.0% have English as another language and 30.8% have Special Educational Needs. (\*Descriptives do not include Danecourt Community Special School)

- Within the Foundation Stage, the number of pupils achieving Level 6+ in Personal, Social and Emotional development (PSE) and Communication, Language and Literacy (CLL) has increased within every Excellence Cluster school (of those with FS) either between 2004/5 and 2005/6 or between 2005/6 and 2006/7. Despite these increases the average percentage of pupils achieving this level for the Cluster is still below Medway and National averages. The strand of the Medway Excellence Cluster most likely to impact upon FS results is the Language Enrichment programme, helping pupils to develop communication and social skills. The increases at Foundation Stage could however be attributed to many factors, including the change in assessment methods in 2005/6.

- At Key Stage One attainment for Reading and Writing at Level 2+ increased in 2005/6, but in 2006/7 it fell to below the Cluster average for 2004/5. Attainment in Maths at Level 2+ dipped in 2005/6 then increased in 2006/7, but not to the level achieved in 2004/5. At Level 3+, despite a dip in results in Reading, Writing and Math in 2005/6, all average results were seen to increase in 2006/7, with attainment in Maths above that of 2004/5.

- At Key Stage Two average attainment in English and Maths at Level 4+ decreased between 2004/5 and 2005/6. Although results in English continued to decrease in 2006/7, in Math average attainment increased to 2.7% above that of 2004/5. In Science at Level 4+ average results increased to 80.1% in 2005/6 and despite a dip in 2006/7 attainment remains above that of 2004/5. At level 5+ average results in English increased in 2005/6 and again in 2006/7. As with Key Stage One attainment for all English, Math and Science at Level 5+ increased in 2006/7 to levels above those of 2004/5.

- At Key Stage Three at both Level 5+ and Level 6+ average attainment for English, Math and Science in 2005/6 increased from the previous year. For English L5+ and L6+ and Science L6+ results continued to increase in 2006/7. In the remaining subjects at both levels, although results dipped from 2005/6, they remained at a higher level than those of 2004/5. In relation to attainment, the strands most likely to have had an impact are the Gifted and Talented strand, through extended provisions for more able pupils, and mentoring and counselling by reducing barriers to learning.

- Contextual Value Added (CVA) scores across Key Stage One to Key Stage Two were seen to increase for 3/11 schools in 2005/6 and 7/12 schools in 2006/7, with only two schools not increasing their Value Added across the life

of the Cluster. The CVA for Key Stage Two to Key Stage Three increased for all three secondary schools at some point during the Cluster's existence. CVA for Key Stages Two to Four and Three to Four saw New Brompton College achieve a year-on-year increase with The Robert Napier increasing in 2005/6.

- For the majority of measures of attainment at Key Stages One to Four, the average for the Excellence Cluster schools is below that of Medway and National averages. However in 2006/7 the achievement at Key Stage Three English Level 5+ and Maths Level 6+ were above Medway averages and the results at English L6+ above the National average. A difference-in-differences analysis shows that between 2004/5 and 2006/7 the Cluster schools have successfully closed the gap between their own and the Medway averages for attainment.

- A comparison between the Medway Excellence Cluster schools and a group of non-Cluster Medway schools matched on IDACI scores was conducted. When the average attainment for 2006/7 for the two groups is compared, the Cluster schools average is higher in Key Stage One Level 2+ Reading, Writing and Maths and Key Stage Two Level 4+ English, Maths and Science. The average attainment for 2006/7 was then compared with the average for 2004/5. Using the difference-in-differences method we can observe the change over time. Across the nine measures of attainment, for eight of those the Cluster schools were seen to have made a more positive change since 2004/5 when compared to the IDACI matched schools. This method allows us to suggest that some of the positive change can be attributed to the work of the Medway Excellence Cluster as those schools within the IDACI matched group were comparable but not receiving the support.

- Total attendance figures for the Excellence Cluster primary schools have seen a year-on-year increase with the average for 2006/7 at 94.4%, above both the Medway and National averages. For the secondary schools the average attendance has remained at 92% (with a 0.1% dip in 2005/6), also above the National average. For both primary and secondary schools, the average percentage of unauthorised attendance has decreased.

- Within the Cluster primary schools the number of fixed term exclusions, number of pupils excluded and number of days lost have all decreased year-on-year, with the number of exclusions in 2006/7 43 less than that in 2004/5. There have been no primary permanent exclusions across the life of the Cluster. For the secondary schools, all three measures of exclusions decreased in 2005/6 but rose again in 2006/7. Overall the number of exclusions and the number of pupils excluded have decreased across the life of the Cluster with 8 fewer exclusions in 2006/7 compared with 2004/5. There is a similar picture in relation to secondary permanent exclusions, with a decrease in 2005/6 followed by an increase in 2006/7, leaving an overall decrease of 2 exclusions from 2004/5.

- Within the headteacher interviews the contribution of the provisions of the Medway Excellence Cluster towards meeting the aims set out within the Service Level Agreement were discussed. Interpretation suggests they felt

that some contribution was made towards each but those met most successfully were 'to develop pupils self-esteem and confidence as well as the skills they need to succeed' and 'to provide opportunities for pupils to succeed through extending the range and diversity of learning opportunities available'. There were few difficulties discussed within the transcripts with the most common ones relating to the initial set up and allocation of funding and concerns over future funding and sustainability.

- Analysis of PASS (Pupil Attitude to Self and School) data shows that for the six schools with more than one set of results in the sample, pupil attitudes improved between tests across the nine factors. When the average results for each school were compared to National averages, many were seen to bring their scores closer to or further above the average with each consecutive test. The number of pupils with scores in the bottom 20%, those considered to be at high or medium risk of disaffection, was also decreased within all six schools.

