2023-24

Impact Data – Rock 'N' Role Models Intervention

"The fact is that given the challenges we face, education doesn't need to be reformed – it needs to be transformed. The key to this transformation is not to standardize education, but to personalize it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions."

Sir Ken Robinson

St. Patrick's Primary School
Impact Data – Rock 'N' Role Models

Impact measured by wellbeing –

GWMP(Glasgow Wellbeing & Motivational Profile)

Pupil	Score	Agency Achieving Active	Autonomy Respected Responsible	Affiliation Nurtured included	Safe/Healthy Healthy Safe
P-A P7 (MM)	Point A	40	36	39	35
	area of focus	Yes / No	Yes / No	Yes / No	Yes / No
	Point B (after intervention)	40	37	40	40
	Differential	=	+1	+1	+5
P-B P7 (AS)	Point A	33	28	35	36
	area of focus	Yes / No	Yes / No	Yes / No	Yes / No
	Point B (after intervention)	35	37	37	36
	Differential	+2	+9	+2	=
P-C P7 (IF)	Point A	38	38	36	39
	area of focus	Yes / No	Yes / No	Yes / No	Yes / No
	Point B (after intervention)				
	Differential	Absent when period 2 data gathered			
P-D P7 (BS)	Point A	29	36	36	33
	area of focus	Yes / No	Yes / No	Yes / No	Yes / No
	Point B (after intervention)	37	37	38	36
	Differential	+8	+1	+2	+3
P-E P7 (JC)	Point A	37	37	37	37
	area of focus	Yes / No	Yes / No	Yes / No	Yes / No
	Point B (after intervention)	35	37	38	36
	Differential	+2	=	+1	-1
P-F P5 (RC)	Point A	28	28	28	28
	area of focus	Yes / No	Yes / No	Yes / No	Yes / No
	Point B (after intervention)	35	35	30	35
	Differential	+7	+7	+2	+7
P-G P5 (RW)	Point A	28	23	17	17
	area of focus	Yes / No	Yes / No	Yes / No	Yes / No
	Point B (after intervention)	31	29	35	34
	Differential	+3	+6	+18	+17

Impact measured by attendance

Pupil	Attendance			Late coming		
	Aug 22- Jun 23	August 23 – present	Differential	Aug22-Jun 23	Aug23 – present	Differential
P-A	85.14%	88.33%	+3.23%	45	51	+6
P-B	93.51%	97.08%	+3.57%	0	0	=
*P-C	84.59%	79.17%	-5.42%	2	4	+2
P-D	97.84%	96.67%	+1.17%	0	0	=
P-E	97.84%	95.83%	-2.01%	0	0	=
*P-F	72.97%	74.58%	+1.61%	12	5	-7
*P-G	92.16%	97.08%	*4.92%	9	7	-2

*focus

St. Patrick's Primary School
Impact Data – Rock 'N' Role Models
Impact measured by CPS (CIRCLE Participation Scale)

Pupil	Score	Motivation	Attention and Concentration	Social, Emotional and Relationship	Organisational and Planning
P-A P7	Point A (baseline)	8	13	7	17
	area of focus	Yes / ~~No~~	~~Yes~~ / No	Yes / ~~No~~	~~Yes~~ / No
	Point B (after intervention)	15	15	17	19
Differential		**+7**	**+2**	**+10**	**+2**
P-B P7	Point A (baseline)	15	11	7	8
	area of focus	~~Yes~~ / No	Yes / ~~No~~	Yes / ~~No~~	Yes / ~~No~~
	Point B (after intervention)	16	13	14	11
Differential		**+1**	**+2**	**+7**	**+3**
P-C P7	Point A (baseline)	13	12	13	12
	area of focus	Yes / ~~No~~	Yes / ~~No~~	Yes / ~~No~~	Yes / ~~No~~
	Point B (after intervention)	18	14	18	13
Differential		**+5**	**+2**	**+5**	**+1**
P-D P7	Point A (baseline)	12	7	9	9
	area of focus	Yes / ~~No~~	Yes / ~~No~~	Yes / ~~No~~	Yes / ~~No~~
	Point B (after intervention)	15	12	14	9
Differential		**+3**	**+5**	**+5**	**=**
P-E P7	Point A (baseline)	14	14	11	14
	area of focus	~~Yes~~ / No	Yes / ~~No~~	Yes / ~~No~~	Yes / ~~No~~
	Point B (after intervention)	15	14	17	14
Differential		**+1**	**=**	**+6**	**=**
P-F P5	Point A (baseline)	6	6	17	6
	area of focus	Yes / ~~No~~	Yes / ~~No~~	~~Yes~~ / No	Yes / ~~No~~
	Point B (after intervention)	14	12	20	8
Differential		**+8**	**+6**	**+3**	**+2**
P-G P5	Point A (baseline)	6	13	9	15
	area of focus	Yes / ~~No~~	Yes / ~~No~~	Yes / ~~No~~	~~Yes~~ / No
	Point B (after intervention)	15	17	16	16
Differential		**+9**	**+4**	**+7**	**+1**

Pupil Comments

'I like working with him, it is fun to work with him and it's fun to learn music. It makes me feel better about coming to school. I just didn't want to come to school sometimes because I used to think something bad would happen – now I know that good things can happen too.'

'I quite like working with Paul because it's music – I didn't know I could do music. Probably the relationship between me and **** has got better from working with him in the group.' I can know play the guitar, I don't give up as easily.'

'I love it! Because if you are having a bad day before going in – you go in there and forget all the bad things and come out feeling good. I used to not want to come into school and now I do because I have music every Wednesday. I work better in class now because I feel better. It has made things at home better too because we don't argue about coming to school.'

Staff Comments

'**** used to display high levels of anxiety coming into school, this would show as tears and tantrums, refusing to leave primary caregiver at the door, spending large periods outside of the classroom with senior leadership team. This has reduced significantly and although late coming has increased **** spends all time in school in class and no longer requires time with SLT.'

'**** experienced peer relation difficulties, this would often mean **** spent time with CT or SLT in restorative conversations. There would be regular phone calls between home and school, either directly with ****'s parent or with the parents of other children. This has greatly reduced and there are very little incidents reported to SLT.   Playtimes and lunchtimes are much more positive. **** spent a very successful week at school residential and relationships with peers were very positive with no conflict issues reported.'

'**** has gained confidence. He was reluctant to try new things, he now shows greater confidence and perseverance.'

'The difference in **** is amazing. He used to find it difficult to get into school in the morning and had high levels of anxiety coming in. **** looks forward to the sessions with Paul and is so engaged. For **** it is so much more than just the music – he has a new found confidence and the relationship he has with Paul is a real positive influence for him.'

'**** can find it difficult to communicate some of the issues he faces out with school with staff. The sessions with Paul allow him to do this in a safe and trusted environment that is detached from school staff. He finds this easier as he doesn't need to worry about appearing to 'take sides' between mum and dad. Paul shares with the HT/DHT anything he feels needs known by school staff – ensuring he maintains the confidential nature of his discussions with ****.'

'Paul has had a massive impact on the wellbeing of our learners. They have shown such an increase in confidence. They all put themselves forward for our Burns' singing and poetry competition this year - something they would never normally do! Paul has helped them with their self-esteem, and it has been wonderful to see their growth.

I have seen a big difference with how these learners approach conflict and disagreements. By working closely together, they have learned to establish positive relationships and collaborate together successfully. This has transferred across their academic and social lives here in our school. I am very grateful for the time Paul has invested into our children!'

Parent/Carer Feedback (71% response rate)

1. My child enjoys the weekly sessions with Paul

More Details

🔵 Yes	5	
🟠 No	0	
🟢 Not Sure	0	

2. The sessions have helped my child gain confidence.

More Details

🔵 Yes	5	
🟠 No	0	
🟢 Not Sure	0	
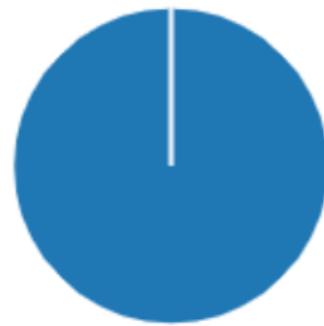
3. The sessions have helped my child with peer relationships.

More Details

🔵 Yes	5	
🟠 No	0	
🟢 Not Sure	0	

4. My child is more motivated to learn.

More Details

🔵	Yes	5
🟠	No	0
🟢	Not Sure	0

5. My child is more resilient.

More Details

🔵	Yes	5
🟠	No	0
🟢	Not Sure	0

6. The sessions have helped with attendance and good time keeping.

More Details

🔵	Yes	5
🟠	No	0
🟢	Not Sure	0
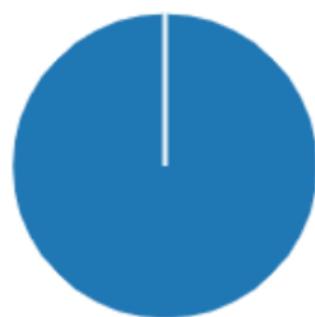
7. Please add any other information you feel is relevant in helping us understand how the sessions have helped your child.

5 Responses

1	anonymous	▮ has really enjoyed his time with the music class and actually asked for a electric keyboard for part of his Christmas last year
2	anonymous	My son has thoroughly enjoyed the music sessions. I feel they have helped his confidence tremendously and also given him a passion for something that he maybe had no interest before. I also think that with regards to his dyslexia it has helped him in believing that he can do something new regardless of the challenges he may face. This had been a massive positive contribution to the school.
3	anonymous	▮ has shown a real interest with this sessions. He actually talks about it
4	anonymous	▮oves the sessions
5	anonymous	▮e really enjoyed her time with paul always came gome with her stories of what they were learning and it has fairly brought her out her shell and now is keen to learn instruments especially guitar

Group Composition

Male	Female	ASN	FSM	SIMD Q1	Care experienced	CP Current or previous	Armed services	Traveller /Gypsy
6	1	7	1	5	0	1	1	0