



**Initial Profile
&
Individualised Educational Programme**

Name Barrie Oliver

D.O.B. 29.04.86

D.O.A. 24.08.00

Date 26.09.00



Plains, Airdrie. ML6 7SF
Tel : 01236 765407
Fax: 01236 755637

Section 1: Personal Details

Name

D.O.B.

D.O.A.

Address

Parent / Carer

Previous School

Tutor Teacher

Support for Learning Teacher

Class

Unit

Social Worker

Keyworker

Psychologist

Other (Please Specify)

P.P.R.

Record of Needs Yes No

HEALTH

Hearing

Sight

Speech

R/L Handed

Other

Section 2: Relevant History

Please include a brief note of previous schools attended and any relevant information, particularly with respect to attainment.

Barrie's mother and father separated when he was 3 years old. He first became involved with Social Work Department in 1996 due to his behaviour at home and in the community.

In May 1998 Barrie was excluded from Newbattle High School indefinitely.

In November 1998 Barrie's mother asked for him to be accommodated by Local Authority. He was accommodated at Gorebridge Close Support Unit then Midfield YPG where he remained until January 1999.

In February 1999 he was admitted to Wellington School as a Residential Pupil and in December 1999 he attended as a Day Pupil. By June 2000, Barrie was involved in offending and his school attendance was deteriorating. In August 2000 he was admitted to St. Philip's.

No information available with respect to previous attainment.

Section 3: Test Results and L.O.A.

Test	Date	Result
Reading Analysis	19.09.00	Accuracy 10yrs2mths Comprehension 10yrs9mths
Reading - Information (Nat. Tests)	19.09.00	Working on Level C
Reading Narrative (Nat. Tests)	19.09.00	Working on Level C
Writing	19.09.00	Working on Level C
Spelling (Daniels & Diack)	15.09.00	7yrs6mths
Phonics		
Mathematics (Nat. Tests)		

Section 4 LANGUAGE PROFILE						Section 5 MATHEMATICS PROFILE						
Key:		- Has Not Met		\ Working Towards		X Has met						
Reading		A	B	C	D	E						
For Information		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
For Enjoyment		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Reflect Ideas / Craft		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Awareness of Genre		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Reading Aloud		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Knowledge of Language		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Writing		A	B	C	D	E						
Functional		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Personal		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Imaginative		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Punctuation&Structure		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Handwriting & Presentation		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Spelling		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Knowledge of Language		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Talking		A	B	C	D	E						
Audience Awareness		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Talking in Groups		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Talking of Experiences		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Talking about Texts		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Conveying Information		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Knowledge of Language		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Listening		A	B	C	D	E						
In Groups		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Responding to Texts		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
For Information		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Awareness of Genre		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Knowledge of Language		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Information Handling		A	B	C	D	E						
Collect		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Organise		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Display		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Interpret		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Number, Money & Measurement		A	B	C	D	E						
Range & Type of No.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Money		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Add & Subtract		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Multiply & Divide		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Round Numbers		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Fractions & Percentages		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Patterns & Sequences		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Functions & Equations		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Measure & Estimate		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Time		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Perimeter, Formula, Scale		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Shape, Position & Movement		A	B	C	D	E						
Range of Shapes		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Position & Movement		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Symmetry		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Angle		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

Individualised Education Programme

Date 26.09.00

Language	
Strengths	<ol style="list-style-type: none">1. Barrie is confident in spoken language and will readily give his opinion.2. He is able to demonstrate understanding of the main and supporting ideas of texts and to find particular information and draw conclusions.
Development Needs	<ol style="list-style-type: none">1. In order to improve his vocabulary, Barrie should be encouraged to read for enjoyment.2. Improve basic writing skills - produce more extended pieces of writing in order to achieve variety in sentence structure and use paragraphs.3. Reinforce spelling patterns.
LongTerm Targets	To complete SQA Communication Module and attain Standard Grade qualification.
Mathematics	
Strengths	<ol style="list-style-type: none">1. Can add and subtract 2 digits without carrying.2. Can multiply and divide 2 digits up to 5 x table.3. Can complete and use simple graphs tally sheets and display to Level B.4. Confident in use of money, time and movement to Level B.
Development Needs	<ol style="list-style-type: none">1. Has difficulty identifying the correct strategies for simple problem solving.2. Requires to revise and learn tables.
LongTerm Targets	To consolidate at Level B across all strands.
P.S.D.	
Strengths	Barrie is friendly and generally well mannered. He enjoys good relationships with his peers and adults.
Development Needs	Barrie will respond in a more appropriate manner when adults set boundaries around his behaviour.
LongTerm Targets	To achieve Junior in the Status Group System.
Boys Comment	

Emotional/Behavioural & Self Care Profile
(Incorporating Status Group Assessment)

1. Definitely like me. 2. Quite like me. 3. A bit like me. 4. Not at all like me.

1. How do you get on with other people?

	1	2	3	4
1. I care about how other people are feeling.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am popular with the other boys	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I do not bully other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. I sort out disagreements sensibly without becoming violent or abusive.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. I can help other boys settle arguments they are having with one another.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I let others join in with things I am doing.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can join in other boys' games and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I am fair when I play games.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I can make and keep friends.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I respect other boys' rights and property.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I can control my temper.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. I stay out of other boys' nonsense	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I behave in a way appropriate to my age.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I avoid behaviour which might lead to me being bullied.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I go to see an adult when I am upset	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I am respectful to adults.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I can listen to and follow instructions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. I am seldom demanding and impatient with adults
19. I enjoy getting praise for something I've done well.
20. I use appropriate language when speaking to others
21. I use appropriate language when speaking to adults about others.
22. I can accept 'no' for an answer.
23. I can listen to and use what adults say.

2. How do you manage day to day?

24. I can wash/bathe/clean teeth without being told
25. I can make my bed and tidy my room.
26. I can help with doing my laundry.
27. I can iron my own clothes.
28. I know how to avoid typical household dangers eg. poisons, tools, electricity.
29. I can use a public telephone appropriately
30. I can make an emergency telephone call
31. I know how to contact outside help if need eg. S.W, Childline, Who Cares?
32. I know how to make a complaint appropriately.
33. I can handle small amounts of money appropriately
34. I can go to the hairdressers or the shops on my own
35. I can see that a job needs done and do it without being asked.

36. I can use public transport safely and conduct myself properly when doing it.
37. I can cross roads safely.
38. I can do simple household repairs eg. change a lightbulb, plug, or handle tools safely.
39. I can cook small meals.
40. I can keep the kitchen clean and tidy.
41. I avoid misusing drugs/alcohol/solvents.
42. I do not abscond.
43. I do not use bad language.
44. I achieve agreed stars.
45. I complete agreed chore.
46. I can behave properly at meal times.

3. How well do you settle at night time?

47. I go to bed when asked without a fuss.
48. I do not leave the unit at night time.
49. I do not disturb others at night time.
50. I am able to be unsupervised when staying up late.

4. How well are you doing in class?

51. I enter class quietly.
52. I sit at my desk ready to start my work.

- 53. I start my work quietly.
- 54. I am able to ask for help when I am stuck.
- 55. I can wait my turn patiently when the teacher is busy.
- 56. I manage in class with little support from my teacher.
- 57. I can concentrate at a task until it is finished.
- 58. I am trusted to do job outside of class.
- 59. I present my work neatly.
- 60. I can co-operate on a class project if asked to.
- 61. I am getting better at making good choices when I am upset.
- 62. I don't let the behaviour of other boys affect my choices in class.
- 63. I am good at handling changeovers.
- 64. I am good at coping with a change in my routine.
- 65. I can listen to and follow instructions in class.
- 66. I can go to class and leave at the right time.

5. How well do you manage outside of school?


- 67. I stick to my leave agreements.
- 68. I can travel without adult supervision.
- 69. I keep out of trouble when I'm outside of school.
- 70. I can managed unsupervised activities.


ST. PHILIP'S SCHOOL


PROGRESS AND ACTION RECORD


Barry Oliver


Senior 3


Cross Curricular	Current Targets	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
English 	<p>To read and understand a piece of prose, The Parsley Garden.</p> <p>To discuss and exchange ideas in class relating to the text.</p>	<p>To produce an Imaginative Response in a piece of writing.</p> <p>To display familiarity with the text and refer on two occasions to relevant areas of the text.</p>	<p>Expected to complete by 04.10.01</p> <p>As above.</p>	<p>Barry made a positive start to his Standard Grade English course and works very well in class producing neat and tidy work. However, of late he has had difficulty when entering class and simultaneously listening to instructions.</p>	<p>To attempt a reading and comprehension past paper – English for Standard Grade at Foundation Level.</p> <p>To achieve a reasonable level of achievement.</p>

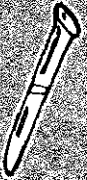
Cross Curricular	Current Targets	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Maths 	<p>To complete Learning Outcomes 3 and 4 of Using Maths 1</p>	<p>To complete the assessments for units.</p>	<p>Working on LO4.</p>	<p>Barry started the term very well and completed all the class work set. His work rate, however, in recent weeks has deteriorated and his progress has slowed down. His behaviour is generally good but he has become louder in class.</p>	<p>To complete Outcomes 1 and 2 of Using Maths 1.</p>


Cross Curricular	Current Targets	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
PSD 	<p>1. When given directions or told 'No' to respond in a more appropriate manner.</p>	<p>Improved response in class and unit noted by staff.</p>	<p>Ongoing.</p>	<p>Getting on well in unit and in general in class. Has reasonable interpersonal skills with peers and adults.</p>	<p>1. Work towards achieving top Junior status.</p> <p>2. Continue working for Standard Grade.</p>


Subject	Current Targets	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Computing 	<p>Commencement of work for Standard Grade.</p> <p>Completion of two pieces of practical abilities coursework.</p>	<p>Practical Abilities aspect of course began.</p> <p>Two pieces of coursework completed by end of September.</p>	<p>Working towards.</p> <p>Working towards.</p>	<p>Barry is making satisfactory, steady progress with the Standard Grade Course. He works very well and his knowledge of ClarisWorks is improving on a regular basis.</p>	<p>Knowledge of the varied uses of technology in industry and commerce.</p> <p>Two more pieces if coursework for Standard Grade.</p>


Subject	Current Targets	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
PE 	<p>1. To demonstrate knowledge of all multi-gym equipment.</p> <p>2. To create and follow an individual programme.</p>	<p>1. To complete all sections of the multi-gym assessment sheet.</p> <p>2. To show progress in both fitness and strength.</p>	<p>Barry is making reasonable progress in both targets and should complete them by October week.</p>	<p>Barry started the term by applying himself to the multi-gym only when in the spotlight, however, the past few weeks has seen an improvement in attitude and work rate. Keep it up.</p>	<p>1. To engage in badminton and develop his practical skills.</p> <p>2. To achieve SQA Module by end of Christmas 2001.</p>

Subject	Current Targets	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Art 	<p>1. To complete critical activity for Standard Grade/Higher Still.</p> <p>2. To keep up drawing skills.</p>	<p>1. Barry will complete two essays. One essay will compare two contrasting artists and the other will compare two contrasting designers.</p> <p>2. Barry will practice drawing and painting skills for the expressive exam.</p>	<p>Work in progress.</p> <p>Work in progress.</p>	<p>Barry has been working well and has already completed his design unit for Standard Grade. He will have to work a bit harder and faster in order to complete his critical essays by January.</p>	<p>To complete design critical activity.</p> <p>To complete expressive critical activity.</p> <p>To show skills in drawing and painting.</p>

Subject	Current Targets	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Science 	Barry should complete Environments II before 10.10.01. He should also have produced first draft of an Investigation by the same date.	<p>All worksheets completed and end of unit test finished.</p> <p>First draft to be handed in and corrected.</p>	Barry has not completed Environments I and is unlikely to complete Environments II.	Barry is making very little progress towards his targets. He has some interest in practical work but is reluctant to do any written work. He is not hitting his targets and his attitude to work is poor. He will need to make a big change in approach if he wants to pass the Standard Grade exam in May.	Barry should complete Environments I to III before Christmas.

Subject	Current Targets	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Technical 	To design and build a chosen toy dolls house	Dolls house made to a high standard including using initiative and finishing to a high standard.	Started but progress slow.	<p>Barry has made various projects to a good standard. His behaviour is usually good and his work rate also good.</p> <p>Lately, both have taken a turn for the worse. He seems angry and is not participating to his usual standard.</p>	<p>1. To engage for 75% of the class time.</p> <p>2. Follow instructions regarding use of tools and equipment in general.</p>

Subject	Current Targets	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Home Economics 	<p>1. Barry has begun new practical cookery session with a 'Food Around The World' topic.</p> <p>2. Barry has took part in a pizza competition.</p>	<p>1. Barry will cook all 7 dishes.</p> <p>2. Judges will taste and rate the pizza.</p>	<p>1. Unit completed by 08.10.01.</p> <p>2. Completed 10.09.01. Photographs of event will be displayed on classroom wall.</p>	Barry has successfully completed his Higher Still introduction into Food Preparation Techniques at Access 3. He achieved 1 st place in his class for overall best worker last year. Successfully hosted a barbecue and organised a summer picnic. Unfortunately, Barry has made a more negative start to this term, being openly confrontational to myself on several occasions. I am hoping Barry will correct this himself before a meeting with his keyworker and myself becomes necessary.	<p>1. Barry will cook all recipes from 'Food Around The World' project.</p> <p>2. Barry will begin a new Higher Still course.</p> <p>3. Barry will begin course in Elementary Food Hygiene.</p>

Subject	Current Targets	Success Criteria	Outcome	General Progress (including additional achievement)	Targets for next review
Social Studies CSS 	<ol style="list-style-type: none"> 1. To continue with Investigation. 2. To complete gathering information. 3. To complete Introduction and first 4 questions. 	<p>Investigation is assessed internally by class teacher and forwarded to SQA.</p>	<p>Outcome is dependent on completion (long term).</p>	<p>Barry has made little progress due to a lack of willingness to work in a consistent manner. This term has seen a decline in Barry's general behaviour. This is something he should aim to rectify if his potential is to be attained.</p>	<ol style="list-style-type: none"> 1. Barry's behaviour to improve considerably. 2. Barry's application to improve. 3. To complete gathering information, introduction and planning. 4. To complete first 6 main questions in Investigation.


ST. PHILIP'S SCHOOL


PROGRESS AND ACTION RECORD


Barry Oliver


Senior 3

27th September 2001

No art report
for Barry
(See )

Cross Curricular	Current Targets	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
English 	<p>To read and understand a piece of prose, The Parsley Garden.</p> <p>To discuss and exchange ideas in class relating to the text.</p>	<p>To produce an Imaginative Response in a piece of writing.</p> <p>To display familiarity with the text and refer on two occasions to relevant areas of the text.</p>	<p>Expected to complete by 04.10.01</p> <p>As above.</p>	<p>Barry made a positive start to his Standard Grade English course and works very well in class producing neat and tidy work. However, of late he has had difficulty when entering class and simultaneously listening to instructions.</p>	<p>To attempt a reading and comprehension past paper – English for Standard Grade at Foundation Level.</p> <p>To achieve a reasonable level of achievement.</p>

Cross Curricular	Current Targets	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Maths 	<p>To complete Learning Outcomes 3 and 4 of Using Maths 1</p>	<p>To complete the assessments for units.</p>	<p>Working on LO4.</p>	<p>Barry started the term very well and completed all the class work set. His work rate, however, in recent weeks has deteriorated and his progress has slowed down. His behaviour is generally good but he has become louder in class.</p>	<p>To complete Outcomes 1 and 2 of Using Maths 1.</p>

Cross Curricular	Current Targets	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
PSD 	<p>1. When given directions or told 'No' to respond in a more appropriate manner.</p> <p><i>Needs re-written</i></p> <p><i>DF to write over the page</i></p>	<p>Improved response in class and unit noted by staff.</p>	<p>Ongoing.</p>	<p>Getting on well in unit and in general in class. Has reasonable interpersonal skills with peers and adults.</p>	<p>1. Work towards achieving top Junior status <i>TO</i></p> <p>2. Continue working for Standard Grade. <i>(not a PSD target)</i></p>

Current targets

Barry will respond in a more appropriate manner when adults set boundaries and his behaviour

Success criteria

Barry will demonstrate an observable acceptance of the legitimate authority of adults over time and this will be noted by the class teacher.

Where Barry has what he feels is a legitimate disagreement with an adult he asks that another adult comes in to discuss the situation

Outcome


Barry has not been managing this very well lately, although there has been a slight improvement in the very recent past. Target to be adjusted


General


Barry has been getting on well in the last of late. However, there have been some concerns around his behaviour in some classes, related to the very unpleasant way he sometimes speaks to adults. This is being addressed and Barry's ^{attitude} seems to be improving.


Targets for next


1. Barry to continue to work on previous target and show sustained improvement over time.
2. Barry will work to confirm Top Times status before his next review.


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Computing 	<p>Commencement of work for Standard Grade.</p> <p>Completion of two pieces of practical abilities coursework.</p>	<p>Practical Abilities aspect of course began.</p> <p>Two pieces of coursework completed by end of September.</p>	<p>Working towards.</p> <p>Working towards.</p>	<p>Barry is making satisfactory, steady progress with the Standard Grade Course. He works very well and his knowledge of ClarisWorks is improving on a regular basis.</p>	<p>Knowledge of the varied uses of technology in industry and commerce.</p> <p>Two more pieces if coursework for Standard Grade.</p>

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PE 	<p>1. To demonstrate knowledge of all multi-gym equipment.</p> <p>2. To create and follow an individual programme.</p>	<p>1. To complete all sections of the multi-gym assessment sheet.</p> <p>2. To show progress in both fitness and strength.</p>	<p>Barry is making reasonable progress in both targets and should complete them by October week.</p>	<p>Barry started the term by applying himself to the multi-gym only when in the spotlight, however, the past few weeks has seen an improvement in attitude and work rate. Keep it up.</p>	<p>1. To engage in badminton and develop his practical skills.</p> <p>2. To achieve SQA Module by end of Christmas 2001.</p>

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Science 	<p>Barry should complete Environments II before 10.10.01. He should also have produced first draft of an Investigation by the same date.</p>	<p>All worksheets completed and end of unit test finished.</p> <p>First draft to be handed in and corrected.</p>	<p>Barry has not completed Environments I and is unlikely to complete Environments II.</p>	<p>Barry is making very little progress towards his targets. He has some interest in practical work but is reluctant to do any written work. He is not hitting his targets and his attitude to work is poor. He will need to make a big change in approach if he wants to pass the Standard Grade exam in May.</p>	<p>Barry should complete Environments I to III before Christmas.</p>

Subject	Current Targets	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Technical 	To design and build a chosen toy dolls house	Dolls house made to a high standard including using initiative and finishing to a high standard.	Started but progress slow.	Barry has made various projects to a good standard. His behaviour is usually good and his work rate also good. Lately, both have taken a turn for the worse. He seems angry and is not participating to his usual standard.	1. To engage for 75% of the class time. 2. Follow instructions regarding use of tools and equipment in general.

Subject	Current Targets	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Home Economics 	1. Barry has begun new practical cookery session with a 'Food Around The World' topic. 2. Barry has took part in a pizza competition.	1. Barry will cook all 7 dishes. 2. Judges will taste and rate the pizza.	1. Unit completed by 08.10.01. 2. Completed 10.09.01. Photographs of event will be displayed on classroom wall.	Barry has successfully completed his Higher Still introduction into Food Preparation Techniques at Access 3. He achieved 1 st place in his class for overall best worker last year, * Successfully hosted a barbecue and organised a summer picnic. Unfortunately, Barry has made a more negative start to this term, being openly confrontational to myself on several occasions. I am hoping Barry will correct this himself before a meeting with his keyworker and myself becomes necessary.	1. Barry will cook all recipes from 'Food Around The World' project. 2. Barry will begin a new Higher Still course. 3. Barry will begin course in Elementary Food Hygiene.

Subject	Current Targets	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Social Studies CSS 	<ol style="list-style-type: none"> 1. To continue with Investigation. 2. To complete gathering information. 3. To complete Introduction and first 4 questions. 	<p>Investigation is assessed internally by class teacher and forwarded to SQA.</p>	<p>Outcome is dependent on completion (long term).</p>	<p>Barry has made little progress due to a lack of willingness to work in a consistent manner. This term has seen a decline in Barry's general behaviour. This is something he should aim to rectify if his potential is to be attained.</p>	<ol style="list-style-type: none"> 1. Barry's behaviour to improve considerably. 2. Barry's application to improve. 3. To complete gathering information, introduction and planning. 4. To complete first 6 main questions in Investigation.


ST. PHILIP'S SCHOOL


PROGRESS AND ACTION RECORD


Barry Oliver


Senior 3


27th September 2001


Cross Curricular	Current Targets	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
English 	<p>To read and understand a piece of prose, The Parsley Garden.</p> <p>To discuss and exchange ideas in class relating to the text.</p>	<p>To produce an Imaginative Response in a piece of writing.</p> <p>To display familiarity with the text and refer on two occasions to relevant areas of the text.</p>	<p>Expected to complete by 04.10.01</p> <p>As above.</p>	<p>Barry made a positive start to his Standard Grade English course and works very well in class producing neat and tidy work. However, of late he has had difficulty when entering class and simultaneously listening to instructions.</p>	<p>To attempt a reading and comprehension past paper – English for Standard Grade at Foundation Level.</p> <p>To achieve a reasonable level of achievement.</p>


Cross Curricular	Current Targets	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Maths 	<p>To complete Learning Outcomes 3 and 4 of Using Maths 1</p>	<p>To complete the assessments for units.</p>	<p>Working on LO4.</p>	<p>Barry started the term very well and completed all the class work set. His work rate, however, in recent weeks has deteriorated and his progress has slowed down. His behaviour is generally good but he has become louder in class.</p>	<p>To complete Outcomes 1 and 2 of Using Maths 1.</p>


Cross Curricular	Current Targets	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Computing 	<p>Commencement of work for Standard Grade.</p> <p>Completion of two pieces of practical abilities coursework.</p>	<p>Practical Abilities aspect of course began.</p> <p>Two pieces of coursework completed by end of September.</p>	<p>Working towards.</p> <p>Working towards.</p>	<p>Barry is making satisfactory, steady progress with the Standard Grade Course. He works very well and his knowledge of ClarisWorks is improving on a regular basis.</p>	<p>Knowledge of the varied uses of technology in industry and commerce.</p> <p>Two more pieces of coursework for Standard Grade.</p>


Cross Curricular	Current Targets	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
PE 	1. To demonstrate knowledge of all multi-gym equipment. 2. To create and follow an individual programme.	1. To complete all sections of the multi-gym assessment sheet. 2. To show progress in both fitness and strength.	Barry is making reasonable progress in both targets and should complete them by October week.	Barry started the term by applying himself to the multi-gym only when in the spotlight, however, the past few weeks has seen an improvement in attitude and work rate. Keep it up.	1. To engage in badminton and develop his practical skills. 2. To achieve SQA module by end of Christmas 2001.

Cross Curricular	Current Targets	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Science 	Barry should complete Environments II before 10.10.01. He should also have produced first draft of an Investigation by the same date.	All worksheets completed and end of unit test finished. First draft to be handed in and corrected.	Barry has not completed Environments I and is unlikely to complete Environments II.	Barry is making very little progress towards his targets. He has some interest in practical work but is reluctant to do any written work. He is not hitting his targets and his attitude to work is poor. He will need to make a big change in approach if he wants to pass the Standard Grade exam in May.	Barry should complete Environments I to III before Christmas.

Cross Curricular	Current Targets	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Technical 	To design and build a chosen toy dolls house	Dolls house made to a high standard including using initiative and finishing to a high standard.	Started but progress slow.	Barry has made various projects to a good standard. His behaviour is usually good and his work rate also good. Lately both have taken a turn for the worse. He seems angry and is not participating to his usual standard.	1. To engage for 75% of the class time. 2. Follow instructions regarding use of tools and equipment in general.

Cross Curricular	Current Targets	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Home Economics 	1. Barry has begun new practical cookery session with a 'Food Around The World' topic. 2. Barry has took part in a pizza competition.	1. Barry will cook all 7 dishes. 2. Judges will taste and rate the pizza.	1. Unit completed by 08.10.01. 2. Completed 10.09.01. Photographs of event will be displayed on classroom wall.	Barry has successfully completed his Higher Still introduction into Food Preparation Techniques at Access 3. He achieved 1 st place in his class for overall best worker last year. Successfully hosted a barbecue and organised a summer picnic. Unfortunately, Barry has made a more negative start to this term, being openly confrontational to myself on several occasions. I am hoping Barry will correct this himself before a meeting with his keyworker and myself becomes necessary.	1. Barry will cook all recipes from 'Food Around The World' project. 2. Barry will begin a new Higher Still course. 3. Barry will begin course in Elementary Food Hygiene.


Cross Curricular	Current Targets	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Social Studies CSS 	1. To continue with Investigation. 2. To complete gathering information. 3. To complete Introduction and first 4 questions.	Investigation is assessed internally by class teacher and forwarded to SQA.	Outcome is dependent on completion (long term).	Barry has made little progress due to a lack of willingness to work in a consistent manner. This term has seen a decline in Barry's general behaviour. This is something he should aim to rectify if his potential is to be attained.	1. Barry's behaviour to improve considerably. 2. Barry's application to improve. 3. To complete gathering information, introduction and planning. 4. To complete first 6 main questions in Investigation.


Cross Curricular	Current Targets	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
<p>PSD</p> 	<p>1. When given directions or told 'No' to respond in a more appropriate manner.</p>	<p>Improved response in class and unit noted by staff.</p>	<p>Ongoing.</p>	<p>Getting on well in unit and in general in class. Has reasonable interpersonal skills with peers and adults.</p>	<p>1. Work towards achieving top Junior status.</p> <p>2. Continue working for Standard Grade.</p>


ST. PHILIP'S SCHOOL


PROGRESS AND ACTION RECORD


Barry Oliver


Cross Curricular	Current Targets ()	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
English 	<p>To develop the use of conjunctions in complex sentences.</p> <p>To check spelling carefully.</p>	Evidence produced in class work.	<p>Refused to complete module.</p> <p>Now working in basic skills.</p>	Barry's attitude and work rate has been erratic and he has not made the progress of which he is capable.	To develop a more mature attitude and increased concentration.


Cross Curricular	Current Targets (06.02.01)	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Maths 	<p>Complete the work for Maths 1 module.</p> <p>Continue with S3 Standard Grade Work.</p>	<p>Pass all assessments for maths module 1.</p> <p>Pass the next assessment of S3 course.</p>	<p>All assessments to be completed by end of May.</p>	<p>Barry has decent basic skills but is only prepared to do the minimum of work.</p> <p>He is coping well at foundation level. His behaviour and attendance are good.</p>	To complete the first section of using Maths 1 of Access 3.


Cross Curricular	Current Targets (07.02.01)	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Computing 	<ol style="list-style-type: none"> 1. Basic awareness of AppleMac and applications. 2. Understanding of Keyboard and basic word processing. 3. Completion of SQA Keyboard Module. 	Familiarity of programs, Keyboard and basic word processing.		Barry is making steady progress with the coursework and has almost completed the Module. His attendance is good and his behaviour and attitude are satisfactory	


Cross Curricular	Current Targets ()	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
PE 	To improve current level of skills in football and basketball.	Uses more appropriate communication to team mates. Tries to pass the ball and move to receive pass.	Made reasonable progress. Made reasonable progress.	Barry has fairly good individual skills in football and in basketball but often chooses to dribble rather than include others in play.	To engage in both Tennis and Table Tennis during the coming term and learn rules and stroke play in both sports.


Cross Curricular	Current Targets ()	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Art 	To use line and shape in an expressive drawing. To use tone and texture in an expressive drawing.	Barry will draw fruit and veg in the form of still life. Barry will explore tone and texture using pencil.	Work in progress. Work in progress.	Barry has particular ability in Art and Design and has shown an excellent quality in his drawing skills. I am excited about seeing his finished still life drawing.	To have completed on expressive still life drawing and line drawing in pencil by the summer holiday.

Cross Curricular	Current Targets ()	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Science 	Barry has just started "A Study of Environments" and should complete Parts I and II before the Summer Holidays.	Both units complete and revision exercise attempted.	Completed by summer.	Barry has made good progress through practical techniques and hopefully will try a bit harder at recording information.	Barry should have completed course environment.

Cross Curricular	Current Targets ()	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Technical 	To take on board and finish a piece of class work, current model car.	Car finished including time taken to apply a high quality painted surface.	Working towards completion.	Is capable and keen to do practical work but only on terms which does cause problems	Complete the frame construction to the foot stool.

Cross Curricular	Current Targets (07.02.01)	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Home Economics 	To learn new food preparation techniques. To work more on own initiative.	By using correct methodology during practical cookery lessons.	Pass all outcomes on Higher Still course at Access 3	Barry generally works to a high standard. He can sometimes be vocal if he does not like named recipe.	To continue to work to a high standard. To accept he may not like every recipe.

Cross Curricular	Current Targets ()	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
Social Studies CSS 	To continue with his investigation into drugs. This is a long term target.	This investigation is assessed internally by class teacher and forwarded to SQA.	Incomplete.	Due to a reluctance to work with any consistency Barry has made little progress and this has been disappointing. Generally speaking, his behaviour in class has been unreasonable.	To work with consistency. To continue working on his investigation into drugs.

Cross Curricular	Current Targets ()	Success Criteria	Outcome	General Progress (Including additional achievement)	Targets for next Review
<p data-bbox="107 196 197 228">P.S.D.</p> 	<p data-bbox="275 228 539 260">In on time from leave.</p> <p data-bbox="275 331 528 395">Refrain from alcohol and drugs.</p>	<p data-bbox="595 228 931 292">Manages to come to class 4 out of 5 days.</p> <p data-bbox="595 331 931 427">Check with mum and social worker re. behaviour over weekend.</p>	<p data-bbox="954 228 1088 323">Good progress to date.</p>	<p data-bbox="1122 228 1503 260">Making steady progress in Unit.</p> <p data-bbox="1122 323 1715 387">Attitude to class work erratic and generally agreed as working below potential.</p>	<p data-bbox="1760 228 2040 292">Improvement of school performance.</p> <p data-bbox="1760 323 2029 387">Mid week home leave achieved.</p>

L



St. Philip's School Education Report

NAME BARRY OLIVER

CLASS INTER 3

DATE 01.11.00



St. Philip's School Education Report

NAME BARRY OLIVER

SUBJECT ENGLISH

DATE 31/10/00

CLASS INTER 3

TYPE OF COURSE 5-14 St. Grade SQA Module

LEVEL OF COURSE F G C

PROGRESS	PERFORMING WELL IN ALL ASPECTS OF THE COURSE AT THIS LEVEL	<input type="checkbox"/>
	PROGRESSING COMPETENTLY AT THIS LEVEL	<input checked="" type="checkbox"/>
	FINDING PARTS OF THE COURSE DIFFICULT AT THIS LEVEL	<input type="checkbox"/>

PRESENTATION OF WORK	CAREFULLY DONE AND WELL PRESENTED	<input type="checkbox"/>
	CAN BE CARELESS / UNTIDY	<input checked="" type="checkbox"/>
	GENERALLY POORLY PRESENTED	<input type="checkbox"/>

ATTITUDE TO CLASSWORK	
WORKS WELL IN CLASS WITHOUT PROMPTING	<input type="checkbox"/>
NEEDS OCCASIONAL ENCOURAGEMENT TO WORK	<input checked="" type="checkbox"/>
WORKS ONLY WHEN CONSTANTLY SUPERVISED	<input type="checkbox"/>

BEHAVIOUR	
WELL BEHAVED	<input type="checkbox"/>
EASILY DISTRACTED	<input checked="" type="checkbox"/>
OFTEN DISTRACTS OTHERS	<input type="checkbox"/>
CAN BE DISRUPTIVE	<input type="checkbox"/>

HOMEWORK	
SATISFACTORY	<input type="checkbox"/>
NEEDS IMPROVEMENT	<input type="checkbox"/>
RARELY ATTEMPTED	<input type="checkbox"/>

RELATIONSHIPS WITH OTHERS	STAFF	PEERS
ALWAYS COOPERATES WITH	<input type="checkbox"/>	<input type="checkbox"/>
WORKS WELL WITH	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HAS DIFFICULTY WITH	<input type="checkbox"/>	<input type="checkbox"/>

ATTENDANCE Possible 34 Actual 32

NEXT STEPS
At the beginning of term, it took Barry some time to settle, but he is now working well on SQA Skillstart Communication and his next step is to complete Learning Outcome 1.

Signature:



St. Philip's School Education Report

NAME Barry Oliver

SUBJECT Maths

DATE 01.11.00

CLASS Inter 3

TYPE OF COURSE 5-14 St. Grade SQA Module

LEVEL OF COURSE F G C

PROGRESS	PERFORMING WELL IN ALL ASPECTS OF THE COURSE AT THIS LEVEL	<input checked="" type="checkbox"/>
	PROGRESSING COMPETENTLY AT THIS LEVEL	<input type="checkbox"/>
	FINDING PARTS OF THE COURSE DIFFICULT AT THIS LEVEL	<input type="checkbox"/>

PRESENTATION OF WORK	CAREFULLY DONE AND WELL PRESENTED	<input checked="" type="checkbox"/>
	CAN BE CARELESS / UNTIDY	<input type="checkbox"/>
	GENERALLY POORLY PRESENTED	<input type="checkbox"/>

ATTITUDE TO CLASSWORK	
WORKS WELL IN CLASS WITHOUT PROMPTING	<input checked="" type="checkbox"/>
NEEDS OCCASIONAL ENCOURAGEMENT TO WORK	<input type="checkbox"/>
WORKS ONLY WHEN CONSTANTLY SUPERVISED	<input type="checkbox"/>

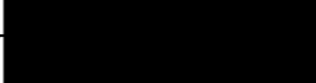
BEHAVIOUR	
WELL BEHAVED	<input checked="" type="checkbox"/>
EASILY DISTRACTED	<input type="checkbox"/>
OFTEN DISTRACTS OTHERS	<input type="checkbox"/>
CAN BE DISRUPTIVE	<input type="checkbox"/>

HOMEWORK	
SATISFACTORY	<input type="checkbox"/>
NEEDS IMPROVEMENT	<input type="checkbox"/>
RARELY ATTEMPTED	<input type="checkbox"/>

RELATIONSHIPS WITH OTHERS	STAFF	PEERS
	ALWAYS COOPERATES WITH	<input checked="" type="checkbox"/>
WORKS WELL WITH	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HAS DIFFICULTY WITH	<input type="checkbox"/>	<input type="checkbox"/>

ATTENDANCE Possible 25 Actual 23

COMMENT
Barry is coping well at Foundation Level. He works well and attempts all tasks set. His behaviour and manner in class are excellent. If he maintains this positive attitude he will do well.

Signature: 



St. Philip's School Education Report

NAME BARRY OLIVER

SUBJECT SCIENCE

DATE 11\11\2000

CLASS INTER 3

TYPE OF COURSE 5-14 St. Grade SQA Module

LEVEL OF COURSE F G C

PROGRESS	PERFORMING WELL IN ALL ASPECTS OF THE COURSE AT THIS LEVEL	<input type="checkbox"/>
	PROGRESSING COMPETENTLY AT THIS LEVEL	<input checked="" type="checkbox"/>
	FINDING PARTS OF THE COURSE DIFFICULT AT THIS LEVEL	<input type="checkbox"/>

PRESENTATION OF WORK	CAREFULLY DONE AND WELL PRESENTED	<input type="checkbox"/>
	CAN BE CARELESS / UNTIDY	<input checked="" type="checkbox"/>
	GENERALLY POORLY PRESENTED	<input type="checkbox"/>

ATTITUDE TO CLASSWORK	
WORKS WELL IN CLASS WITHOUT PROMPTING	<input type="checkbox"/>
NEEDS OCCASIONAL ENCOURAGEMENT TO WORK	<input checked="" type="checkbox"/>
WORKS ONLY WHEN CONSTANTLY SUPERVISED	<input type="checkbox"/>

BEHAVIOUR	
WELL BEHAVED	<input type="checkbox"/>
EASILY DISTRACTED	<input checked="" type="checkbox"/>
OFTEN DISTRACTS OTHERS	<input type="checkbox"/>
CAN BE DISRUPTIVE	<input type="checkbox"/>

HOMEWORK	
SATISFACTORY	<input type="checkbox"/>
NEEDS IMPROVEMENT	<input type="checkbox"/>
RARELY ATTEMPTED	<input type="checkbox"/>

RELATIONSHIPS WITH OTHERS	STAFF	PEERS
ALWAYS COOPERATES WITH	<input type="checkbox"/>	<input type="checkbox"/>
WORKS WELL WITH	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HAS DIFFICULTY WITH	<input type="checkbox"/>	<input type="checkbox"/>

ATTENDANCE Possible 15 Actual 15

NEXT STEPS

To complete the topic Healthy and Safe Living as part of the Standard Grade Science course before Christmas. and then make a start on the practical abilities test in the New Year.

Signature _____





St. Philip's School Education Report

NAME Barry Oliver

SUBJECT Computer Studies

DATE 27.10.00

CLASS Inter 3

TYPE OF COURSE 5-14 St. Grade SQA Module

LEVEL OF COURSE F G C

PROGRESS	PERFORMING WELL IN ALL ASPECTS OF THE COURSE AT THIS LEVEL	<input type="checkbox"/>
	PROGRESSING COMPETENTLY AT THIS LEVEL	<input checked="" type="checkbox"/>
	FINDING PARTS OF THE COURSE DIFFICULT AT THIS LEVEL	<input type="checkbox"/>

PRESENTATION OF WORK	CAREFULLY DONE AND WELL PRESENTED	<input checked="" type="checkbox"/>
	CAN BE CARELESS / UNTIDY	<input type="checkbox"/>
	GENERALLY POORLY PRESENTED	<input type="checkbox"/>

ATTITUDE TO CLASSWORK	
WORKS WELL IN CLASS WITHOUT PROMPTING	<input type="checkbox"/>
NEEDS OCCASIONAL ENCOURAGEMENT TO WORK	<input checked="" type="checkbox"/>
WORKS ONLY WHEN CONSTANTLY SUPERVISED	<input type="checkbox"/>

BEHAVIOUR	
WELL BEHAVED	<input checked="" type="checkbox"/>
EASILY DISTRACTED	<input type="checkbox"/>
OFTEN DISTRACTS OTHERS	<input type="checkbox"/>
CAN BE DISRUPTIVE	<input type="checkbox"/>

HOMEWORK	
SATISFACTORY	<input type="checkbox"/>
NEEDS IMPROVEMENT	<input type="checkbox"/>
RARELY ATTEMPTED	<input type="checkbox"/>

RELATIONSHIPS WITH OTHERS	STAFF	PEERS
ALWAYS COOPERATES WITH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
WORKS WELL WITH	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HAS DIFFICULTY WITH	<input type="checkbox"/>	<input type="checkbox"/>

ATTENDANCE Possible 18 Actual 15

NEXT STEPS
Barry is currently working through SQA Module: Using A Keyboard in preparation for the Standard Grade Computing Course. His attendance has been excellent which has ensured continuity and progression in his work. His behaviour and attitude and application to work are very good.

Signature: _____



St. Philip's School Education Report

NAME B.OLIVER

SUBJECT CONT.SOCIAL STUDIES

DATE 30.10.00

CLASS INTER 3

TYPE OF COURSE 5-14

St.Grade

SQA Module

LEVEL OF COURSE

F G C

PROGRESS	PERFORMING WELL IN ALL ASPECTS OF THE COURSE AT THIS LEVEL	<input type="checkbox"/>
	PROGRESSING COMPETENTLY AT THIS LEVEL	<input type="checkbox"/>
	FINDING PARTS OF THE COURSE DIFFICULT AT THIS LEVEL	<input checked="" type="checkbox"/>

PRESENTATION OF WORK	CAREFULLY DONE AND WELL PRESENTED	<input type="checkbox"/>
	CAN BE CARELESS / UNTIDY	<input checked="" type="checkbox"/>
	GENERALLY POORLY PRESENTED	<input type="checkbox"/>

ATTITUDE TO CLASSWORK	
WORKS WELL IN CLASS WITHOUT PROMPTING	<input type="checkbox"/>
NEEDS OCCASIONAL ENCOURAGEMENT TO WORK	<input type="checkbox"/>
WORKS ONLY WHEN CONSTANTLY SUPERVISED	<input checked="" type="checkbox"/>

BEHAVIOUR	
WELL BEHAVED	<input type="checkbox"/>
EASILY DISTRACTED	<input checked="" type="checkbox"/>
OFTEN DISTRACTS OTHERS	<input type="checkbox"/>
CAN BE DISRUPTIVE	<input type="checkbox"/>

HOMEWORK	
SATISFACTORY	<input type="checkbox"/>
NEEDS IMPROVEMENT	<input type="checkbox"/>
RARELY ATTEMPTED	<input checked="" type="checkbox"/>

RELATIONSHIPS WITH OTHERS	STAFF	PEERS
ALWAYS COOPERATES WITH	<input type="checkbox"/>	<input type="checkbox"/>
WORKS WELL WITH	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HAS DIFFICULTY WITH	<input type="checkbox"/>	<input type="checkbox"/>

ATTENDANCE Possible Actual

NEXT STEPS
 Currently Barry is currently working on an investigation as part of his 3rd year Contemporary Social Studies Standard Grade course but making only slow progress due to a reluctance to work with any consistency. He will continue with the investigation next term. Throughout last term Barry's behaviour was good and I hope he can sustain this while working next term.

Signature: _____



St. Philip's School Education Report

NAME Barry Oliver

SUBJECT Music and Drama

DATE 31.10.00

CLASS Inter 3

TYPE OF COURSE 5-14 St. Grade SQA Module

LEVEL OF COURSE F G C

PROGRESS	PERFORMING WELL IN ALL ASPECTS OF THE COURSE AT THIS LEVEL	<input type="checkbox"/>
	PROGRESSING COMPETENTLY AT THIS LEVEL	<input checked="" type="checkbox"/>
	FINDING PARTS OF THE COURSE DIFFICULT AT THIS LEVEL	<input type="checkbox"/>

PRESENTATION OF WORK	CAREFULLY DONE AND WELL PRESENTED	<input type="checkbox"/>
	CAN BE CARELESS / UNTIDY	<input type="checkbox"/>
	GENERALLY POORLY PRESENTED	<input type="checkbox"/>

ATTITUDE TO CLASSWORK	
WORKS WELL IN CLASS WITHOUT PROMPTING	<input type="checkbox"/>
NEEDS OCCASIONAL ENCOURAGEMENT TO WORK	<input checked="" type="checkbox"/>
WORKS ONLY WHEN CONSTANTLY SUPERVISED	<input type="checkbox"/>

BEHAVIOUR	
WELL BEHAVED	<input checked="" type="checkbox"/>
EASILY DISTRACTED	<input type="checkbox"/>
OFTEN DISTRACTS OTHERS	<input type="checkbox"/>
CAN BE DISRUPTIVE	<input type="checkbox"/>

HOMEWORK	
SATISFACTORY	<input type="checkbox"/>
NEEDS IMPROVEMENT	<input type="checkbox"/>
RARELY ATTEMPTED	<input type="checkbox"/>

RELATIONSHIPS WITH OTHERS	STAFF	PEERS
ALWAYS COOPERATES WITH	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
WORKS WELL WITH	<input type="checkbox"/>	<input type="checkbox"/>
HAS DIFFICULTY WITH	<input type="checkbox"/>	<input type="checkbox"/>

ATTENDANCE Possible Actual

COMMENT
Barry has settled well in class and will be working on an induction unit and learning outcomes related to Scotvec Creative Drama 1. He will also be given the opportunity to develop basic Keyboard skills. Barry is a very likeable pleasant boy who has a positive attitude to work.

Signature:



St. Philip's School Education Report

NAME Barry Oliver

SUBJECT P.E. - Trampolining

DATE 30/10/00

CLASS Inter 3

TYPE OF COURSE 5-14 St. Grade SQA Module

LEVEL OF COURSE F G C

PROGRESS OF PERFORMANCE	PERFORMING WELL IN ALL ASPECTS OF THE COURSE AT THIS LEVEL	<input checked="" type="checkbox"/>
	PROGRESSING COMPETENTLY AT THIS LEVEL	<input type="checkbox"/>
	FINDING PARTS OF THE COURSE DIFFICULT AT THIS LEVEL	<input type="checkbox"/>

PROGRESS OF KNOWLEDGE & UNDERSTANDING	PERFORMING WELL IN ALL ASPECTS OF THE COURSE AT THIS LEVEL	<input checked="" type="checkbox"/>
	PROGRESSING COMPETENTLY AT THIS LEVEL	<input type="checkbox"/>
	FINDING PARTS OF THE COURSE DIFFICULT AT THIS LEVEL	<input type="checkbox"/>

ATTITUDE TO CLASSWORK	
WORKS WELL IN CLASS WITHOUT PROMPTING	<input checked="" type="checkbox"/>
NEEDS OCCASIONAL ENCOURAGEMENT TO WORK	<input type="checkbox"/>
WORKS ONLY WHEN CONSTANTLY SUPERVISED	<input type="checkbox"/>

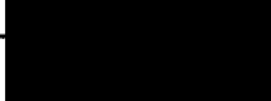
BEHAVIOUR	
WELL BEHAVED	<input checked="" type="checkbox"/>
EASILY DISTRACTED	<input type="checkbox"/>
OFTEN DISTRACTS OTHERS	<input type="checkbox"/>
CAN BE DISRUPTIVE	<input type="checkbox"/>

MANAGEMENT OF EQUIPMENT	
HIGH LEVEL OF CARE	<input checked="" type="checkbox"/>
SATISFACTORY	<input type="checkbox"/>
NEEDS IMPROVEMENT	<input type="checkbox"/>

RELATIONSHIPS WITH OTHERS	STAFF	PEERS
ALWAYS COOPERATES WITH	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
WORKS WELL WITH	<input type="checkbox"/>	<input type="checkbox"/>
HAS DIFFICULTY WITH	<input type="checkbox"/>	<input type="checkbox"/>

ATTENDANCE Possible 6 Actual 6

NEXT STEPS
Barry made very good progress last term and was a pleasure to have in class. This coming term he will be working in the Multi-gym .

Signature: 



St. Philip's School Education Report

NAME Barry Oliver

SUBJECT Home Economics

DATE 01.11.00

CLASS Inter 3

TYPE OF COURSE 5-14 St. Grade SQA Module

LEVEL OF COURSE F G C

PROGRESS	PERFORMING WELL IN ALL ASPECTS OF THE COURSE AT THIS LEVEL	<input checked="" type="checkbox"/>
	PROGRESSING COMPETENTLY AT THIS LEVEL	<input type="checkbox"/>
	FINDING PARTS OF THE COURSE DIFFICULT AT THIS LEVEL	<input type="checkbox"/>

PRESENTATION OF WORK	CAREFULLY DONE AND WELL PRESENTED	<input checked="" type="checkbox"/>
	CAN BE CARELESS / UNTIDY	<input type="checkbox"/>
	GENERALLY POORLY PRESENTED	<input type="checkbox"/>

ATTITUDE TO CLASSWORK	
WORKS WELL IN CLASS WITHOUT PROMPTING	<input type="checkbox"/>
NEEDS OCCASIONAL ENCOURAGEMENT TO WORK	<input checked="" type="checkbox"/>
WORKS ONLY WHEN CONSTANTLY SUPERVISED	<input type="checkbox"/>

BEHAVIOUR	
WELL BEHAVED	<input checked="" type="checkbox"/>
EASILY DISTRACTED	<input type="checkbox"/>
OFTEN DISTRACTS OTHERS	<input type="checkbox"/>
CAN BE DISRUPTIVE	<input type="checkbox"/>

HOMEWORK	
SATISFACTORY	<input checked="" type="checkbox"/>
NEEDS IMPROVEMENT	<input type="checkbox"/>
RARELY ATTEMPTED	<input type="checkbox"/>

RELATIONSHIPS WITH OTHERS	STAFF	PEERS
ALWAYS COOPERATES WITH	<input type="checkbox"/>	<input type="checkbox"/>
WORKS WELL WITH	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HAS DIFFICULTY WITH	<input type="checkbox"/>	<input type="checkbox"/>

ATTENDANCE Possible Actual

COMMENT
Barry's next steps are to develop new skills in his 'Introduction to Food Preparation Techniques' Access 3, Higher Still.

Signature: _____



St. Philip's School Education Report

NAME Barry Oliver

SUBJECT Technical

DATE 31.10.00

CLASS Inter 3

TYPE OF COURSE

5-14

St. Grade

SQA Module

LEVEL OF COURSE

D

F G C

PROGRESS	PERFORMING WELL IN ALL ASPECTS OF THE COURSE AT THIS LEVEL	<input type="checkbox"/>
	PROGRESSING COMPETENTLY AT THIS LEVEL	<input checked="" type="checkbox"/>
	FINDING PARTS OF THE COURSE DIFFICULT AT THIS LEVEL	<input type="checkbox"/>

PRESENTATION OF WORK	CAREFULLY DONE AND WELL PRESENTED	<input type="checkbox"/>
	CAN BE CARELESS / UNTIDY	<input type="checkbox"/>
	GENERALLY POORLY PRESENTED	<input type="checkbox"/>

ATTITUDE TO CLASSWORK	
WORKS WELL IN CLASS WITHOUT PROMPTING	<input type="checkbox"/>
NEEDS OCCASIONAL ENCOURAGEMENT TO WORK	<input checked="" type="checkbox"/>
WORKS ONLY WHEN CONSTANTLY SUPERVISED	<input type="checkbox"/>

BEHAVIOUR	
WELL BEHAVED	<input checked="" type="checkbox"/>
EASILY DISTRACTED	<input type="checkbox"/>
OFTEN DISTRACTS OTHERS	<input type="checkbox"/>
CAN BE DISRUPTIVE	<input type="checkbox"/>

HOMEWORK	
SATISFACTORY	<input type="checkbox"/>
NEEDS IMPROVEMENT	<input type="checkbox"/>
RARELY ATTEMPTED	<input type="checkbox"/>

RELATIONSHIPS WITH OTHERS	STAFF	PEERS
ALWAYS COOPERATES WITH	<input type="checkbox"/>	<input type="checkbox"/>
WORKS WELL WITH	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HAS DIFFICULTY WITH	<input type="checkbox"/>	<input type="checkbox"/>

ATTENDANCE Possible 14 Actual 12

COMMENT
To finish his stool bank - has done this to a good standard, needs to stop and listen as he has ability but tends to go with his first idea instead of working this out first - good progress in general - well done.

Signature: _____



St. Philip's School Education Report

NAME Barry Oliver

SUBJECT Art and Design

DATE 01.11.00

CLASS Inter 3

TYPE OF COURSE 5-14 St. Grade SQA Module

LEVEL OF COURSE F G C

PROGRESS	PERFORMING WELL IN ALL ASPECTS OF THE COURSE AT THIS LEVEL	<input checked="" type="checkbox"/>
	PROGRESSING COMPETENTLY AT THIS LEVEL	<input type="checkbox"/>
	FINDING PARTS OF THE COURSE DIFFICULT AT THIS LEVEL	<input type="checkbox"/>

PRESENTATION OF WORK	CAREFULLY DONE AND WELL PRESENTED	<input checked="" type="checkbox"/>
	CAN BE CARELESS / UNTIDY	<input type="checkbox"/>
	GENERALLY POORLY PRESENTED	<input type="checkbox"/>

ATTITUDE TO CLASSWORK	
WORKS WELL IN CLASS WITHOUT PROMPTING	<input checked="" type="checkbox"/>
NEEDS OCCASIONAL ENCOURAGEMENT TO WORK	<input type="checkbox"/>
WORKS ONLY WHEN CONSTANTLY SUPERVISED	<input type="checkbox"/>

BEHAVIOUR	
WELL BEHAVED	<input checked="" type="checkbox"/>
EASILY DISTRACTED	<input type="checkbox"/>
OFTEN DISTRACTS OTHERS	<input type="checkbox"/>
CAN BE DISRUPTIVE	<input type="checkbox"/>

HOMEWORK	
SATISFACTORY	<input type="checkbox"/>
NEEDS IMPROVEMENT	<input type="checkbox"/>
RARELY ATTEMPTED	<input type="checkbox"/>

RELATIONSHIPS WITH OTHERS	STAFF	PEERS
ALWAYS COOPERATES WITH	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
WORKS WELL WITH	<input type="checkbox"/>	<input type="checkbox"/>
HAS DIFFICULTY WITH	<input type="checkbox"/>	<input type="checkbox"/>

ATTENDANCE Possible Actual

COMMENT
Barry is progressing well and is showing potential. He has very good drawing skills and will be working further on this up to Christmas to complete his design unit.

Signature: 

Barrie Oliver

D.O.B. 29.04.88

"Barrie"

D.O.A. 24.08.00

Barrie's mum and dad split up when he was 3 yrs old

He first became involved with S.W. Dept in '76 due to behaviour at home and in the community

May '98 Barrie excluded from Newcastle High indefinitely.

Nov '98 Barrie's mum asked for him to be accommodated by local authority. Accommodated at Gorebridge Close Support Unit then Midfield YPC where he remained til Jan '99

Jan '99 Wellington school residential.

Dec '99 Day pupil at Wellington school.

Jan '00 Barrie involved in offending, school attendance deteriorating

Aug '00 Barrie admitted to St Philip's

LOCAL AUTHORITY: MIDLOTHIAN

UNIT: Lochailort **UNIT STATUS:** JUNIOR **LEGAL STATUS:** 70(3)ca

NAME: BARRY OLIVER
ADDRESS:
52 FIFTH ST,
NEWTONGRANGE
MIDLOTHIAN

D.O.B: 29.11.86
D.O.A: 21 8.00
RELIGION:

MAIN CARER: [REDACTED]
ADDRESS:
52 FIFTH ST
NEWTONGRANGE
MIDLOTHIAN

SOCIAL WORKER: [REDACTED]
SNR. SOCIAL WORKER [REDACTED]
AREA TEAM & DISTRICT: L1 ANTHAD SLU
ADDRESS: DEPARTMENT.
4 CLERK ST
MIDLOTHIAN
EH 20 9DR

KEY WORKER: STEPHEN BROWN
TUTOR TEACHER: PETER
McDELMOTT

OTHER AGENCIES INVOLVED:

NAME:	NAME:	NAME:
ADDRESS:	ADDRESS:	ADDRESS:
RELATIONSHIP:	RELATIONSHIP:	RELATIONSHIP:

SUMMARY OF CARE CAREER: INCLUDE NAMES, ADDRESS, DATES AND RELATIONSHIPS
1996 - Referral to Social Work
1997 - Referral to Psychological Services
Nov 98 - Admitted to Gorebridge
Feb 99 - Admitted to Wellington School, Penicuik
Dec 99 - Day Pupil at WELLINGTON
Aug 00 - Admitted to ST. PHILIP'S SCHOOL.

REASON FOR RECEPTION INTO CARE AND SUMMARY OF LONG & SHORT TERM GOALS:
OUT WITH PARENTAL CONTROL
SHORT TERM GOAL -
LONG TERM GOAL - RETURN HOME FULL TIME

HEIGHT: 5ft 4 **WEIGHT:** **HAIR:** FAIR **EYES:**
BUILD: SLIM **COMPLEXION:** FAIR **ETHNIC BACKGROUND:** WHITE
DISTINGUISHING FEATURES: EG. MARKS / SCARS



INITIAL CLASSROOM PROFILE

Name Barrie Oliver

D.O.B. 29.4.86

D.O.A. 24.8.00

Date 26.9.00

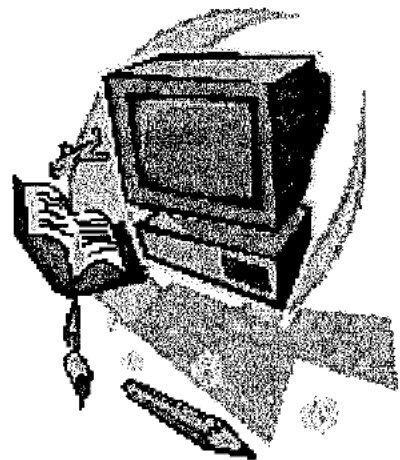
Class Inter 3

House Lochailart

Tutor Teacher



Keyworker





INITIAL CLASSROOM PROFILE

Name **Barrie Oliver** D.O.B. **29.4.86**
 D.O.A. **24.8.00**

Address

Previous School **Wellington Residential School** Year **S3**
Edinburgh

Tutor Teacher **[REDACTED]** Class **Inter 3**

House **Lochailart** Keyworker **[REDACTED]**

MEDICAL INFORMATION

Hearing Sight
 R/L Handed **Right** Speech
 Other

Record of Needs

TEST RESULTS

Date	Test	Result
19.9.00	Reading Analysis	Accuracy 10yrs2mths Comp. 10yrs 9mths
15.9.00	D & D Spelling	7.6 yrs
19.9.00	Nat. Tests - Read - Narrative	working on Level C
19.9.00	Nat. Tests - Read - Information	working on Level C
19.9.00	Writing	working on Level C
	Nat. Tests - Maths	
	Phonics	

PUPIL PROFILE LANGUAGE

Initial Assessment Date 26.9.00

Name Barrie Oliver

D.O.B. 29.4.86

Outcome & Strand

Talking	A	B	C	D	E
Audience Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking in Groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking of Experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking about Texts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conveying Information	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Outcome & Strand

Reading	A	B	C	D	E
For Information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For Enjoyment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflect Ideas / Craft	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awareness of Genre	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of Language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Listening	A	B	C	D	E
In Groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responding to Texts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For Information	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awareness of Genre	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Writing	A	B	C	D	E
Functional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Imaginative	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation & Structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handwriting & Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of Language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Next Steps

1. Encourage Barrie to read more frequently in order to improve confidence and expression.
2. Extend knowledge of punctuation: correct use of common linking words; use of comma; and use of speech marks in writing.
3. Produce more extended pieces of writing in order to achieve variety in sentence structure and begin to use paragraphs.
4. Improvement in spelling of phonetically irregular words.

INDIVIDUAL READING ANALYSIS

Record Sheet

It is essential that you read the Administration Manual before recording or interpreting information on this Sheet

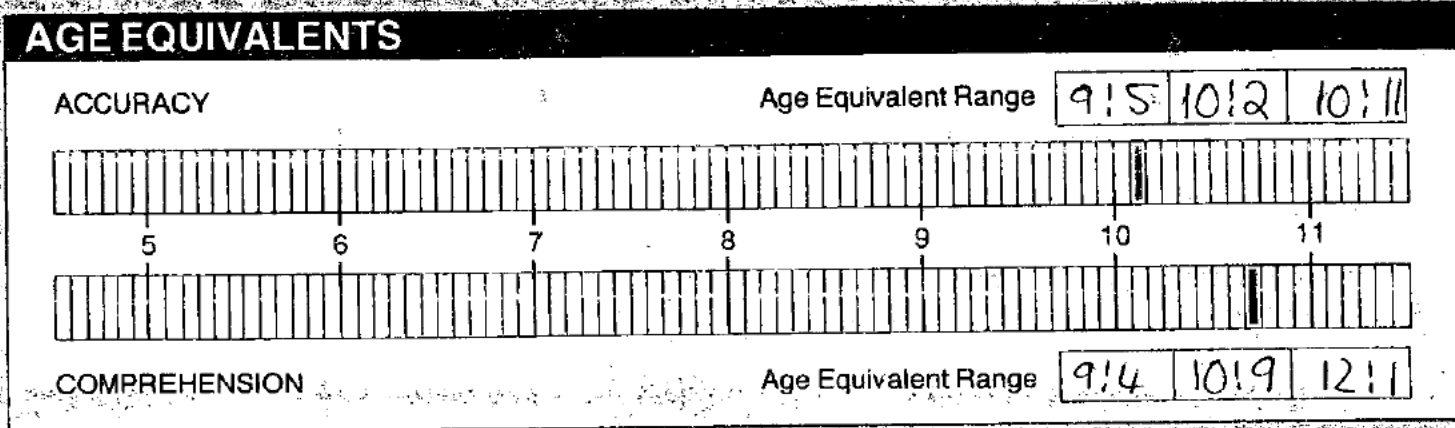
Name Barrie Oliver (M)

School St. Philip's School

Date of Birth 29-4-86 Age at Testing 14

Tested by [Redacted] Date 19-9-00

Score Totals	
from individual passages	
Accuracy	48
Comprehension	14



READING PROGRESS

Standardised Scores Notes:

Form X	Form Y	Form Z
Accuracy <u>102</u>	Accuracy <input type="checkbox"/>	Accuracy <input type="checkbox"/>
Comprehension <u>109</u>	Comprehension <input type="checkbox"/>	Comprehension <input type="checkbox"/>
date of testing <u>19-9-00</u>	date of testing _____	date of testing _____

READING BEHAVIOUR

Observation	Substitutions	Insertions	Omissions	Reversals	Refusals	Hesitations	Repetitions	TOTAL	Self-corrections
count	<u>1</u>		<u>1</u>					<u>2</u>	<u>74</u>
%									

Passages on which the above analysis is based: 1 2 3 4 5

Comment: Barrie is a fairly confident reader. He experienced few difficulties with the passages. He should be encouraged to use expression when reading and to be aware of punctuation.

PASSAGE 1

The house was dark.

The man went in.

He did not come out.

Error total

Comprehension

1 Who went into the house? _____

2 What was the house like? _____

2 Total correct

Score 1

Accuracy
(6 minus error total)

6

Comprehension
Total correct

2

Go on to next passage unless Accuracy error total for this passage was 6 or more.

PASSAGE 2

Pat has an old book.

She looks at it

when she is sad.

1 self-correction

Error total

Comprehension

1 Who is this story about? _____

2 What does Pat do when she is sad? _____

2 Total correct

Score 2

Accuracy
(6 minus error total)

6

Comprehension
Total correct

2

Go on to next passage unless Accuracy error total for this passage was 6 or more.

PASSAGE 3

The ship was in dock.

A girl ran on to the deck.

She hid in a big box and was

still here when the ship left.

Error total

Comprehension

1 Where was the ship? _____

2 Why do you think the girl was hiding? _____

3 How do you think the girl felt while she was in the box? _____

3 Total correct

Score 3

Accuracy
(8 minus error total)

7

Comprehension
Total correct

3

Go on to next passage unless Accuracy error total for this passage was 8 or more.



• Describe the next ten minutes.

One day a man drove by the cafe. It stopped around the side. There was a bull running out of the back of it. The Bull was charging towards two young children. The owner came running around the side shouting Stop that Bull stop it stop it the man ran after the Bull. But the Bull would not stop it just ran and disappeared.

Daniels & Diack Graded Spelling Test

Name: Barne Oliver

Date of Test: 15.9.00

D.o.B: 29.4.86

C.A. _____

1 on ✓	11 the ✓	21 ship ✓	31 eye ✓
2 hot ✓	12 god ✓	22 food ✓	32 five fight
3 cup ✓	13 for ✓	23 fire ✓	33 friend friends
4 van ✓	14 so ✓	24 fine thin	34 done ✓
5 Jam ✓	15 me ✓	25 date ✓	35 eney any
6 Lost ✓	16 are ✓	26 choppe chop	36 grat great
7 site sit	17 off of	27 Seam seem	37 shour sure
8 plan ✓	18 do ✓	28 dart ✓	38 woman women
9 mude mud	19 how who	29 loud ✓	39 ansar answer
10 bege beg	20 heir here	30 form ✓	40 buafule beautiful

Total A- 7

Total B- 7

Total C- 7

Total D- 2

Spelling Age 7.6

$\frac{23}{40}$

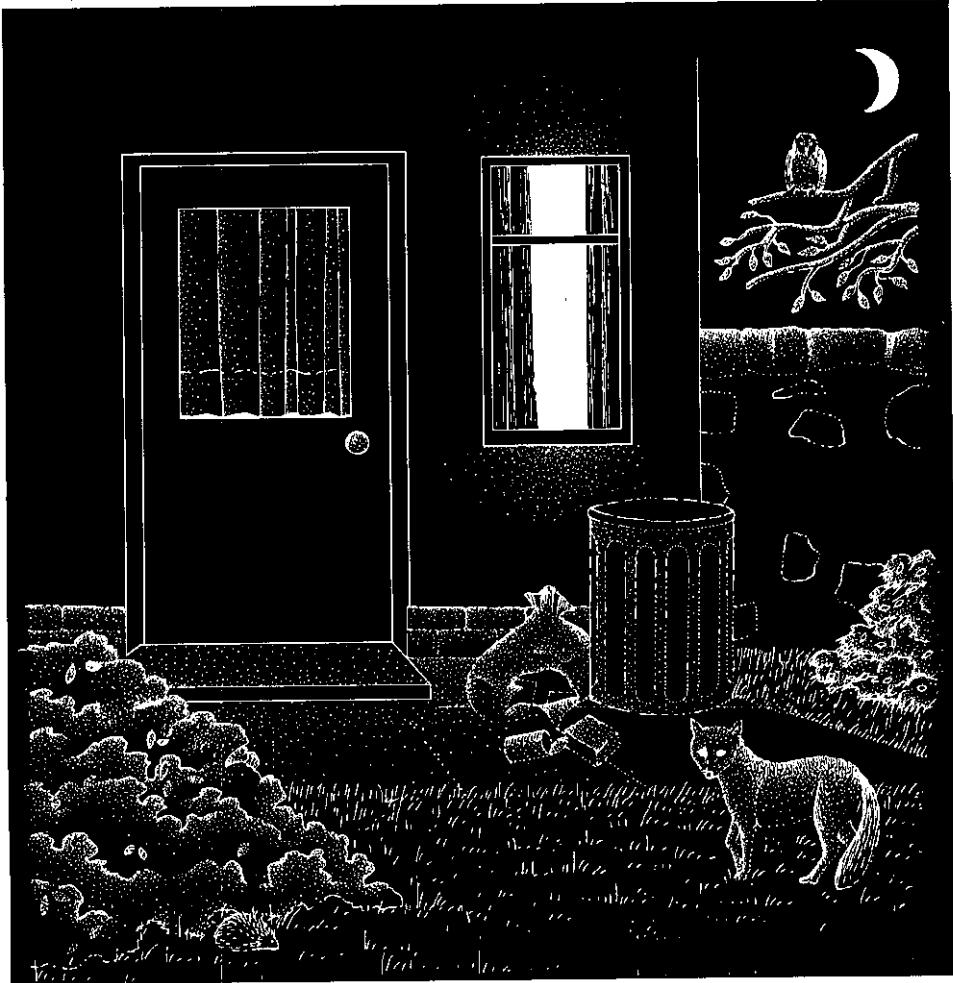
Level C

$\frac{14}{19}$

T.S = 15

21-9-00

THE GARDEN AT NIGHT



Name... *Barrie Oliver*

LANGUAGE

READING

RI3C07

SECTION A

Read the questions below. Draw a line under the name of the creature which might do these things.

1. Which creature may rip open a rubbish bag?

tawny owl / fox / snail / song thrush / hedgehog ✓

2. Which creature makes noises with its nose?

tawny owl / fox / snail / song thrush / hedgehog ✓

3. Which creature may catch sleeping small birds?

tawny owl / fox / snail / song thrush / hedgehog
✗

4. Which creature tries to avoid the drying sun?

tawny owl / fox / snail / song thrush / hedgehog ✓

5. Which creature can be heard calling after dark?

tawny owl / fox / snail / song thrush / hedgehog ✓

6. Which creature may drink milk from a saucer?

tawny owl / fox / snail / song thrush / hedgehog ✓

⑤.

THE GARDEN AT NIGHT

After dark, in a garden, a whole new world comes alive.

To see creatures at night you may need a torch. But you can see a surprising amount without one on a clear summer night. Just give your eyes time to get used to the dark. Keep very quiet and move slowly. Tread gently and try not to rustle leaves or stand on sticks. Noise is the one thing that scares all tiny creatures at night.

If there is a tawny owl about, you will usually hear it calling. Then a round, dark shape might appear unexpectedly on a chimney or a T.V. aerial, an owl on the prowl, looking for worms or mice. It may also catch small birds while they are asleep.

Foxes visit many town gardens. Most people do not know they are there, but a ripped-open rubbish bag or an emptied dustbin may not always be the fault of next door's cat!

Garden snails come out at night. During the day they stay inside to avoid the drying heat of the sun, and to hide from the local song thrush.

Hedgehogs give themselves away by the noises they make. They find food by smell, and can easily be heard snuffling and sniffing in the flower beds. If you put out a saucer of milk, hedgehogs may come for a drink.

A warm summer night can be an exciting time, even in a garden. Down on your hands and knees in the cabbage patch or at the bottom of a hedge, you can see all kinds of mini adventures going on.

Adapted from *Bird Life* (The Magazine of The Young Ornithologist's Club).

SECTION B

Read the sentences below carefully. Some of them are TRUE, some are FALSE and some you CAN'T TELL from the passage whether they are true or false. Tick the correct column in each case. One has been done for you.*

- * All creatures sleep at night.
- 1. You can sometimes see quite well after dark without a torch.
- 2. Noise frightens tiny creatures after dark.
- 3. Tawny owls have a square shape.
- 4. Hedgehogs search for food mainly by sight.
- 5. Foxes bark after dark.
- 6. Snails hide from thrushes.

TRUE	FALSE	CAN'T TELL
	✓	
	✓	
✓		
	✓	✓
	✓	
	✓	
		✓

x
✓
x
✓
x
x

②

SECTION C

In the sentences below, words have been missed out. Choose one word from the passage to complete each sentence. There may be more than one correct answer.

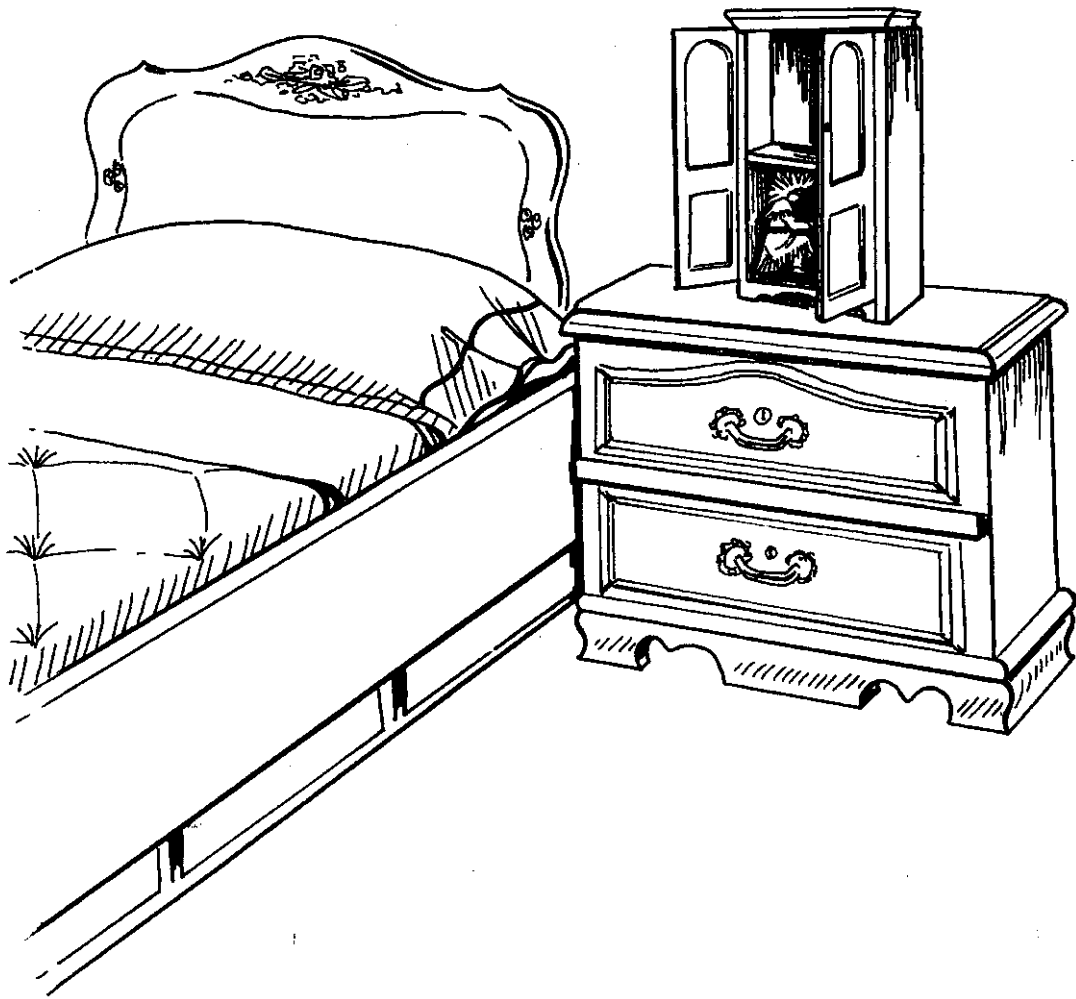
1. The tawny owl preys on worms ✓, and small mice and small birds. ✓
2. The song thrush likes to eat snails ✓.
3. When a fox has made a lot of mess, a cat ✓ may be blamed.
4. An owl may often perch on a camy or turtorial ✓.
5. To see night-time creatures, you must make as little noise as possible. ✓
6. The exciting time of year for watching creatures after dark is some ✓.

Level C.

$\frac{13}{20}$

T.S = 14

THE INDIAN IN
THE CUPBOARD



Name *Barrie Oliver* Date *19.9.00*

LANGUAGE

READING

RN6C03

SECTION A

In this section you are asked about the main ideas in the story.

Read the passage.

Look at the sentences below. Underline the best words to complete each sentence.

One has been done for you.*

- * Omri put the cupboard in the kitchen.
in the garage.
in the bedroom.
in the attic.
1. After Omri's mother kissed him goodnight he felt very angry.
quite annoyed.
really bored.
happy. ✓
2. Omri first thought he heard something strange just before he went to sleep.
after he took his nose-drops.
when he woke. ✗
before his mother switched
off the light.
3. When Omri heard the sound in the morning he felt nervous. ✓
terrified.
he must tell someone.
he knew what it was.
4. After the strange noise stopped, Omri listened to all the other noises.
sucked his thumb.
thought about his mother.
doubted what he had heard. ✗
5. The Indian was still on the shelf.
almost out of sight. ✓
standing upright. ✓
where Omri had left him. (2)

THE INDIAN IN THE CUPBOARD

- 1 Omri put the cupboard on his bedside table, and, opening it, looked inside thoughtfully. What would he put in it?
- 2 "It's supposed to be for medicines," said Gillon. "You could keep your nose-drops in it."
- 3 "No! That's just wasting it. Besides, I haven't any other medicines."
- 4 "Why don't you pop this in?" his mother suggested, and opened her hand. In it was Patrick's American Plains Indian. "I found it when I was putting your trousers in the washing machine."
- 5 Omri carefully stood the Indian on the shelf.
- 6 "Are you going to shut the door?" asked his mother.
- 7 "Yes. And lock it."
- 8 He did this and then kissed his mother and she turned the light out and he lay on his side looking at the cupboard. He felt very content. Just as he was dropping off to sleep his eyes snapped open. He had thought he heard a little noise.....but no. All was quiet. His eyes closed again.
- 9 In the morning there was no doubt about it. The noise actually woke him.
- 10 He lay perfectly still in the dawn light staring at the cupboard, from which was now coming a most extraordinary series of sounds. A pattering; a tapping; a scrabbling; and - surely? - a high-pitched noise like - well, almost like a tiny voice.
- 11 To be truthful, Omri was petrified. Who wouldn't be? Undoubtedly there was something alive in that cupboard. At last, he put out his hand and touched it. He pulled very carefully, the door was tight shut. But as he pulled the cupboard moved, just slightly. The noise from inside instantly stopped.
- 12 He lay still for a long time, wondering. Had he imagined it? The noise did not start again. At last he cautiously turned the key and opened the cupboard door.
- 13 The Indian was gone.
- 14 Omri sat up sharply in bed and peered into the dark corners. Suddenly he saw him. But he wasn't on the shelf any more; he was in the bottom of the cupboard. And he wasn't standing upright. He was crouching in the darkest corner, half hidden by the front of the cupboard. And he was alive.

from the novel *The Indian in the Cupboard* by Lynne Reid Banks

SECTION B

This section tests your understanding of the sequence of events in the passage.

The sentences below retell the story but they are in the wrong order.

Put the sentences in the correct order by writing a letter in each box below.

One has been done for you.*

1A* Gillon suggested he could keep his nose-drops in the cupboard.

5B The noise stopped after Omri moved the cupboard.

4C Omri saw the Indian in a corner where it was difficult to see him.

4D When Omri woke up he could definitely hear noises.

2E Omri put the Indian on a shelf.

3F Omri locked the cupboard and eventually went to sleep.

7G Omri realised the Indian had come to life.

A*	E	F	D	B	C	G
----	---	---	---	---	---	---

1

2

3

4

5

6

7

✓

✓

✓

✓

✓

✓

6

SECTION C

In this section you are asked to look at the vocabulary in the story.

Choose a word or phrase from the story which is nearest in meaning to each word/phrase listed below.

One has been done for you.*

	Meaning	Word or Phrase from Passage
*	chemicals which cure illness	medicines
1.	motionless (paragraph 10)	Lay still ✓
2.	unusual (paragraph 10)	Were
3.	squeaky (paragraph 10)	Some one speaking
4.	honest (paragraph 11)	telling the truth
5.	immediately (paragraph 11)	do some thing straight away
6.	looked closely (paragraph 14)	peered ✓

(2)

SECTION D

This section looks at genre.

There are three correct pieces of information below.

Underline the **three** correct statements.

This extract is from a play.

There is dialogue in the passage. ✓

This extract is non-fiction.

(3)

This extract has many main characters.

This extract is fiction. ✓

Omri is the main character. ✓

PASSAGE 4

The grey donkey was in his field / as usual. Today I had brought / him something. He came and leaned ✓ his head over the fence. I have ✓ gave ✓ him a carrot from my hand. / He let me pat his neck and back. / Then he came and traded ✓ traded away. 3 self-corrections

Error total

Comprehension

- 1 Where did the donkey spend most of its time? _____
- 2 Why did the donkey put his head over the fence? _____
- 3 Had the person in the story seen the donkey before? _____

Total correct

Go on to next passage unless Accuracy error total for this passage was 14 or more.

PASSAGE 5

A card came through the letterbox. / It said: / GREAT NEWS / FROM / MR BEEFY'S BURGER BAR! / TWO BURGERS / FOR THE PRICE OF ONE! / Next time you go to a / Mr Beefy Bar for a tasty / Giant Burger take this / card with you. You will / get another Giant Burger, / absolutely free. / Hurry! This offer lasts / for just two weeks. / I was pretty miserable. I did not have enough money for the first Giant Burger. / So I would not get another one, free. omission

Error total

Comprehension

- 1 Where do you think the card came from? _____
- 2 What two things do you have to do to get a free burger? _____
- 3 Why do you have to hurry? _____
- 4 Why do you think the Burger Bar was sending people this card? _____

Total correct

Score 4

Accuracy
(14 minus error total)

14

Comprehension
Total correct

3

Score 5

Accuracy
(16 minus error total)

15

Comprehension
Total correct

4

THE MIRA OBSERVATION CHECKLIST

Tick and underline as appropriate the following headings to provide further background and qualitative information on test performance.

Circumstances to be noted

Poor health on day of testing	Other information: _____
Speech/eyesight/hearing difficulties	_____
English not first language	_____
Distractions/interruptions during test session	_____

General response to the test

Was co-operative/unco-operative/shy/nervous	Showed interest in/discussed/enjoyed texts
Perseverance: exceptional/normal/limited	Humour: recognised/appreciated
Aware of/commented on own performance	Other comments: _____
Teacher-dependence: requested help/feedback	<u>Experienced no difficulty with</u>
Unused to reading aloud without support	<u>passages.</u>
Became bored/restless/distracted/distressed/fatigued	_____

Oral reading

Reading rate: slow/average/fast	Followed word by word with finger
Expression: none/little/some/full	Held Reading Booklet close to face
Read confidently/loudly/quietly/indistinctly	Read word by word
Tended to lose place/miss lines/re-read or repeat words	Other comments: _____
Ignored punctuation, sentence boundaries	_____
Used aid (e.g. ruler) under line being read	_____

Response to unfamiliar words

Guessed wildly/attempted impulsively	Had problems 'building' words
Read forward silently	Lacked any observable strategy
Reluctant to try	Willing/unwilling to skip to next word
Studied carefully	Difficulty in adjusting to 'No Help' rule
Sound/symbol confusion	Other comments: _____
Used context clues	_____
Sounded/spelled out words occasionally/frequently	_____

Comprehension questions

Guessed wildly	Unwilling/willing to look back at text
Answered on basis of own general knowledge	Misinterpreted/did not understand questions (rather than text)
Used stock responses to open-ended questions	Confused by open-ended questions
Relied on illustrations rather than text	Not at ease with verbal mode of questioning
Answers were: minimal/expanded/imaginative	Other comments: _____
Answers incorrect, but consistent with misreading in passage	_____
Answered correctly without recourse to text	_____

See Part One of the *Teacher's Guide to Individual Reading Analysis* for additional information on observing the child while reading.





St. Philip's School Education Report

NAME BARRY OLIVER

SUBJECT ENGLISH

DATE 31/10/00

CLASS INTER 3

TYPE OF COURSE 5-14 St. Grade SQA Module

LEVEL OF COURSE F G C

PROGRESS	PERFORMING WELL IN ALL ASPECTS OF THE COURSE AT THIS LEVEL	<input type="checkbox"/>
	PROGRESSING COMPETENTLY AT THIS LEVEL	<input checked="" type="checkbox"/>
	FINDING PARTS OF THE COURSE DIFFICULT AT THIS LEVEL	<input type="checkbox"/>

PRESENTATION OF WORK	CAREFULLY DONE AND WELL PRESENTED	<input type="checkbox"/>
	CAN BE CARELESS / UNTIDY	<input checked="" type="checkbox"/>
	GENERALLY POORLY PRESENTED	<input type="checkbox"/>

ATTITUDE TO CLASSWORK	
WORKS WELL IN CLASS WITHOUT PROMPTING	<input type="checkbox"/>
NEEDS OCCASIONAL ENCOURAGEMENT TO WORK	<input checked="" type="checkbox"/>
WORKS ONLY WHEN CONSTANTLY SUPERVISED	<input type="checkbox"/>

BEHAVIOUR	
WELL BEHAVED	<input type="checkbox"/>
EASILY DISTRACTED	<input checked="" type="checkbox"/>
OFTEN DISTRACTS OTHERS	<input type="checkbox"/>
CAN BE DISRUPTIVE	<input type="checkbox"/>

HOMEWORK	
SATISFACTORY	<input type="checkbox"/>
NEEDS IMPROVEMENT	<input type="checkbox"/>
RARELY ATTEMPTED	<input type="checkbox"/>

RELATIONSHIPS WITH OTHERS	STAFF	PEERS
ALWAYS COOPERATES WITH	<input type="checkbox"/>	<input type="checkbox"/>
WORKS WELL WITH	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HAS DIFFICULTY WITH	<input type="checkbox"/>	<input type="checkbox"/>

ATTENDANCE Possible **34** Actual **32**

NEXT STEPS
At the beginning of term, it took Barry some time to settle, but he is now working well on SQA Skillstart Communication and his next step is to complete Learning Outcome 1.

Signature: