



sleuth

THE BEHAVIOUR TRACKING SYSTEM



tel: 0871 711 5345

Used by hundreds of schools in over 120 authorities in the UK

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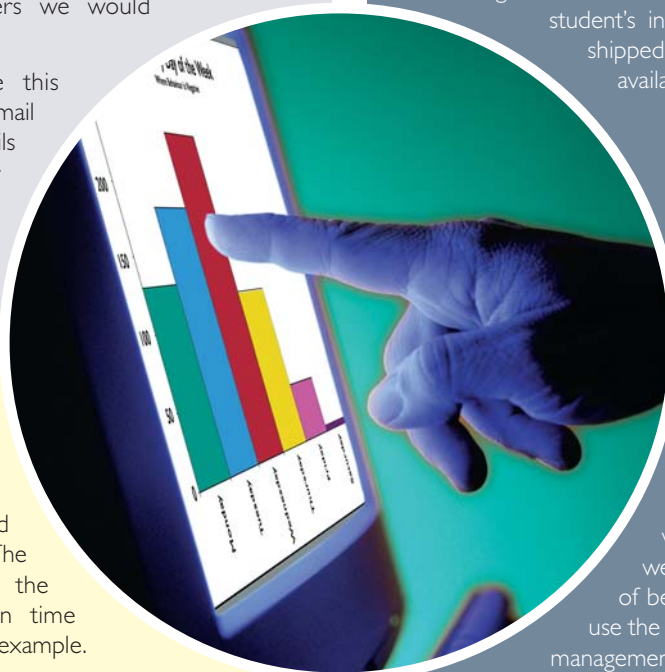
Sleuth Newsletter - Summer Term 2005

Welcome to the Sleuth Newsletter. This is an information bulletin to keep you informed of current and future developments and to offer tips and advice on how to get the most out of using *sleuth*. This edition includes:

- a news round-up of recent and upcoming events
- an overview of new features in version 3.40
- sharing good practice - sleuth case studies
- tips on importing students for a new school year

If you have any news, views or reviews you would like to see featured in future newsletters we would welcome your contributions.

If you would prefer to receive this newsletter in electronic form via email visit our website, register your details and you could win £200 off your purchase of *sleuth*, your next renewal or one of our behaviour management training days.



New to Sleuth in v3.40

✓ Behaviour Contracts

A behaviour contract or report card can now be automatically generated from a student's incident history. The behaviour targets are based on the behaviour recorded over a given time period or in a particular subject for example.

A contract can be issued weekly and each target can be scored by lesson and by day to produce a weekly score.

✓ Points Reports

The Behaviour Points feature has been extended so that points can now be accumulated and reported on by tutor group, house group and year group.

✓ Action Calendar

When assigning a new action *Sleuth* can display the most recent behaviour(s) and action(s) assigned so a more informed decision can be made on the new action to take.

✓ Importing Students

The import process is quicker and will auto add tutor groups and validate your student import file ready for import.

✓ Quicker Reporting and Data Entry

Technical improvements have improved performance for reporting and data entry for schools with high volumes of data.

News Round-up



The Sleuth Team

Adrian Eaton joined our management team in January. Adrian brings with him a wealth of development experience and has settled in quickly to a very hands-on role responsible for future *sleuth* development and technical support.



New Sleuth Development

This year saw the release of *sleuth* v3.30 that included new reports and improvements in the student import process. This is soon to be followed by version 3.40 that includes many technical improvements but also a major new feature that will generate a behaviour contract or report card from a student's incident history. *sleuth* v3.40 will be shipped to all schools free of charge, 3.30 is available on request.



KS3 Behaviour & Attendance Strategy

This academic year has seen us present *sleuth* to over 300 schools in over 30 authorities nationally. In most cases the forum has been the Core Day 3 Training which focussed on monitoring whole school practice to promote positive behaviour and attendance.

Feedback from the presentations was extremely encouraging and we were happy to share our experiences of behaviour tracking and discuss how to use the results to develop effective behaviour management strategies. One of the Powerpoint presentations used is available on our evaluation CD.



Managing Challenging Behaviour

The importance of monitoring behaviour was explored in Ofsted's 2005 report 'Managing Challenging Behaviour'.

The report recommends that schools need to "improve systems for tracking academic and social development and make better use of this information to help pupils to improve and manage behaviour".

The report goes on to say "schools that use information systems well to monitor pupil behaviour are best placed to take speedy and effective action" and where monitoring is weaker that "pupils needs are identified too late and there is insufficient analysis of patterns of behaviour".

We have been particularly pleased with feedback from schools who have been in special measures whose proactive management of behaviour supported by their use of *sleuth* has been recognised during the visits of HMI

For the latest news see www.schoolsoftwarecompany.com

"Sleuth has saved a lot of time and effort: in the time it used to take me to write one report I can now write seven"

Deputy Headteacher - Blaengwawr Comprehensive School - Rhondda Cynon Taff

"Sleuth gives everyone in the school an understood and unifying system. It clearly identifies good and poor behaviour and the types of behaviour so we can give targeted support."

Deputy Headteacher - Lampton School - Hounslow

✓ Case Study 1 - Who benefits from using Sleuth?

"SLT: The SLT are better able to pinpoint support for colleagues. *Sleuth* has enabled us to look at ways to manage the timetable in relation to behaviour now that we have the means to identify hotspots by time of the day and by day of the week and also by location.

"HoD: Each department generates weekly reports from *sleuth* with lists of information specific to their subject area. The result has been much closer support of colleagues and systems to manage behaviour within the departments.

"HoY :All HoY get a general overview of behaviour for their year group on a weekly basis. They can then generate more detailed reports for specific interventions on an individual student level. We use *sleuth* behaviour reports at parents' meetings which allows interviews to be much more structured rather than anecdotal!"

Longton High School - Stoke-on-Trent

Case Study 2 - Targetting Support for Staff ✓

"We have used *sleuth* to analyse our *call-out*. These are situations where SMT are called out to remove students from lessons and support teaching staff in dealing with classroom incidents. We are tracking certain groups and individual students and this has led to input from the KS3 Behaviour Strategy Team in supporting particular members of staff.

"The analysis provided by *sleuth* highlights those areas where we can provide support to staff. We have also been able to identify the specific behaviours that lead to students being removed from lessons and have developed strategies accordingly that staff can use to manage the situations themselves."

Bradford Cathedral Community College - Bradford

✓ Case Study 3 - Monitoring Progress

"*Sleuth* allows us to clearly demonstrate that we do all we can to be inclusive. It allows subject leaders to measure the impact of learning styles on particular behaviours and provides another means by which we can identify barriers to childrens' progress.

"As well as using the graphs and reports from *sleuth* to inform our decision-making, they have proved useful in illustrating progress to children. At a recent Year 3/4 assembly we used the trend reports to demonstrate to each of the year groups that behaviour had been consistently improving over the last term. We asked one of the Year 4 children to explain the graph to the rest of the children. They were pleased to see their progress and each year group received a round of applause from the other."

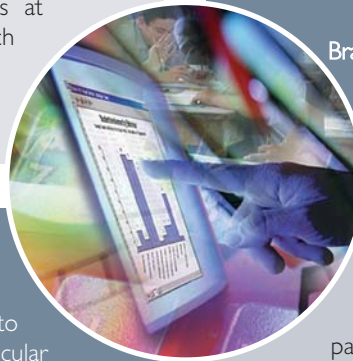
Paulsgrove Primary School - Portsmouth

Case Study 4 - Performance Reviews ✓

"This year we have replaced Parents' Evenings with a Performance Review Meeting. Not only do parents get an overview of academic performance but also a broader pastoral perspective on their child's development. *Sleuth* plays a big role in this, providing all the information on positive and negative behaviour. Parents are given a summary of the negative and positive behaviours concerning their child which is ideal for discussion and getting parental support to address specific issues.

"Our KS3 Behaviour Audit indicated that staff felt that consistency was an issue we needed to address, particularly in our responses to certain behaviours. We operate a system where there are five possible consequences for behaviour. *Sleuth* allows us to monitor whether the consequences are being consistently applied for the specific behaviours."

Bishop Heber School - Cheshire



All the above case studies, and many others, appear in full on our website at www.schoolsoftwarecompany.com

Tips on Importing Students for the New School Year

The student import process in *sleuth* is used to do a bulk add/update of student details. It can be repeated whenever you want to add new students or update existing student details. You are most likely to need to do this at the beginning of a new school year to promote existing students to a new year/tutor group and to add the new intake. These tips should help you to prepare:

- Read the *Importing Data* manual on the *sleuth* CD or download a copy from our website.
- You must promote the students before you start entering incidents for the new school year otherwise the students' incidents will be included in the year and tutor group reports for the previous year.
- If you change tutor group (TG) identifiers each year (e.g. based on tutor initials) the import process will now add any new tutor groups automatically.

- Get all student UPNs before you export from your school admin system (e.g. SIMS). If necessary assign temporary UPNs. When you get the official UPN remember to replace the temporary student UPN in *sleuth* as well as in your admin system.
- Always import all on-roll students, not just the new intake. As well as adding new students during the import *sleuth* will update existing students' details using the UPN and untick the 'on-roll' flag for students that have left the school.
- Previous year's incident data is retained and will not be changed as a result of importing new students. Use the Date Range in the Restrict List to see only this year's incidents.
- Staff data cannot be reimported, add the new members of staff manually and untick 'Show In Lists' for those that have left.

"Sleuth has enabled us to develop a transparent system where everyone is able to see that responsibility is being taken by all members of the school community"

Deputy Headteacher - Sidney Stringer Technology College - Coventry