

All Change!



Final Report January 2010

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All Change - Summary and Key Points

The project worked with 15 families of children in Year 6 who were to move to Year 7 in Summer 2009. These were selected with reference to the criteria suggested by Ian Shepherd's (Derbyshire County Council Educational Psychologist) work on transition.

All of the children came from Inkersall Primary School. Thirteen of these pupils were transferring to Springwell Community School the remaining two to Netherthorpe School.

Other partners in the project were Derby and Derbyshire Parents Partnership, Derbyshire Cultural and Community Services, the School Nurses team, and Educational Psychologists. Funding was provided by Derbyshire County Council's Corporate Consultation Budget.

The Year 6 children were paired with Year 8 students from Springwell School and from January to October 2009 met and worked together on a series of different activities.

Opportunities on moving school perceived by Year 6: These were identified as being:

- ❖ Wider range of subjects
- ❖ Greater variety of teachers
- ❖ Wider range of learning opportunities
- ❖ Increased facilities, richer environment
- ❖ Opportunity to make new friends
- ❖ More out of class activities

Concerns on moving school perceived by Year 6: They identified the following as areas of concern:

- ❖ Bullying
- ❖ Lessons and homework
- ❖ Relationships with teachers
- ❖ Understanding the timetable
- ❖ Finding their way round
- ❖ Being separated from friends

The target group identified that they were less confident than their peers in terms of their self awareness, management of feelings, motivation, empathy, and social skills.

Post-Transfer Interviews: During these the children confirmed that the opportunities they had anticipated had been encountered and were valued.

The children also agreed that their fears had not been realised; some had encountered difficulties particularly with regard to peer relationships and homework but these had been dealt with rather than escalating. The target group identified that they had increased confidence in terms of their self awareness, management of feelings, motivation, empathy, and social skills but this was still lower than the assessment made by their peers in Year 6.

Parent Interviews Year 6: The parents (refers to parents and carers) all responded positively to individual invitations to talk about their children and how they viewed the transition process. Four parents chose to do this in their own homes. The parents expressed concerns around areas of:

- ❖ Personal and social skills
- ❖ Health related issues
- ❖ Knowing how to support their children's learning

Parent Interviews Year 7: Parents of twelve children were re-interviewed in November 2009. Two of the interviews were by telephone; the remainder through home visits. Generally the children were viewed to have settled in well and were building helpful relationships with peers and teachers. Most parents also remarked on growth in self-esteem. Parents again expressed difficulties in knowing how to support their children's homework.

Partners Findings

Inkersall Primary School: Inkersall staff felt that the project had succeeded in its aim to support Key Stage 2 pupils as they prepared for transition to Key Stage 3. They believed that Year 6 were more contented with their final year and with transfer to secondary school; more confident in their learning, happier and motivated, and thus well-behaved.

Springwell Community School: The Lead Teacher felt that the new Year 7s seemed to have settled quite quickly into Springwell. Obviously, their needs and concerns differed greatly and some found their feet faster than others. On the whole, she was impressed with their attitude to learning and their behaviour.

Libraries: Staff felt that the visits were very successful. Borrowing patterns are going to be examined to see if further use has been made by the students.

Parent Partnership: the partnership staff had been able to support parents by giving information about special educational needs but would have benefitted from much earlier contact being made before the deadline for transition arrangements.

Recommendations:

- ❖ adapt Ian Shepherd's protocol for identifying pupils vulnerable on transfer between schools as a tool to establish dialogue between the schools involved and between the schools and parents
- ❖ provide parents with greater awareness of specific school processes such as how Special Needs is handled in the school, academic targets, SATs and predicted pupil achievements. This communication has to be appropriate and sensitive to parents' skills and their relationship with school
- ❖ find ways of using Family Learning or adult education courses/workshops to help parents to understand how children are taught at school and to explore transition issues
- ❖ capture activities undertaken in this project in an Activities Pack which could be shared with schools to enable them to use some of the ideas in forging their own transition links between primary and secondary schools
- ❖ create links between this work and the transition work which has been taking place in the North East district
- ❖ implement a county-wide strategic review of transition to include other interested parties such as Extended Services and services for 11-19 year olds.

All Change! - Background

All Change! is an action research project which has been carried out by Read On Write Away! (ROWA!) from December 2008 - November 2009. The aims of the project were to work with Year 6 children and their parents to:

- ❖ support a targeted group of Key Stage 2 (KS2) pupils in transition to Key Stage 3 (KS3) through a buddy programme
- ❖ identify through consultation with parents the family based concerns around transition from KS2 to KS3
- ❖ identify how schools could better engage with disadvantaged families
- ❖ identify ways in which engagement in cultural activities could ease transition to new schools and improve their learning experience
- ❖ share information learned with the schools involved and other partners and agencies throughout Derbyshire.

The need for this consultation arose from several areas:

1. Read On - Write Away! (ROWA!) is a Derbyshire County Council supported literacy initiative which supports the development of communication and literacy skills to disadvantaged people of all ages. ROWA! often works with families, in education settings, to boost parents' skills, children's skills and the parents' confidence to support their children's education. As a result of this work ROWA! learned that disengaged parents are less likely to collaborate with schools to support their children's education. Even when parents have been engaged through Family Learning with one setting, for example a Children's Centre or Primary School, this connection is lost when pupils transfer to other settings.
2. Research carried out by the DCC educational psychologist, Ian Shepherd, shows that parents' views about transfer may influence pupils' expectations. The summary findings, based on the Deincourt cluster, showed that:
 - ❖ perceived bullying by teachers is a threat for parents and pupils
 - ❖ there is a perception that teachers bully pupils
 - ❖ there appears to be little in place to involve the parents in identifying pupil vulnerability
 - ❖ parents believe that there is not enough information and this lack undermines what schools do
 - ❖ fear of teachers is an issue for pupils. Parents perceive that there is a gap between parents and teachers which works as a barrier
 - ❖ school staff need more clarity of purpose on the issue of transfer.

Ian Shepherd's work recognises pupil vulnerability and the need to set up appropriate support in school.

3. These issues were independently recognised by the Headteacher of Inkersall Primary School who approached ROWA! and asked if there was a way of mentoring children in Year 6 (Y6) who appeared anxious and vulnerable as the time for a change of school approached. The Headteacher believed that the anxiety undermined the pupils' academic performance.

ROWA! agreed to develop a project to support Inkersall pupils and to explore how pupils and parents of "disengaged families" could be supported at times of transition. ROWA! designed a plan for collecting information with children in Y6 and their parents through individual and group events. The project included links for these children to their new school, through peer buddies, and for the families to other agencies such as school nurses and Derby and Derbyshire Parent Partnership. Derbyshire Cultural and Community Services were also partners in the project offering the local library as a space which could support the learning of children and their families before, during and after the transition. The results of this consultation are to be shared with all of the above partners and also with Derbyshire County Council's Children and Younger Adults District Managers and Extended Services Clusters.

Funding was made available for this consultation from Derbyshire County Council's Corporate Consultation budget.

Partners stated that their individual aims for the project were:

Inkersall Primary School: hoped to achieve a group of Y6 pupils who were more contented with their Y6 and with transfer to secondary school; more confident in their learning; happier and motivated, and thus well-behaved.

Derby and Derbyshire Parent Partnership: wanted to be able to access and support parents who might not otherwise engage with the process of applications for secondary school. They also hoped to raise the profile of Parent Partnership's other strands with parents of children with SEN and those at risk of exclusion.

Derbyshire Culture and Community Services: wanted to demonstrate how the library service, through working in partnership with other agencies, and exploiting its extensive resources, could offer support to young people and families to help them enjoy and achieve. They would also hope to stimulate regular and ongoing use of the library.

Partners and their Roles

ROWA! took the lead in this consultation and commissioned Pat Mangwana (PM), whose brief was to:

- ❖ plan and implement a series of events and interviews with the children of Year 6 and their parents
- ❖ set up and manage buddy activities involving the Y6 children and Y8 students from their chosen secondary school
- ❖ liaise and involve partners such as the Community School Nurses, Derby and Derbyshire Parent Partnership, and School and local Library Staff, as appropriate.

For a timeline of Project Actions see Appendix 1.

Inkersall Primary School: invited ROWA! to do this work with their Y6 cohort and letters about the project were sent to all parents of Y6 children. In January PM attended a meeting of the Inkersall Governors to talk to them about the project.

The whole of the cohort was involved in the first three sessions to identify their hopes and concerns about transition, to explore these in more detail and to complete a self audit of skills they would need to be successful in moving from KS2 to KS3.

The Y6 teachers used the identification protocol devised by Ian Shepherd, a Derbyshire Educational Psychologist, to highlight those pupils who, on transfer from one school to the next, may be vulnerable and whose education may therefore be at risk. They moderated this with their own knowledge of the children. In general, Ian Shepherd's protocol highlighted the same children the school had been concerned about. Only one child flagged up by the protocol was deemed not to need the All Change Project.

This process identified fifteen such pupils, of whom thirteen were to transfer to Springwell Community School. These children were commissioned as 'researchers' to work as a group and collect information by exploring and investigating Springwell School and working with students from Year 8 (Y8). Through these research tasks the pupils were able to continue to develop their literacy and IT skills. The remaining 2 pupils were to transfer to Netherthorpe School; they were included in the work done by the researchers when it was based at the primary school.

Springwell Community School: agreed to assist with the consultation. They identified Nerys McCabe (NM) as the person to co-ordinate this work. She agreed with PM a recruitment programme for Y8 students. Y8 students, mainly, though not all, from the 'Gifted and Talented' cohort were invited to apply to become buddies. The application process mirrored that of applying for work; they were given application forms with information for pupils, referees and parents, and asked to supply a reference from a teacher and a peer character reference. Applicants were interviewed and selected in early January.

Following their selection the buddies attended a training session. They were able to reflect on their own and others' experiences of transition to KS3 and consider what skills were needed to be successful in making the change. The session prompted discussion of how they should portray the school to the younger children. The Springwell buddies were then paired with the Inkersall researchers balancing personality and interests where possible. The allocated partnerships were not maintained through every session; group work and absences by children from both groups meant that many pupils actually worked with several others.

Partners: Other partners were invited to join a steering group for this project. Meetings were held in January and April where reports about the project were presented and views and involvement sought.

As a result of this two events were organized in Staveley Library which allowed the Y6 and Y8 children to work together and discover resources that were available to them within their community, beyond the school gates.

Derby and Derbyshire Parent Partnership were keen to be involved in the consultations with parents. Because of the difficulties in making initial contacts with parents, described below, this was not possible in Term 6. However they were involved in the second round of parent interviews which took place after the researchers had transferred to Springwell Community School.

Y6 Preparatory Activities

Initial Session: Year 6 Cohort - Inkersall - Concerns and opportunities foreseen by Y6.

On the whole the pupils identified a wider range of opportunities than concerns with regard to moving from KS2 to KS3. They looked forward to the range of subjects taught, the variety of teachers and the range of learning opportunities as well as the school facilities and environment. Many pupils saw the opportunity to make new friends and felt that the school would offer them personal development opportunities through lessons and out of class activities. (Appendix 2).

The concerns fell mainly into five main categories: (Appendix 3)

- ❖ bullying
- ❖ lessons and homework
- ❖ relationships with teachers
- ❖ understanding timetables and finding their way around
- ❖ being separated from friends.

Second Session: Year 6 Cohort - Inkersall

This session allowed the exploration of the general issues previously raised. This was done by role-playing certain scenarios and discussing various courses of action, as well as the skills needed to handle these situations. (See Appendix 4 for scenarios used for this exercise).

Third Session: Year 6 Cohort - Inkersall

This consisted of the children completing a self audit of skills useful in the transition from primary to secondary school. This skills list was based upon 'Transition at Key Stage 2-3: supporting positive behaviour and regular attendance', a training module from the Primary National Strategy, amended to include some of the skills the children had themselves identified, and some of the skills identified by Springwell in their Y7 Project Management programme.

The skills were divided into five main areas:

- ❖ self-awareness
- ❖ managing feelings
- ❖ motivation
- ❖ empathy
- ❖ social skills

Pupils were asked to say whether they felt fully confident, partly so or needed more practice in developing each skill.

There was a marked difference in the confidence of the target group compared with the rest of the Y6 children, particularly in the areas of self-awareness, motivation, empathy and social skills. (See Appendix 5 for the full tables).

Self-evaluation areas Percentage of children expressing confidence in these skills	Year Group excluding target group	Target Group
Self-awareness	62.2	28.9
Managing feelings	45.4	36.9
Motivation	62.7	36.9
Empathy	58.1	19.2
Social Skills	70.7	39.7

In two introductory sessions with the researchers the project and their role within it were discussed and they started to collate the concerns of the Inkersall Y6 pupils. Individual meetings were also held with the researchers to try to identify with them their feelings about transition.

Researcher and Buddy Partnerships

Activities - Terms 3 and 4

The first meeting between the buddies and researchers took place in late January. After an introductory activity, the Y8s showed the Y6s around the school and the Y6s reported back on what had impressed them most.

The Inkersall researchers and Springwell buddies then met fortnightly throughout Terms 3 and 4, finding out about Springwell and building up relationships between the two groups. It was hoped that this would help primary pupils to externalize their concerns and develop coping strategies through information provided by the buddies. During this time the pairs took photographs of the school and used them to prepare presentations using 'Photo Story 3'. To do this they were split into five groups, working on the five themes which had been identified from the Y6's concerns.

In late March the Springwell pupils visited Inkersall and the presentations were shown to the whole of Y6. The Springwell pupils talked about the five themes and the rest of Y6 children had the opportunity to ask questions.

On the alternate weeks PM worked with the Inkersall researchers (including the children transferring to Netherthorpe) on skills which would support their successful transition. This was done through role-play, discussions, brain-storming ideas etc. (See Appendix 6 for examples of activities).

Activities - Term 6

No activities took place during Term 5 at the request of Inkersall Primary in order for the pupils to prepare adequately for KS2 SATs. However the Steering Group expressed a concern at their April meeting that contact should be maintained between the two groups and so in Term 6 the staff at Staveley library offered to arrange two more meetings between the researchers and buddies. This allowed the promotion of the library's facilities and encouraged the pupils to see them as an important part of the next stage of their education.

Parents of the Y6 researchers were also invited to participate in the library visits; unfortunately only one took the opportunity.

First meeting

The children were shown some of the resources which the library has, particularly on-line resources which might be useful to them for homework at Springwell. Three activities were organised:

- ❖ an online quiz
- ❖ an activity where they were shown the layout of the library and encouraged to select books for different members of their family
- ❖ an activity where they could browse, complete puzzles or make a door hanger.

Second meeting

Poet David Harmer read some of his poems and encouraged the group in the performance of one of his poems. David was used to working with primary children and was not sure how his poems would be received by the secondary pupils, but both groups sat entranced throughout the performance and enthusiastically joined in the performance poems. The Inkersall pupils made a further Photo Story of these two events. Whereas during the first Photo Stories the Springwell pupils had largely led the way, the Inkersall pupils now confidently produced their own.

Third meeting

This meeting took place the day after their induction day at Springwell and they also fed back about their experiences there. Children talked enthusiastically about their visit to Springwell. They had been told which form they were going to be in and had enjoyed meeting their new form tutors. They were relieved that they were going to be with friends. They were impressed by the facilities they had seen including recreational facilities e.g. 'X boxes 360' and dance mats to use at break or lunchtime. A variety of lessons had been enjoyed - 'R.E. was amazing'.

Parents

The research led by Ian Shepherd indicated that some of the concerns felt by children may be influenced by family attitudes towards schools. Therefore it was planned that parents would be consulted by the project, hopefully reaching those who are harder to engage within education, about their own issues and hopes for their children at transition.

Contacting the Parents

A parents' information meeting was arranged in January at Inkersall for the parents of all Y5 and Y6 pupils, but although there were a few positive replies no-one attended.

It was therefore decided to contact the parents of researchers to discuss their concerns for their child and his/her readiness for transfer on an individual basis. As Inkersall School needed to ask permission, from parents, for PM to be given their phone numbers, contacting the parents individually was a lengthy process.

Eventually, in Term 5, phone conversations were held with all but one of the parents. Parents were given the choice of an appointment at school or a home visit. Appointments were made with the twelve parents contacted, four of whom chose to have a home visit. It was not possible to contact the remaining parent because the correct phone number was not available at the time the interviews were taking place. However, she was seen during the second round of interviews.

Parents at Inkersall were also offered the chance to take part in a new Family Learning course 'Moving on up and supporting transition into Secondary School', which is being funded and piloted this year by the LSC. PM attended two parents' evenings to promote this Family Learning course. Four parents expressed an interest but this was unfortunately not enough participants to run the course due to funding constraints.

In Term 4, the day after the presentations to Y6, the parents of the researchers were also invited in to see the presentations. Parents and grandparents of five children came and were appreciative of their children's efforts.

Interview Findings

All the parents interviewed were happy to co-operate and most seemed to welcome the chance to talk about their child in depth. Questions, based on the skills identified by Ian Shepherd, were designed to compare their view of their children with that of the school and it was hoped that the discussion would help parents support their children. (See Appendix 7 for the schedule of questions asked of the parents).

Derby and Derbyshire Parent Partnership was also interested in being present at these meetings as a way of offering their support to hard to reach parents. Unfortunately because of the short time-scale involved in setting up these meetings it was not possible to arrange this. During the interviews it became clear that some of the parents would benefit greatly from the services the Parent Partnership have to offer and so it was made a priority to involve them in the follow-up meetings arranged during Term 2 following transition.

Issues Raised

Most parents were very supportive of the school. Most responded to individual invitations to take part in the consultation at the school. However, the parents of two children felt that the school did not listen to their concerns and that the relationship with the school had broken down. These parents in particular appreciated the option of a home visit. The ease with which this impression could be reinforced was illustrated during the visit of the parents to see the children's Photo Stories. The group was disrupted when they had to relinquish use of the adult sized chairs because another member of staff needed them later in the day. For one parent at least this confirmed that she was not valued by the school.

Although some of the parents were deemed "hard to reach" and they did not respond to group invitations, all responded to an individual 'phone approach. All parents spoken to were happy to discuss their child's transition to secondary school and other issues as well. It was clear that there were many issues - social, personal and health-related as well as educational - affecting some of the families and their children's vulnerability on transition.

The parents interviewed generally felt ill-equipped to help their children in school-related matters. Some tried to help with homework, reading and spelling and two mentioned SAM Learning which had been arranged by the school. Several said they did not understand the teaching methods used, particularly in maths.

The following table compares the parents' views of their children and those of the school in areas focused on by Ian Shepherd. **Where** numbers are similar they did not necessarily refer to the same children.

	Parents' View		School's View	
	Yes	No	Yes	No
Skills and Attitude				
Has stable relationships with peers	8	4	1	11
Relates successfully to adults in school in an age appropriate way	8	4	2	10
Will happily help others	10	2	10	2
Asks for help when necessary	6	6	6	6
Sensible in choice of friends	6	6	6	6
Is able to understand the needs of others	9	3	4	8
Is aware of consequences of actions	6	6	6	6
Good self esteem	2	10	5	7
Able to cope with disappointments/setbacks	6	6	5	7
Able to cope with change	9	3	4	8
Is an active, interested and successful learner	11	1	7	5
School/Parent Communication				
Informed about concerns of social vulnerability on transfer	0	12	12	0
Discussed transfer with school	4	8	School not asked	
Parent has realistic idea of academic levels expected end KS2	3	9	School not asked	
Child has health problems needing support	6	6	0	12

Differences in perception between parents and school could be due in part to different patterns of behaviour at home and school and the effect of more individual attention being available in the home. Examples of this are:

- ❖ **Asking for help:** Parents were generally in qualified agreement with the school; however some whom the school said would not ask for help opened up with encouragement from trusted adults at home; some whom the school said asked willingly for help were often considered by their parents to 'bottle things up' until they got home.

- ❖ **Choice of friends:** most parents said they were very concerned about the influences on their children and spent considerable time with them discussing friendships.
- ❖ **Understanding the needs of others:** parents had a more positive view of their children's ability to understand the needs of others. At school two thirds of the children did not display this ability but were thought to be more sensitive at home.
- ❖ **Understanding consequences:** at school half the children were thought not to show awareness of the consequences of their actions, and parents agreed with this although almost all said that their children could see where they had gone wrong when matters were discussed later.

The findings also raise questions about issues of **communication** between home and school. This is particularly seen in the following areas.

Transfer: the school said that they had informed parents of their concerns about social vulnerability on transfer, but none of the parents said that they had been told. Three parents said they had initiated a discussion about transfer with the school and that the school had said their children would be fine. It is not known in what ways the school had communicated this information but it is of concern that the message had not been perceived in the same way by the parents. For example, neither children nor parents had picked up that pupils could ask to be in the same form as their friends from this information provided by Springwell.

Academic Achievement: only three parents had a realistic idea of the academic levels expected by the school at the end of KS2. Five of the twelve children were expected to achieve age appropriate levels by the school.

Enjoyment of learning: the school judged only seven of the twelve to be active, interested and successful learners, whereas all but one of the parents said that their children enjoyed learning, at least in some subjects.

Learning Support: there was poor understanding of how special needs was organised in the school. Two parents had enquired about statements but had not understood the process or at what stage they were turned down.

Of the seven children working below the expected level, most parents were not sure what help was being offered to their children or what help was available. One parent thought help was 'hit and miss' according to the teacher. One child was given a reader for the mock SATs but both the child and the parent said that they did not know that this would happen or why it had. Others thought that help was not given early enough and felt that if their children had been supported in earlier years they might be making better progress now.

Health: links between the school and health professionals appeared to be weak. Six of the twelve parents reported quite severe health problems requiring specialist supervision but the school reported no health problems in these children. Parents of two of the three children reported as having behavioural problems felt that they had not had sufficient help in trying to support their children although one of these was seen at the Child Development Centre (CAMHS).

Self Esteem: only four of the twelve children were thought by the school to have good self-esteem. Two of these parents, however, felt their child's self esteem was not as good as it should be. The other eight parents agreed with the school about their children's low self-esteem.

Ability to cope with setbacks: seven of the parents said that their child's reaction to setbacks or disappointments was to be upset at first but to soon get over it. The other half took disappointments badly. School and parental views differed about six of the children.

Ability to cope with change: while the school felt that only four of the children coped well with change, nine of the parents said they coped adequately with change and/or were looking forward to going to secondary school.

Post Transition Activities

After transition, between October and November 2009, PM continued to work with the researchers, buddies and the parents to explore the reality of any transition issues, and to evaluate the effectiveness of the project.

Two more sessions were designed to help the buddies and researchers bond together, develop more lasting friendships and help the researchers feel more a part of the school community.

Session 1 - Visit to the Magna Science Centre in Sheffield

Researchers and buddies explored a variety of activities together and encouraged each other in the Adventure Playground. As before, it was apparent that some pairs had bonded more easily than others and there was a tendency especially at lunchtime for the Year Groups to separate, although some pairs did remain together throughout the day.

Session 2 - Drama Workshop

Since lack of self-esteem came out as a common factor for many of the researchers it was hoped that taking part in a successful drama workshop would help to boost their self-image. The day was run by a teacher from the school; it enabled all children to achieve starting with warm-up activities and going on to plan, act and film an 'A to Z of Springwell'. Unfortunately there was not enough time to edit the film on the day but this is to be done by some of the Y9s and will then be sent out to the primary school.

Inkersall Primary School Evaluation

In July, the Headteacher and one of the Y6 teachers completed an evaluation of the project so far. The Head also contributed to the final evaluation of the project in December. Overall the school felt that their aims had been met and in some areas exceeded. The project undertook more activities than they had expected and they had not experienced the usual and expected pattern of fixed term exclusions in Term 6. Two boys who were part of the project had been excluded early in the academic year but this was not repeated. The library activities undertaken in Term 6 were very positive and they would look at how to include them in the Creative Curriculum in future terms.

- ❖ Inkersall staff felt that the project had succeeded in its aim to support KS2 pupils as they prepared for transition to KS3. Allowing the pupils to see Springwell and spend time familiarising themselves with the school had been useful. The experience had been successful for most pupils, although others were still sometimes displaying a lack of confidence about moving to their new school.
- ❖ Inkersall staff felt that there had been fewer behaviour challenges this year than in previous years; although those individuals presenting the most challenging behaviour had continued to do so, the problems had not escalated during Term 6 as in previous years.
- ❖ the two Y6 teachers were asked at the start of the project to use the tool 'Pupils vulnerable on transfer between schools'. One of the teachers had initially said it was useful and interesting, however on reflection she and the Head felt that it did not tell them anything they did not already know about the children and completing it had been time consuming. They had not returned to it to track progress or identify necessary interventions. The school was already tracking these pupils using the Boxall Profile; the Head said she would consider which would be more beneficial for tracking children in future years.
- ❖ Inkersall staff felt that the pupils in the Y6 target group were more confident regarding the 'concerns' identified at the beginning of the project. Other factors thought to have contributed to their confidence were Transition Day and other visits, a calmer atmosphere in Y6 and the fact that the Head and Behaviour Teaching Assistant had worked more closely with the parents of the target group over the year. (Again, there was a difference in perception between school and parents, as none of the parents interviewed said that the school had expressed any concern about their child's vulnerability on transfer.)
- ❖ Inkersall staff were concerned that some buddies had not been good choices and had not always set high enough standards of attitude and behaviour. Initially Inkersall had asked that none of the buddies should be ex-Inkersall pupils, but it proved impossible to exclude them. In fact one of the things which attracted some of those who applied was the link with their old primary school.
- ❖ The school was pleased with the Photo Stories.

Researchers' Evaluations

In October, the researchers had individual interviews to ask their views of their experiences of the transition to secondary school, and how much the All Change project had helped them. It was decided to hold individual interviews rather than a group session because some of the children were very much influenced by their peers' comments and it was felt they might give a more honest opinion in a private discussion.

- ❖ **Skills** The researchers were first asked to complete the same skills self-evaluation that they had undertaken at the beginning of the project. As the following table shows, confidence had grown considerably in all areas, although, with the exception of 'Managing feelings', it had still not reached the levels of the control Y6 group.

Self-evaluation areas	Target Group		Y6 excluding target group before transition
	At the beginning of the project	After transition	
Percentage of children expressing confidence in these skills			
Self-awareness	28.9	36	62.2
Managing feelings	36.9	60	45.4
Motivation	36.9	49.2	62.7
Empathy	19.2	38.5	58.1
Social Skills	39.7	43.6	70.7

(See Appendix 5c for the full table of results)

- ❖ **Opportunities** - The researchers were also asked questions based on the opportunities and concerns identified by the Y6s at the beginning of the project. Most were enjoying the opportunities they had anticipated.

Opportunities	Better than primary school	The same as at primary school	Qualified response
Difference in range of subjects taught	10	3	
Variety of teachers	11	0	2
Range of learning opportunities	12	1	
School facilities and environment	12	1	
Opportunity to make new friends	13	0	
Personal development opportunities through lessons	8	5	
Personal development opportunities through out of class activities	5	0	7

- ❖ **Range of subjects taught:** three children thought there was no difference from primary school. The others were enjoying languages, Graphics and Project Management. (Children who needed extra practice in English did this instead of a second language).
- ❖ **The variety of teachers:** most pupils enjoyed the variety of teachers, although two preferred having just one teacher in primary school.
- ❖ **The range of learning opportunities:** all but one commented on the opportunity to learn in different ways. They felt they were treated as 'more grown-up' and there were lots of different kinds of activities. Two children who had struggled with maths in primary school were enjoying the way it was taught at secondary. Science was a favourite - 'You get to using proper equipment instead of the teachers doing all the cool stuff'.
- ❖ **The school facilities and environment:** all but one child was impressed by the facilities which a bigger school was able to offer. Food was high on the list, as was the opportunity to play on X boxes, use the computers, carry out various sporting activities or go to read in the Learning Resource Centre at lunchtimes.
- ❖ **The opportunity to make new friends:** all of the children had made new friends and were happy about their friendships.
- ❖ **Personal development opportunities through lessons:** eight out of the thirteen felt they had been given the opportunity to develop personally -
 - You have to take more responsibility.
 - Moving around school makes you more confident.
 - You feel older because some of the work is harder.
- ❖ **Personal development through out of class activities:** five of the children had joined extra-curricular activities - football, netball, table tennis and drumming. Only one said he was 'not a club person'; the others though they might join something in the future.
- ❖ **Concerns:** Most children had found that the situations they were concerned about before coming to secondary school had not materialised.

Concerns:	Positive experience	Negative experience	Qualified response
Bullying	7	1	5
Lessons and Homework	10	0	3
Relationships with teachers	12	0	1
Understanding timetables and finding their way around	11	2	
Being separated from friends	13	0	

- ❖ **Bullying:** one researcher said that he had been bullied but he had told the right people and it had not recurred. Another said she had not been bullied but had been spoken to aggressively by an older sister of someone in her class; again she had told a teacher and the matter was dealt with. Four others had heard of other children being bullied but all were confident that the teachers would 'sort it out.' Seven children had not seen or heard of any instances of bullying.
- ❖ **Lessons and Homework:** all the children felt that the lessons were pitched at the right level. Some things were easy, other things were harder, but 'lessons are good because the teachers help'. All were coping with homework, sometimes with parents' support, although three said they sometimes forgot to do it.
- ❖ **Relationships with teachers:** all were enjoying their relationships with their teachers. Only 1 child said he did not get on with 1 teacher. Others had particular favourites 'because he makes me laugh' or 'he makes me feel more grown-up and responsible.' Most seemed to have formed good relationships with their form tutor.
- ❖ **Understanding timetables and finding their way around:** two children said they were still getting used to the size of the school. One was worried about being in trouble for being late when he had to go from one end of the school to the other for the next lesson. The others however said they knew their way around now and 'it's not that big when you get used to it.' All the children had mastered the two-week timetable and said it was easy after the first two weeks.
- ❖ **Being separated from friends:** all the children were pleased that they had been placed with at least one, and sometimes all three of the friends they had identified before moving to secondary school. Even when they were not in the same class as particular friends, they were in the same maths or literacy groups, or could see their friends at playtimes.
- ❖ **Buddies:** unfortunately none of the children had had any contact with their buddies since arriving at Springwell. Some had said hello in passing, others had not seen their buddies at all.
- ❖ **Being on the project:** ten of the children thought that being on the project and getting to know the school before they arrived had definitely helped them. The other three thought it probably had, but were not sure.

Overall, it was clear that the pupils were enjoying most of the opportunities they had identified before going to secondary school and that they were mostly confident in the situations they had been concerned about. No concerns outside those initially identified had emerged; all the children said that transition had been a much more positive experience than they had anticipated.

Parent Evaluations

Parents of twelve of the researchers were interviewed again in November when their children had been in Y7 for 7-8 weeks. Ten of these interviews were completed as home visits as there was no appropriate room available at Springwell because of new building work. Parents of two other pupils were interviewed by phone as it was not convenient for them to meet face to face. The parent of the remaining child had changed her phone number and was not contactable. Interview questions were based on the 'Pupils vulnerable on transfer between schools' tool to follow up the original questions asked. (See Appendix 7b for schedule of questions asked).

The following tables show the parents' responses to questions about their child's social, educational and personal and temperamental development.

SOCIAL ISSUES	Positive Response	Negative Response	Qualified response/ don't know
How has child settled in to Springwell?	8	0	4
Has being on project helped?	8	0	4
Good relationships/friendships with peers in school?	8	2	2
Friends chosen wisely? Is he/she able to take advice about friendships?	7	2	3
How does he/she get on well with adults in school?	12	0	0
More awareness of consequences of his/her own actions?	3	9	0
Good patterns of attendance at school?	12	0	0
Parents been told of any concerns by the school?	3	9	0

- ❖ **Settling in:** parents of eight children felt they had settled in well at Springwell; the remaining four felt their children were settling in, but there had been some problems along the way.
- ❖ **The All Change! Project:** again, parents of eight of the children thought their children had benefitted from the All Change! Project. They thought it was good for the children to have seen and got to know Springwell before going there so that they were not daunted by the size of it; the children had enjoyed making the Photo stories and activities at Springwell; one whose child did not make friends easily said they thought knowing people before he went there had helped him. Among the remaining parents, one thought it might have helped; the remaining four were not sure. Of these one felt their child had had problems at the school, and another thought her son would have managed the transition anyway.

- ❖ **Friendships:** most parents were happy with their child's friendships - most children had made new friends in addition to their old ones. Three children, however, had had a problem with friendships at Inkersall and this had not changed. Parents of two pupils were concerned about their child's choice of friends, although one of these felt her son was becoming wiser in choosing whom to associate with.
- ❖ **Relationships with adults:** all of the parents reported that their children were getting on well with adults in the school, and some said that certain teachers had been particularly helpful.
- ❖ **Awareness of consequences:** most parents felt that their children's awareness of the consequences of their actions had not changed - this included children who had been previously well aware of the consequences, but three children were thought to have become more mature and responsible by their parents.
- ❖ **Attendance:** all the parents reported good attendance at school.
- ❖ **Contact by school about social concerns:** most parents were interviewed before reports were sent out and had had no contact from the school. Two children had been on report and their parents had had meetings with the school. The parent of another child had been trying to set up a meeting with the school to discuss her own concerns and had enlisted the aid of a friend as advocate but said her calls to the school had not been returned; the parents of another child had initiated a meeting with the school because of their own concerns.

EDUCATIONAL ISSUES	Yes/Positive	No/Negative	Qualified response
Parents aware of what child achieved in SATs?	0	8	4 some idea
Have parents been told if there are any concerns about work/educational level?	1	11	0
What is his/her attitude to learning now?	10	1	1 don't know
Is child receiving special help for any additional needs?	3	9	0
Have parents been told what they can do to help?	1	11	0
Have parents found level of homework different?	10	1	1 don't know
Do children ask for help with homework?	10	2	0

- ❖ **SATs:** no parents knew exactly what their children had achieved in their SATs; parents of four children had some idea; parents of two children said they had not heard. Generally parents did not understand the results, i.e. that there were test results and Teacher Assessments, and that each subject was broken down into 3 or 4 Attainment Targets.

Concerns about educational achievement: as most parents were interviewed before the first report they had not had any contact from the school about their child's

educational achievement. The parents of one child had contacted the school themselves as they were concerned and the school had suggested things the parents could do to help. As in the first round of interviews, parents of children working below age expectations were somewhat confused about how much extra help their had received at primary school, and were unsure about what could be offered to their children at Springwell. Some of these children were receiving extra English lessons instead of studying a foreign language; one child had a statement and was receiving extra support in the classroom.

- ❖ **Attitude to learning:** parents of ten children reported that their child had a positive attitude to their learning, although there were some slight reservations about particular subjects which their children found hard; one did not know and one was concerned that her child was stressed as he forgot things easily and was not enjoying lessons.
- ❖ **Homework:** parents of three children thought they had more homework than in primary school, while those of five children thought they had less or about the same. Nine children were reported to be keeping up well with their homework; the parent of a child with very low ability was pleased that the homework was now at her child's level. One parent complained that her child could not read his homework and as she did not know how it should be done this caused friction. Another child said his homework was too hard - his parent was unsure if this was true or he just did not want to do it. One parent did not know how much homework her child got or whether she was doing it. Most children asked their parents for support at least some of the time. There were some concerns by parents - not understanding what was expected, homework diaries not being signed by teachers and messages going unanswered but on the whole parents were happy about their child's homework.

PERSONAL AND TEMPERAMENTAL ISSUES	Yes	No	Qualified response/ N/A
Has school offered any help with any health, sight, hearing, motor, speech and language or mental health issues that impact on school and learning?	0	6	6 N/A
Do parents need any help?	2	8	2 possibly
Are there any behaviour issues at school?	4	6	2 minor issues
Has self esteem and self assurance changed since moving schools?	+4 -1	7	0
Does he/she have a sense of belonging to the school community?	9	1	2
Does he/she accept the school 'boundaries' and limits?	10	2	0

- ❖ **Behaviour issues:** behaviour at school had generally been good; two children had been on report but the parent of one of these thought he had now settled down and his behaviour was good; another two children had been secluded, one for a one-off but

major incident. Both of the two children whose behaviour was still causing concern had been diagnosed with ADHD. All but these two were reported as accepting the school's boundaries and limits. Parents of three of the children whose behaviour was good at school however reported deterioration in behaviour at home.

- ❖ **Self-esteem:** Parents of four children reported a rise in their children's self-esteem; in three of these cases it was quite dramatic - 'I can't believe he's the same child' was a common comment. Only one parent reported a drop in self-esteem- this was the child who was having the most trouble settling in.
- ❖ **Sense of belonging to the school community:** nine children were reported as feeling that they were now a part of the school community; one was 'getting there'; another parent did not know.

Springwell Community School Evaluation

The Lead Teacher at Springwell felt that on reflection it would have been better to meet weekly to help buddies and researchers to cement their friendships sooner. Fortnightly meetings meant that the Springwell buddies lost interest between sessions and felt slightly less important than the Y6s who were being seen weekly.

Despite this it was thought to have been a good experience for the buddies who had had to think about the best way to support the younger pupils. The project had also given them some status within the school.

If the project were to be repeated, the Lead Teacher thought that it might be better to use Y7s as buddies, as their experience had been more recent and they were closer in age to the Y6s; this might strengthen the bond between buddies and their partners. The Head of Y7 thought it might be useful to extend the project to other feeder schools.

The buddies themselves felt that the project had helped their partners settle in to secondary school - sharing their own experiences had helped develop the researchers confidence and they felt it was good for them to know some older students when they first arrived at Springwell. They felt they had helped them particularly by speaking to them and helping them to find their way around, and letting their partner know they were there if there were any problems. Some felt that having more time with their partners would have helped strengthen the bond between them. There were some reservations from the buddies themselves about the pairings; some complained about their partners being immature or misbehaving or too quiet - all qualities which led to the researchers being selected for the project. Almost all those who completed an evaluation had enjoyed the visit to Magna and thought it was the best part of the project - 'Here I got to know my partner better and really find out about him'.

The Lead Teacher felt that the new Y7s seemed to have settled quite quickly into Springwell. Obviously their needs and concerns differed greatly and some found their feet faster than others. On the whole, she was impressed with their attitude to learning and their behaviour.

Form Tutors were asked to write comments on individual pupils. Of the nine responses, only one child was reported as settling in really well, one poorly and the rest were at different stages of settling in. Five were in broad agreement with the parents about how their children had settled in, two disagreed and two were in partial agreement. It must be remembered that tutors were comparing the children with the year group, whereas parents were comparing their attitudes now with previously.

Libraries' Evaluation

Staff felt that the visits were very successful - especially the first visit which was more "traditional" but still well received and resulted in pupils borrowing and returning resources. There were some concerns that the distance of the library and closure for re-furbishing may have disrupted return visits. The library borrowing records are to be examined to see if the students made any further use of the library.

Parent Partnership's Evaluation:

The effectiveness of the project in making links with families was greatly reduced for the partnership because by the time the contact was made deadlines for transition arrangements had already passed. However, at the second meeting with the parents the partnership staff had been able to support parents by giving information about special educational needs support.

Progress and Difficulties

The following areas were identified as having benefit for the groups involved:

- ❖ good relationships were formed between some, though by no means all, of the partnerships in the two groups of pupils.
- ❖ with one exception the children all seemed to have settled down reasonably well into life at Springwell. (This one child had multiple other factors affecting his ability to settle at school.) Some were still finding their feet but all were enjoying the process and the opportunities the secondary school offered them. Their concerns had largely not materialised.
- ❖ staff at the two schools felt that there had been benefits for both groups of pupils. Inkersall said that the project had in some ways exceeded their expectations. Teachers felt it had helped most of the researchers though there were still concerns about some. Springwell staff felt that it had been of benefit to the buddies, giving them a greater sense of responsibility and status within the school.
- ❖ contact was made with some "hard to reach" parents who were all happy to talk about their children. While a minority of parents still had reservations about the transition most were happy about how their child had handled it and some were delighted at the change in their child. Parents compared the project favourably with their own or their older children's experiences of moving to secondary school. There was an opportunity to offer the services of Parent Partnership to those who needed them or felt they might need them in the future.
- ❖ There had been an opportunity to raise awareness of Library Services with both sets of pupils.

The following areas have been changes, challenges and difficulties that the project work has highlighted and had to take account of:

- ❖ initially Inkersall had asked ROWA! to work with pupils twice a week. This had not allowed for Springwell's two-week timetable which meant that the joint sessions could only be scheduled fortnightly. At the same time teachers at Inkersall felt that more than once a week would hinder the pupils' progress in their SATs year, particularly as several children were receiving extra help in their learning. It was therefore decided to work with the Inkersall pupils at Inkersall once a week, with fortnightly visits to Springwell. On reflection Springwell agreed that weekly meetings would have been more beneficial to both groups.
- ❖ at both schools accommodation was sometimes a problem, with changes to the rooms booked, which inevitably led to the time with the children being cut down. This was particularly true at Springwell where sessions were only one hour long. By the time

the group had found out where they should be located and set up the laptops, a good portion of the lesson was lost.

- ❖ communication with the schools was difficult at times. Email was the easiest form of communication and the least disruptive to the school day but messages were sometimes not received or passed on to relevant groups or individuals. Busy teachers were sometimes slow to respond to requests for paperwork.
- ❖ commitment and behaviour were at times a problem for the Y6 researchers. This was not surprising as behaviour concerns were one of the criteria for inclusion. Generally the children fell into two distinct groups - some exhibiting unacceptable behaviour and others being extremely shy and lacking in confidence. Since the skill-building tasks directly addressed areas of difficulty identified in the initial assessment, such as working cooperatively and listening and taking turns in conversation, these were designed to be challenging situations. The researchers gradually settled down and all were well focused during the library visits and when producing their final Photo Stories in Term 6.
- ❖ maintaining a supportive role was a challenge for the Springwell pupils too and some had to be reminded that their role was to support the younger children rather than showing off their own skills. Some supported their partners extremely well but there were instances of Y6 children being left out while the Y8s worked together, or in one case, of one Y8 doing all the work and not allowing Y6s or Y8s to participate. All these issues were resolved at the time through discussion with the individuals concerned, but continued to occur throughout the project.

What Next?

Partners in the project were all asked how they thought the project could be taken forward.

- ❖ Springwell was keen to maintain the relationship between the two groups of pupils and felt it would be beneficial to plan more activity days or sessions for all students to work on their communication and social skills and to use as bonding exercises. Other ideas for improving bonding activity between the two groups included swapping pairings, competitive activities, and short meetings between the pairings. It was felt important to motivate the buddy pairings to *want* to meet up, rather than *have* to.
- ❖ the library records are being checked to see if the families have continued to borrow resources
- ❖ partners felt that the activity was worthwhile and they would consider repeating it in some form
- ❖ the following were mentioned by partners as areas which would need more consideration:
 - earlier contact with parents to allow more scope for support from Parent Partnership
 - more consultation between schools to improve pairing of children
 - wider range of children involved as buddies and more opportunity for buddy/researcher relationship to develop
 - avoid duplication of reviewing needs of children - this happened as a result of Y6 staff being asked to use both Ian Shepherd's tool for identifying children at risk during and transition and the Boxall Profile
 - more consideration of how and when to allocate time to the work. The project clashed with the urgency of preparation for SATs and with the 10 day timetable followed by Springwell.
- ❖ partners agreed that the following were forums where information about the project could be shared:
 - Inkersall/Springwell Parents - letter from ROWA
 - Inkersall Governors - summary
 - Area Primary Heads Meeting (linked to information from North East project)
 - Xtra Net
 - 0-11 District Managers
- ❖ it was also felt that there would be benefits in holding a County wide discussion about transition projects and processes.

Recommendations

After discussion with Partners, the following recommendations were made:

- ❖ adapt Ian Shepherd's protocol for identifying pupils vulnerable on transfer between schools as a tool to establish dialogue between the schools involved and between the schools and parents - this could be assisted by an independent agency such as a parent partnership or the school nurse team.
- ❖ provide parents with greater awareness of specific school processes such as how Special Needs is handled in the school, academic targets, SATs and predicted pupil achievements. This communication has to be appropriate and sensitive to parents' skills and their relationship with school.
- ❖ find ways of using Family Learning or adult education courses / workshops to help parents to understand how children are taught at school and to explore transition issues.
- ❖ capture activities undertaken in this project in an Activities Pack which could be shared with schools to enable them to use some of the ideas in forging their own transition links between primary and secondary schools. (However it is likely that the third party between schools may have helped both pupils and parents to open up within the project).
- ❖ create links between this work and the transition work which has been taking place in the North East district. This project was originally funded by Councillor Gillott for year 6 pupils in Tupton and North Wingfield, to assist a successful transition to secondary education. It also aimed to reduce anti social behaviour in the community by providing an activity out of school, based at and promoting the local youth club, in order to encourage young people to continue to use this service beyond the life of the project.
- ❖ implement a county-wide strategic review of transition to include other interested parties such as Extended Services.

Appendix 1 Timeline of Project Actions

	ROWA!	Inkersall	Springwell	Researchers	Buddies	Parents
Nov-08	Appointed PM Agreed project outline with funder/partners	Initial meeting between PM and School. Report to School Governors. Y6 teachers asked to identify vulnerable children	Initial meeting between PM and School			
Dec-08		Letter to Y6 parents. Y6 - collectively identify hopes and fears - ideas explored through role play - self audit of skills	Y8 invited to apply to be Buddies			
Jan-09	Steering Group. Meeting with Parent Partnership	Presentation to Governors.		Individual Interviews. Preparation for Springwell visits. Initial meeting with Buddy and visit to Springwell	Selection process. Training session. Initial meeting with Inkersall Researchers	Parents' coffee morning arranged for all Y5 and Y6
Feb-09						
Mar-09		Y6 shown presentations by Researchers and Buddies. PM attended parents' evenings to promote Family Learning transitions course		Pairs met to collect information to address questions raised by Y6 about the new school and what happens there – 5 groups each worked on one of the 5 themes. Researchers continued to work on building skills		Invited to see presentations
Apr-09	Steering group					Contact made with all parents of Researchers
May-09						Interviews with parents of Researchers
Jun-09				Visits to library		
Jul-09				Presentation created about the library		
Aug-09					Receive "good luck" cards	
Sep-						

	ROWA!	Inkersall	Springwell	Researchers	Buddies	Parents
09						
Oct-09	Interim Report			Individual interviews for Y7s. Joint sessions for pairs - visit and drama workshop		
Nov-09			Report from Form teachers about Y7s		Evaluations of the project	Interviews with parents of researchers
Dec-09	Steering Group Meeting Final Report					

Appendix 2

Opportunities at Secondary School identified by Y6 pupils

Subjects taught

Maths/Sums/Numeracy
English/ Literacy/Writing
Handwriting and spellings
Science experiments
Woodwork
Design and technology
Music
Drama

ICT
Different PE / Gymnastics
Sports/ Football/ Basketball
Languages like French and Spanish
Sex education
Art and Craft
New lessons
Lots of cool classes

Learning opportunities

Doing well in lessons
Getting good scores on your work
Get the lessons what you want
Going on trips
Liking lessons more
Learn more in all your subjects
Learning new things
Getting 5 lessons
Having different periods in like all of
the lessons
Good marks on your GCSEs

Getting good A levels
Getting good at musical instruments
Getting maths homework
Getting better in literacy
Improving my handwriting
Getting A's on every piece of your work
Being good at lots of sports instead of
a few
Choosing your own classes
Becoming a rock star in music lessons
Good scores on spellings

Friendships

Sitting next to who you want to
Getting a girl friend/boyfriend
Friendship
Because I might make friends
Having cool friends
Meeting new friends

Having a lot of best friends
To see old friends that moved up a few
years ago
Getting people to help you round the
school
Staying with your old friends

School environment and facilities

Cafeteria - more dinner to choose from
Dinner times/ Getting a dinner card
Eating pizza/ The burgers and the
gingerbread men at break
After school clubs and activities
Science labs and computer labs

Clothes and wearing a new school
uniform
Ties
Music rooms
The sports hall
Playing on a Wii

Personal development opportunities

Going to Barcelona in Year 8

Joining after school clubs like drama
and dancing

School plays

Joining a football team

Making your own things

New chance

Making a new start to the year

Improving my behaviour

I want to make an effort

Good chance to get a job

Becoming very wealthy and smart

Fun trying to find your way/ Getting to know the place

Being successful

Being different

The prom

Enjoying yourself

Having fun

Growing up

Share things with other people

More voting for things by pupils

Useful skills for adults

Variety of teachers

Having different teachers

Meeting all the new teachers

Appendix 3
Concerns about transfer to secondary school identified by Y6 pupils

Lessons and Homework

Harder work
Getting stuck on work
Learn to spell
Struggling with lessons
Getting a bad report at parents' evening
More homework
Getting harder homework
If I get no points on my homework
Not getting homework in on time
Not finishing homework
Not understanding homework

Drama
Sex Education
Learning languages
Exams
PE kits
Exams
SATs
GCSEs
Accidentally blowing up your classroom in science and chemistry

Being bullied

Scared of Y11s
Crying in front of Y11s
Getting called names
Big girls bullying me
People laughing at me
I think that I'll get bullied because I'm small

People verbally hurting you
Bullies
Being pushed about
Scared about the bigger kids
Being scared of people
Getting beaten up
Sitting next to a bully

Getting lost/not being able to follow the timetable

Getting lost in school
Forgetting where the toilets are
Not thinking and forgetting which lessons you're meant to go to
Going to the wrong class
Danger of forgetting where stuff is

Don't know where your class is
Following a new timetable
Not knowing where to go
Not getting to class on time
Forgetting where form is

Being separated from friends

Scared of losing my best friends
Missing friends
Split up from friends
If there are other people who don't like you
No friends going to my school
No-one will be my friend

Losing your friends because you're nervous
Meeting new people
Getting boyfriends/girlfriends
Because I don't know anyone
Struggling to make new friends



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and Derby City

Being told off by teachers

Scared of getting detention

Excluded

If I have a problem and I don't want to
ask

Getting told off by teachers

I don't want to meet my new teachers

Scared of getting told off

Teachers being mean

Messing about and getting told off

Getting told off for not getting to
lessons on time because you got
lost

Scary teachers

Doing something wrong

Self-esteem

Getting fat

Being at the bottom of the school

Being different from everyone else

Other

Worried about what they sell for dinner

The dinners

Danger

Appendix 4

Role-play Scenarios used with Y6

Groups of pupils were asked to act out a scene based on each 'Nightmare Situation'. They were asked to show the answers to the 'Top Skills' questions.

Getting lost/ following timetable

You have just started at your new secondary school.

Nightmare situation:

Yesterday you were given a map of the school and a copy of your personal timetable. Last night you took them out to look at and you realise you left them on the dining table at home. Now you have to get to class and you don't know what lesson it is or where it is.

Top skills

What could you have done to avoid this situation?

What can you do now to put it right for today?

Who could help you?

What skills do you need?

Being separated from friends

You have just started at your new secondary school.

Nightmare situation:

You arrive in your form room a little late and you realise that none of your friends are there. There is only one place to sit and that is by someone you don't know (he/she looks quite nice but a bit nervous).

Top skills

What could your teachers at primary school and the secondary school teachers have done to avoid this situation?

Now that it has happened what can you do to make it OK?

Who can help you?

What skills do you need?

Being bullied

You have just started at your new secondary school.

Nightmare situation:

You are going down one of the corridors on your own when it is blocked by a group of Y11s. You're not sure if they have done it on purpose or if they are just hanging out with each other.

Top skills

What could you have done to avoid this situation?

What can you do now?

What skills do you need?

What can you do if they start to call you names/ push you?

Who can help you?

Being told off by teachers

You have just started at your new secondary school.

Nightmare situation:

Your teacher is asking the class questions. You think you know a good answer but you are afraid to say in case you are wrong and get told off.

Top skills

What could your teacher do to avoid this situation?

What can you do now?

What skills do you need?

Who can help you?

Lesson work/homework

You have just started at your new secondary school.

Nightmare situation:

When your maths teacher is explaining the homework you are whispering to your friend about your favourite footballer/pop singer. You get home and realise you haven't got a clue how to do the homework. It is due in 2 days.

Top skills

What could you have done to avoid this situation?

What can you do now?

What skills do you need?

Who can help you?

Appendix 5a

Self-evaluation at beginning of project - Year Group

Skills self-evaluation - Year Group	Confident %	Getting there %	Need practice %
Self-awareness	62.2	33.8	4.1
I can identify my strengths and feel positive about them.	67.6	32.4	0
I can identify and accept my weaknesses, and try hard to improve.	54.1	40.5	5.4
I know what I am feeling and can name these feelings.	75.7	21.6	2.7
I understand that the way I think affects the way I feel, and know that my thoughts and feelings influence my behaviour.	51.4	40.5	8.1
Managing feelings	45.4	45.4	9.2
I am able to express my feelings to other people in ways that are appropriate for the situation and not damaging or destructive.	45.9	51.4	2.7
I can stop myself from doing things that would lead to trouble for me or for other people.	51.4	35.1	13.5
I can calm myself down when I am experiencing feelings like anger and anxiety.	43.2	48.6	8.1
I understand that changing the way I think about people and events can help me reduce uncomfortable feelings like anxiety, anger and sadness.	48.6	40.5	10.8
I know that I can ask other people for help when I feel angry, worried or sad.	37.8	51.4	10.8
Motivation	62.7	35.1	2.2
I can accept my mistakes and feedback and bounce back from disappointment or failure.	56.8	40.5	2.7
I can use my experiences to change my behaviour.	64.9	35.1	0
I can rise to the challenge and try new ideas.	70.3	24.3	5.4
I can work independently when required.	70.3	27	2.7
I am enthusiastic and enjoy learning new things.	51.4	48.6	0
Empathy	58.1	29.7	12.2
I can try and work out how people are feeling through their words, body language, gestures and tone.	73	16.2	10.8
I can see the world from other people's points of view, taking into account their feelings, intentions, preferences and beliefs.	43.2	43.2	13.5
Social skills	70.7	25.7	3.6
I know how to be friendly and join a group.	89.2	8.1	2.7
I know how to be a good friend and group member.	89.2	10.8	0
I can evaluate and choose from a range of strategies to solve problems and resolve conflicts with other people.	51.4	45.9	2.7
I can stand up for myself while showing respect for the needs and values of others.	73	24.3	2.7
I have my own ideas and can explain them to other people	59.5	37.8	2.7
I can get on with other people even if I don't particularly like them.	62.2	27	10.8

Appendix 5b

Self-evaluation at beginning of project - Target Group

Skills self-evaluation - Researchers pre-project	Confident %	Getting there %	Need practice %
Self-awareness	28.9	53.9	17.3
I can identify my strengths and feel positive about them.	23.1	61.5	15.4
I can identify and accept my weaknesses and try hard to improve.	38.5	46.2	15.4
I know what I am feeling and can name these feelings.	38.5	53.9	7.7
I understand that the way I think affects the way I feel, and know that my thoughts and feelings influence my behaviour.	15.4	53.9	30.8
Managing feelings	36.9	41.5	21.5
I am able to express my feelings to other people in ways that are appropriate for the situation and not damaging or destructive.	46.2	38.5	15.4
I can stop myself from doing things that would lead to trouble for me or for other people.	38.5	46.2	15.4
I can calm myself down when I am experiencing feelings like anger and anxiety.	30.8	53.9	15.4
I understand that changing the way I think about people and events can help me reduce uncomfortable feelings like anxiety, anger and sadness.	30.8	46.2	23.1
I know that I can ask other people for help when I feel angry, worried or sad.	38.5	23.1	38.5
Motivation	36.9	50.8	12.3
I can accept my mistakes and feedback and bounce back from disappointment or failure.	38.5	53.9	7.7
I can use my experiences to change my behaviour.	46.2	38.5	15.4
I can rise to the challenge and try new ideas.	23.1	53.9	23.1
I can work independently when required.	15.4	69.2	15.4
I am enthusiastic and enjoy learning new things.	61.5	38.5	0
Empathy	19.2	53.9	26.9
I can try and work out how people are feeling through their words, body language, gestures and tone.	38.5	38.5	23.1
I can see the world from other people's points of view, taking into account their feelings, intentions, preferences and beliefs.	0	69.2	30.8
Social skills	39.7	50	10.3
I know how to be friendly and join a group.	76.9	23.1	0
I know how to be a good friend and group member.	46.2	53.9	0
I can evaluate and choose from a range of strategies to solve problems and resolve conflicts with other people.	38.5	46.2	15.4
I can stand up for myself while showing respect for the needs and values of others.	15.4	76.9	7.7
I have my own ideas and can explain them to other people.	30.8	38.5	30.8
I can get on with other people even if I don't particularly like them.	30.8	61.5	7.7

Appendix 5c

Self-evaluation at end of project – Target Group

Skills self-evaluation – Researchers pre-project	Confident %	Getting there %	Need practice %
Self-awareness	36.6	48.1	15.4
I can identify my strengths and feel positive about them.	30.8	69.2	0
I can identify and accept my weaknesses and try hard to improve.	38.5	30.8	30.8
I know what I am feeling and can name these feelings.	7.7	61.5	30.8
I understand that the way I think affects the way I feel, and know that my thoughts and feelings influence my behaviour.	69.2	30.8	0
Managing feelings	60	33.9	6.2
I am able to express my feelings to other people in ways that are appropriate for the situation and not damaging or destructive.	30.8	61.5	7.7
I can stop myself from doing things that would lead to trouble for me or for other people.	69.2	30.8	0
I can calm myself down when I am experiencing feelings like anger and anxiety.	53.9	38.5	7.7
I understand that changing the way I think about people and events can help me reduce uncomfortable feelings like anxiety, anger and sadness.	53.9	30.8	15.4
I know that I can ask other people for help when I feel angry, worried or sad.	92.3	7.7	0
Motivation	49.2	44.6	6.2
I can accept my mistakes and feedback and bounce back from disappointment or failure.	38.5	53.9	7.7
I can use my experiences to change my behaviour.	69.2	30.8	0
I can rise to the challenge and try new ideas.	30.8	69.2	0
I can work independently when required.	46.2	38.5	15.4
I am enthusiastic and enjoy learning new things.	61.5	30.8	7.7
Empathy	38.5	57.7	3.9
I can try and work out how people are feeling through their words, body language, gestures and tone.	61.5	38.5	0
I can see the world from other people's points of view, taking into account their feelings, intentions, preferences and beliefs.	15.4	76.9	7.7
Social skills	43.6	44.9	11.6
I know how to be friendly and join a group.	69.2	30.8	0
I know how to be a good friend and group member.	61.5	38.5	0
I can evaluate and choose from a range of strategies to solve problems and resolve conflicts with other people.	15.4	61.5	23.1
I can stand up for myself while showing respect for the needs and values of others.	53.9	30.8	15.4
I have my own ideas and can explain them to other people.	15.4	69.2	15.4
I can get on with other people even if I don't particularly like them.	46.2	38.5	15.4

Appendix 6

Skill building activities

Some examples of skill-building activities carried out by Inkersall pupils:

Skill set	Example of skill	Activity
Self-awareness	I can identify my strengths and feel positive about them.	Each person in group says something positive about the person on their right. Discussion on what strengths are and examples of anyone they know with a particular strength. Children then list their strengths individually. Plenary - children volunteer to say what one of their strengths is.
Managing feelings	I can stop myself from doing things that would lead to trouble for me or for other people.	Discuss ways people could be assertive in refusing to do something wrong. Role play activity. Choose a situation where one person tries to persuade another to do something they are not happy about. How do they choose to do the right thing? Briefly say what your group did.
Motivation	I can accept my mistakes and feedback and bounce back from disappointment or failure.	Discussion. Who gives us feedback about our mistakes? What sort of feedback from adults really helps you to accept your mistakes? Discuss mistakes in work and behaviour. What helps you? What makes it worse?
Empathy	I can try and work out how people are feeling through their words, body language, gestures and tone.	Each in turn say 'I can't do that' using a different tone of voice. Discuss what emotion person was showing. Ask children to use body language - no words- to express boredom, anger, happiness, excitement etc.
Social skills	I know how to be friendly and join a group.	Think of the ground rules for belonging to a working group. Make a poster showing the ground rules

Appendix 7a

Initial parent questionnaire

SOCIAL SCALE

- Does the child have good relationships and friendships with peers in school?
- Does he/she get on well with adults in school?
- Will he/she happily help others?
- Will he/she ask for help when necessary?
- Does he/she choose friends wisely? Is he/she able to take advice about friendships?
- Does he/she understand and act on the needs of others. Does he/she understand when this is pointed out?
- Is he/she aware of the consequences of his/her own actions? How does he/she respond when these are pointed highlighted or discussed?
- Does he/she have good patterns of attendance at school?
- Have parents have been told of the schools concerns about social vulnerability on transfer?

EDUCATIONAL SCALE

- Have parents been told if he/she is expected to achieve appropriate Key Stage attainments? Has pupil been told?
- Is he/she an active, interested and successful learner?
- Does he/she show appropriate resourcefulness and creativity?
- Is child receiving special help for any additional needs? Has this helped?
- Have parents been told what they can do to help?
- How much do parents support children in their learning?
- Is the pupil willing to undertake additional work with adults in order to try to improve attainment?
- Does the pupil have a realistic view of his/her attainment levels?

PERSONAL AND TEMPERAMENTAL SCALE

- Has child got any health, sight, hearing or motor issues that impact on school and learning?
- Any speech and language issues?
- Any mental health issues?
- Have they had support for any of the above?
- Are there any behaviour issues at school? What has been done to address behaviour issues?
- Has he/she got good self esteem and self assurance? What is being done to boost self-esteem/confidence? At school? At home?
- Does he/she have a sense of belonging to the school community?
- Does he/she accept the school 'boundaries' and limits?
- How does he/she cope with disappointments/setbacks?
- How does he/she cope with change? Has child said how they feel about moving to new school?
- How does parent feel about change? Are there any major anxieties?
- What support have they had/would they like? (if appropriate)

Appendix 7b

Final parent questionnaire

SOCIAL SCALE

How has the child settled in to Springwell?

Has being on project helped?

Does the child have good relationships and friendships with peers in school?

Has he/she chosen friends wisely? Is he/she able to take advice about friendships?

How does he/she get on well with adults in school?

Is he/she any more aware of the consequences of his/her own actions? How does he/she respond when these are pointed out, highlighted or discussed?

Has he/she had good patterns of attendance at school?

Have parents been told of any concerns by the school?

EDUCATIONAL SCALE

What did child achieve in SATs?

Have parents been told if there are any concerns about work/educational level?

What is his/her attitude to learning now?

Is child receiving special help for any additional needs?

Have parents been told what they can do to help?

Have parents found level of homework different?

Do children ask for help with homework?

PERSONAL AND TEMPERAMENTAL SCALE

Has school offered any help with any health, sight, hearing, motor, speech and language or mental health issues that impact on school and learning? (refer to previous meeting)

Do parents need any help?

Are there any behaviour issues at school? What has been done to address behaviour issues?

Has self esteem and self assurance changed since moving schools?

Does he/she have a sense of belonging to the school community?

Does he/she accept the school 'boundaries' and limits?