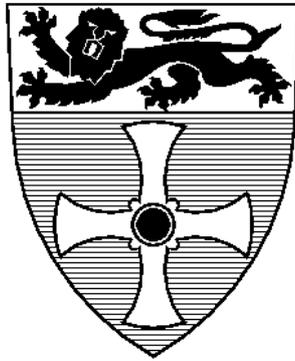UNIVERSITY OF
NEWCASTLE

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An Evaluation of EDP Priority 5:
Key Stage 2/3 Transition

Final Report
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Section 1

Introduction and Context

This report is an independent evaluation of Hartlepool LEA's Priority 5, Activity 1 of the 2001 Education Development Plan, which is:

> *"to establish systems to ensure continuity and progression between Key Stage 2 and 3".*

We have contextualised our findings from the case studies of schools in Hartlepool with reference to the previous research we undertook (for the DETR) into a national study of LEA responses to issues of transition and transfer. We were able to identify and review materials which included academic materials, 'grey' literature, non-academic materials and policy documents such as Government/local government materials, Educational Development Plans, Behaviour Support Plans, etc. Through the research we were able to identify good practice amongst LEAs in relation to transition across phases.

Transition and transfer in the wider context
Transition between Key Stages can coincide with transfer between schools but this is not exclusively the case. When moving from KS1 to KS 2, and KS3 to KS4, most children will remain in the same school. The transition from KS2 to KS3 however is often coupled with a change in schools, although some regions maintain a middle and high school system in which pupils transfer at the end of Year 8. The most complex transition takes place between KS4 and 5. KS4 marks the end of compulsory schooling and so offers many more alternative paths for students to follow.

Concerns about the impact of transfer, the move from one school to another, on pupils have been expressed for many years. Schools and their LEAs have tried different methods of ensuring that transfer is managed efficiently and in the best interests of the pupils concerned. Over the past twenty years the emphasis has tended to be on the administrative procedures of transferring information from schools in one phase to the next and on the pastoral care of pupils during this period of change. More recently, the academic progress of children has been identified as an issue in the light of evidence showing a 'dip' or hiatus in pupil progress in the year immediately following transfer. Hargreaves and Galton (1999), for example, found that two out of every five pupils fail to make the expected progress in the year after transition from Key Stage 2 to Key Stage 3. The literature offers several possible explanations for this lack of progress. Explanations include difficulties adjusting to the new routine (although these are usually short-lived), the impact of the long summer break, repetition of previous work, new work that underestimates the capabilities of pupils, and organisational structures that give pupils a negative sense of themselves as learners. At the same time, studies of pupil attitudes suggest that the concerns expressed about the impact of transfer are also reflected in the individual progress made by some pupils as they move from one year group to the next within a school. The term transition is used to describe this movement from year to year within a school.

International comparison of issues linked to transfer and transition is limited and made more problematic by the complexity of the English system where transfer takes place at different points depending on the arrangements in particular regions. The management of the middle years, deemed to be anything from the age of 8 to 13, has attracted comment in recent reviews (Demetriou *et al.*, 2000 and Galton *et al.*, 2000). Recent work in the USA

(Anderson *et al.*, 2000) demonstrates the shift in understanding from an assumption that problems associated with transfer were a symptom of developmental difficulties to an acknowledgement of the contribution institutional discontinuities make and how they can impact on different groups of pupils. In Norway, whilst Secondary schools tend to be smaller than is typical in the UK, a study of pupil attitudes and perceptions of transfer reveals similar social concerns for pupils and anxiety about how they will settle in to the new environment. What is interesting is that although changes in teaching style are noted there is not the same level of reporting of the repetition of work previously covered in the Primary phase. The report does not focus on the strategies used by the schools to manage transition and so it is not possible to identify how they overcome the 'fresh start' tendency, where teachers approach the teaching of their subject with no reference to previous learning in the Primary phase, that is still so prevalent in English Secondary schools.

In 1999 the Department for Education and Employment (DfEE) commissioned a literature and effective practice review on the effects on pupils' progress of these two related experiences: transfer and transition (Galton *et al.*, 1999). The review builds on the work of the Centre for the Study of Comprehensive Schools (CSCS) who surveyed practice on transfer/transition in 215 Secondary schools and conducted its own survey of 11 LEAs. Existing strategies for the management of transfer and transition are grouped into the following categories:
- Administrative approaches (the exchange of information)
- Pupil-centred approaches (the preparation of pupils to meet social aspects of change)
- Curriculum continuity approaches (shared topics across the last term in Primary school and the first term of the Secondary school)
- Pedagogy approaches (the engagement of pupils in new ways of teaching and learning)
- Metacognitive approaches (helping children to know more about themselves as learners).

They found that only a small number of studies, including one or two by LEAs, have considered impact of transfer and transition on academic progress, as opposed to outlining administrative structures and identifying the pastoral needs of pupils. As a survey carried out by Worcester LEA in 1997 indicates, the type of information passed on at points of transfer reflects this concern with pastoral issues rather than academic progress: 80% of schools passed on pastoral information, around 50% passed on statutory assessment results and only 20% made use of portfolios of work. The need for a better balance between social and academic concerns at transfer as well as at various transition points is highlighted in the review.

Few LEAs in 1999 had established regular monitoring systems that would allow the progress of pupils to be followed across the various transition and transfer points. One practical measure being pursued in some LEAs was investment in computer systems for pyramids or partnerships of schools so those teachers have a common system for recording progress. In other LEAs, Suffolk for example, the need for liaison activities to focus more closely on standards of work and the expectations of pupils had been identified so that all teachers share a common understanding of what constitutes high attainment in a subject at a given age. The review recommends that attention should also be given to the development of extended induction programmes such as the 'learning to be a professional pupil' programmes designed to help pupils cope with discontinuities in teaching approaches recommended by Lahelma and Gordon (1997). LEAs could establish and

share baseline data on the impact of different approaches to managing transfer and transition so that schools have a benchmark.

Schagen and Kerr (1999) looked at three aspects of transfer from Key Stage 2 to Key Stage 3 in another major review of provision for NFER. They also found that whilst systems for pastoral care were well developed, provision for curriculum continuity and individual progression was problematic. The National Curriculum has not, as was originally intended, solved problems associated with curriculum continuity across points of transfer. It has not done so mainly because of the persistence of the 'fresh start' attitude amongst Secondary teachers, who prefer to lay the groundwork for their subject area in Year 7 with little regard for the pupils' previous learning. Also, the differences in teaching approaches in the different phases have an impact on the curriculum.

Eleven LEAs were included in the NFER evaluation and their potential to act as 'honest brokers' between schools in the current climate of competition brought about by open enrolment and parental choice is identified. LEA led initiatives would also offset any perceptions that the Secondary schools were attempting to dictate to feeder primaries. One key role for LEAs could be the facilitation of cross-phase working groups with a more focused agenda and clearer outcomes. Other activities which have proven beneficial in achieving effective transfer are cross-phase moderation exercises to look at the capabilities of a range of Year 6 pupils and observation of teaching methods. The LEA also has a key role to play in encouraging more Secondary schools to make use of transfer data, evidence from a range of studies shows that the use of such information is minimal, by negotiating a standardised format for such data and acting as a clearing house. However, any attempt to produce common transfer forms are thwarted if there is insufficient consultation with schools The provision of a national transfer form co-ordinated by the LEA is suggested as an even more attractive option that could accommodate transfer across LEA boundaries. Finally, the LEA could alleviate the pressure on Primary schools by co-ordinating induction programmes across the Secondary schools within its remit.

Evidence from LEA Educational Development Plans (EDPs) indicates that there is a growing awareness of the need to move beyond bureaucratic procedures and the provision for the pastoral care of pupils at points of transfer. Reference is made to the need for cross-phase liaison to develop better understanding of approaches to teaching and learning and a number of LEAs highlight the need for cross-phase moderation to assess pupil capabilities.

As reported by Galton, Ruddock and Gray (1999), the vast majority of LEAs either have no monitoring in place with respect to the impact of their transition related initiatives or have not had programmes in place for a sufficient period of time in order to draw valid conclusions. The issue of monitoring and evaluation in this area is complex. No educational innovation is carried out in isolation of other developments. In this case, the introduction of the National Numeracy and Literacy strategies with their concurrent training and active involvement of LEA staff in this cross-phase initiative means that it is very difficult to factor out the actual impact caused by improved transition. Although, in the last year there have been significant developments with three LEAs having been awarded beacon status for their work in transfer and transition; Hartlepool is innovative in commissioning an evaluation of the situation in the authority.

National Policy
It is important to set activities in Hartlepool LEA within the national picture and context. There are various initiatives and strategies - led by the Standards and Effectiveness Unit

(SEU) - which have been established and/or are being developed nationally, and some of these are being implemented in Hartlepool. The evaluation of the transition work cannot ignore such features.

Excellence in Cities (EiC)

The Excellence in Cities initiative was launched in March 1999, and recognises the special characteristics of city schools. It sets out a number of measures to build on existing policies to raise standards in inner city schools by focusing on the needs of individual pupils. There are 6 key strands:
- learning mentors for all pupils who need them;
- learning support units;
- a network of new city learning centres;
- more Beacon and specialist schools;
- small Education Action Zones;
- and extended opportunities for gifted and talented pupils.

(Ref: http://www.standards.dfes.gov.uk/seu/policy/#EiC)

The Excellence in Cities initiative in Hartlepool aims to raise and extend aspirations; achievements and opportunities for young people in the area. One feature of the initiative is the use of learning mentors in Secondary schools. In two of these schools, learning mentors have been in to work with Primary schools, targeting individual pupils who have barriers to learning or who experience some kind of problem.

Raising Standards at Key Stage 3

This initiative aims to ensure that the gains of the literacy and numeracy strategies in Primary schools are continued into Secondary schools. A key element of the strategy is to support children who start Secondary school below the level expected for their age in English and mathematics with programmes to help them catch-up with their peers early on. But the Strategy also caters for more able learners as well, and aims to promote higher standards for all pupils, whatever their starting point and ability level.
(Ref: http://www.standards.dfes.gov.uk/keystage3/)

Specialist Schools

When EiC was launched in March 1999 the Specialist Schools scheme was amongst its key policy strands.

Specialist schools are an integral part of the overall school improvement agenda. They focus on a particular curriculum specialism to strengthen performance in that area as a focus for whole school improvement. All specialist schools share their resources and expertise with other schools and the wider community. The programme aims to: encourage innovation in teaching and learning, leading to overall school improvement; secure private funds and other effective support from sponsors; and form a focal point for revitalising education in areas of disadvantage. If designated, schools receive £100,000 capital grant and £123 per pupil per annum over the 4-year period. In return, such schools have obligations both within the school and outside in their local areas. In the school they are expected to provide a rich experience in their chosen specialism in addition to the national curriculum. Outside of the school they are required to reach as many children as possible and establish strong links with other schools and the wider community. Currently there are 536 Specialist Schools, within 4 specialisms: 313 Technology Colleges, 99 Language Colleges, 67 Sports Colleges, and 57 Arts Colleges. This range is due increase to include business and enterprise, engineering and science.

(Ref: http://www.dfee.gov.uk/specschl/index.htm)

Gifted and Talented

The national strategy to improve the identification, education and support of gifted and talented children was introduced in September 1999. The main elements of the gifted and talented strand of the initiative are:

- Identifying the gifted and talented cohort - a group of gifted and talented pupils including 2-10% of pupils in each year group;
- Introducing a whole school policy for the gifted and talented cohort;
- Introducing a distinct in-school teaching and learning programme for the gifted and talented cohort
- Introducing an extensive programme of out of hours study support opportunities for those pupils, provided through local networks.

(Ref: http://www.standards.dfes.gov.uk/excellence/policies/GiftedAndTalented/?seclist=997)

Section 2

Research Methodology

Research Context.
We began by referring to the previous research we undertook into transition and transfer. We were able to identify and review materials which included academic materials, 'grey' literature, non-academic materials and policy documents such as national and local government materials, Educational Development Plans (EDPs), Behaviour Support Plans, etc. Through the research we were able to recognise good practice amongst LEAs in relation to transition across phases. Our analysis of this literature helped to place this evaluation in the wider context (see Section 1).

Questionnaire Survey.
We conducted an LEA-wide questionnaire survey in the first stage of the research, to help construct an audit and collect information about the schools in the region. This provided us with essential data for shaping the case study element of the research, and details of the analysis can be seen in Section 3. We sent out 38 questionnaires to schools in the area and these were broken down as follows:
- 31 Primary schools (including one special school)
- 7 Secondary schools (including one special school).

Although there is one Pupil Referral Unit (PRU) in the area, we excluded the PRU in our sample (after discussions with PRU staff) on the basis that the Unit serves as a temporary environment, and staff are not involved in any transition work.

Case Study research
In order to address the range of diversity we selected (based on discussions and negotiations with Hartlepool LEA) two Secondary schools for case study research. We also included five partnership feeder Primary schools (identified by Hartlepool LEA) for each Secondary school. One Primary school was identified as being a feeder to both case study Secondary schools. We conducted case studies of a total of 11 schools.

The case studies used a mixture of qualitative and quantitative methods. The quantitative data we were able to collect was that which is readily available within the school or from the LEA, such as Ofsted reports, school prospectuses, and induction booklets. The qualitative data we collected related to processes within the schools, relevant to the evaluation aims and was generated from interviews with staff, group discussions with Year 7 Secondary school pupils and documentary analysis. We interviewed school Heads and specialist staff (where appropriate) such as liaison co-ordinators, and key LEA staff. We used semi-structured interview schedules, and also drew upon the completed questionnaire from each school - as a basis for the one-to-one interviews. All of the interviews were tape-recorded and fully transcribed.

Documentary Analysis
The documentation we were provided with as part of the research included: the Key Stage 2/3 Liaison Working Party proceedings; Transfer Forms; annual reports; sections of the EDP and pupil performance.

Section 3

Questionnaire analysis

Response Rates

Questionnaires were sent out to seven Secondary schools. Six out of the seven schools returned their questionnaires, which represents a return rate of **85.7%**. A similar response rate was achieved by the Primary schools that were included in the evaluation. Thirty-one questionnaires were sent out to Primary schools. Twenty-four completed questionnaires were returned which represents a response rate of **77%**. The overall response rate across all schools was therefore **74%**. We did attempt to increase the response rate by issuing a reminder; this resulted in only two additional questionnaires being returned. The analysis and description which follows is based, therefore on the completed questionnaires received **(n=30)** and the data contained within them. This data must be taken in the context, however, that there are responses missing from 8 schools across the LEA, which represents a percentage of **21%.**

As reported in **Table 1** below, all of the Secondary schools (n=6) reported that they had an induction/transition programme. Three-quarters of the Primary schools in the sample reported that they had a specific transition programme in operation. Overall, 80% (N=30) of the schools have or are involved in a transition/induction programme. A quarter of Primary schools (25%) reported that they did not currently have a specific transition programme. Of the 6 Primary schools reporting no involvement in a transition programme, three said they had plans to develop a one in the future, while the remaining reported they had no plans to develop such a programme.

With regards to the force behind transition work, all Secondary schools reported that work was school-based. One school reported that they were exploring the possibility of expanding their programme in line with the Excellence in Cities Strategy. Fifty-eight percent of Primary schools viewed their transition programme as a school-based and school-driven initiative. Multiple response numbers indicate that across both Primary and Secondary schools, staff identified as key organisers of programmes include teachers, SENCOs and 'Gifted and Talented' co-ordinators As revealed in **Table 3**, there was little involvement (in terms of leading the focus of transition work) from parents, governors and LEA personnel. Three Secondary schools identified 'other' participants, and included: *"Teachers from both Secondary and Primary sector including teaching assistants", "Home school liaison officer" and "EAZ team".*

Half of the Secondary schools surveyed said that their main focus was on the pastoral side while one school identified its focus as on learning needs. The remaining 2 Secondary schools stated that they focused on both pastoral and learning needs. Among the Primary schools there was a fairly even divide. Six schools stated that their transition programme focused exclusively on pastoral work; while 5 reported that they focused exclusively on learning needs. Seven Primary schools stated that they focused on pastoral and learning needs.

Almost all of the Secondary schools (four out of six) claimed to be using bridging units in literacy, numeracy and ICT. One Secondary in particular, for example, claims to use bridging units in literacy, numeracy, ICT, technology and science. However, there is no detail about the nature of these bridging units and it appears that the term, 'Bridging Unit'

is loosely defined and can apparently include summer schools, out-of-school clubs and school assemblies.

Table 1: Comparison of Primary and Secondary school systems and procedures

QUESTIONS	SECONDARY SCHOOLS RESPONSES		PRIMARY SCHOOLS RESPONSES		TOTALS	
	Number (n=6)	%	Number (n=24)	%	Total Number	Total %[1] (N=30)
Transition programme?: YES	6	100%	18	75%	24	80%
Transition programme?: NO	NA	NA	6	25%	6	20%
Future plans for a programme?: YES	NA	NA	3	12.5%	3	10%
Future plans for a programme?: NO	NA	NA	3	12.5%	3	10%
How long existed?	5-20 Years	NA	3 mths-12 yrs	NA	NA	NA
Is the programme a:						
School Initiative	6	100%	14	58.3	20	66.6%
Other	0	0	4	16.7%	4	13.3%
LEA Initiative	0	0	3	12.5%	3	10%
School & LEA	0	0	3	12.5%	3	10%
Who was involved in the design?						
Teachers	6	100%	17	70.8%	23	77%
SENCO	5	83%	9	37.5%	14	47%
Other	3	50%	5	20.8%	8	27%
G&T Co-ordinator	2	33%	4	16.7%	6	20%
Ed. Welfare Officer	2	33%	1	4.2	3	10%
Parents	1	16.7%	1	4.2%	2	7%
School governors	1	16.7%	1	4.2%	2	7%
LEA Rep.(s)	NA	NA	2	8.3%	2	7%
The main focus?						
Pastoral	3	50%	6	25%	9	30%
Pastoral & learning	2	33.3%	7	29.2%	9	30%
Learning needs	1	16.7%	5	20.8%	6	20%
No response	0		6	25%	6	20%
Main elements of the programme?						
Taster days/classes	5	83%	15	62.5%	20	67%
Summer schools	4	67%	15	62.5%	19	63%
Visits to Secondary	NA	NA	17	70.8%	17	57%
Other	2	33%	8	33.3%	10	33%
Induction days.	6	100%	NA	NA	6	20%
Open access: school	5	83%	NA	NA	5	17%
Open days: parents	4	67%	NA	NA	4	13%
Peer-mentoring	4	67%	NA	NA	4	13%
Bridging units	4	67%	NA	NA	4	13%
Open day: children	3	50%	NA	NA	3	10%
Programme of study	3	50%	NA	NA	3	10%
Cross-Phase teaching	2	33%	NA	NA	2	7%

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[1] Please note that multi response columns do not add up to 100. Multi response questions have been treated in this analysis as separate variables for the sake of simplicity to give an indication of how many out of each sub-sample and the total sample ticked each option. Multi-response questions were used so that frequencies could be generated which could give an indication at a 'glance' of the main responses.

As we can see in **Table 2** below, all of the responding Secondary schools reported that they arrange staff visits to their feeder Primary schools. Multiple response frequencies reveal that in all cases, staff visits normally include the Head of Year 7 and the SENCO. The Gifted and Talented Co-ordinator and subject teachers and support teachers also figure prominently in school visits. Three Secondary schools mentioned 'other' staff involved in visits to feeder Primary schools including: *"Head teacher, former pupils in Secondary school", "Pupils (Peer mentors)" and "Primary Community Teacher".*

Thirteen of the Primary schools (54%) reported that they organise staff visits to Secondary schools, while 11 Primary schools (46%) reported that they do not. One Primary respondent pointed out that it: *"Tends to be Secondary teachers coming to Primary schools".* In the majority of cases among the Primary schools, the Head of Year 6, other Year 6 teachers and the SENCO are the main visitors to Secondary schools. Schools also identified core subject co-ordinators and support assistants as other important staff. In most cases, visits appear to involve talking to Year 7 teachers, Year 7 pupils. The purposes of the visits seem to focus predominantly on the exchange of subject content

Secondary schools were asked to identify the main purpose of visits to their Primary feeder schools. All of the Secondary schools identified the following main purposes: talking to Year 6 teachers; Year 6 pupils and talking to parents of Year 6 pupils. Four out of 6 Secondary schools reported that they used the visits to observe lessons. Other comments from respondents included: *"Pupils from our school speaking to Year 6 pupils formally and informally";* and *"Since 1996, several members of staff (All curriculum areas) have had dedicated timetable time (teaching) in our 5 partner Primary schools.*

Half of the Primary schools surveyed (50%) stated that collaborative teaching does take place between Year 6 and Year 7 teachers and normally takes place in the last term of Year 6. In terms of frequency, it is clear that there is some variation. Some schools mentioned that collaborative teaching takes place on a weekly basis in the last term of Year 6, while other schools suggested that it ranged from one teaching session only to a number spread throughout the Year. Clearly, as with the definition of 'bridging units' mentioned earlier, there appear to be competing definitions of what actually constitutes collaborative teaching. One Primary Head Teacher pointed out that collaborative teaching had only occurred once. Over half of the Primary schools identified other transition activities they were involved in but also identified meetings and exchanging examples of pupils' work with Secondary schools. However, in most cases, these meetings and exchanges appear to take place relatively informally and 'when the need arises'. This may be linked to timetabling or non-contact time issues.

Again, as with other transition activities, there is considerable variation in exchange activities. Seven Primary schools stated that meetings and exchange activities usually took place when the need arose. Clearly, responses from the Primary side are lower than those provided by Secondary schools. This suggests that there is a great deal more going on at Secondary level.

Table 2: *Comparisons of Primary and Secondary school liaisons and collaborations*

QUESTIONS	SECONDARY SCHOOLS RESPONSES		PRIMARY SCHOOLS RESPONSES		TOTALS	
	Number (n=6)	%	Number (n=24)	%	Total Number	Total % (N=30)
Do you organise staff visits to schools: YES	6	100%	13	54%	19	63%
Do you organise staff visits to schools: NO	NA	NA	11	46%	11	37%
Who is normally involved?						
Head of yr 7/yr 6	6	100%	11	46%	17	57%
SENCO	6	100%	7	29%	13	43%
Other	3	50%	8	33%	11	37%
Other Yr6 teachers	NA	NA	8	33%	8	27%
G & T Co-ordinator	5	83%	2	8%	7	23%
Support teachers	5	83%	2	8%	7	23%
Subject teachers	5	83%	NA	NA	5	17%
School governors	NA	NA	2	8%	2	7%
Do your visits include?:						
Talking to Y6/7 teachers	6	100%	11	46%	17	57%
Talking to y6/y7 pupils	6	100%	6	25%	12	40%
Talking to parents	6	100%	4	17%	10	33%
Observation of lessons	4	67%	2	8%	6	20%
Open evenings	NA	NA	6	25%	6	20%
Other	3	50%	1	4%	4	13%
What is the main visit purpose?						
Exchange subject knowledge/content	2	33%	8	33%	10	33%
Other	3	50%	6	25%	9	30%
Teaching styles used.	4	67%	3	13%	7	23%
Familiarisation with pupil's learning styles.	4	67%	NA	NA	4	13%
Explore pupils' expectations of school.	NA	NA	4	17%	4	13%
Collaborative teaching: Yr 6/7 teachers?: YES	3	50%	12	50%	15	50%
Collaborative teaching: Yr 6/7 teachers?: NO	3	50%	12	50%	15	50%
When does this teaching take place?						
Last term of Year 6	0	0%	6	25%	6	20%
Other	1	17%	5	21%	6	20%
Last term Yr 6: first Yr 7	2	33%	0	0	2	7%
First term of Yr 7	1	17%	NA	NA	1	3%
Does your school share knowledge & experience of assessment practices?						
Other	2	33%	17	57%	19	63%
Meetings	4	67%	14	58%	18	60%
Exchanging pupils' work.	4	67%	9	38%	13	43%
INSET	1	17%	1	4%	2	7%
How often do these take place?						
When the need arises	3	50%	7	29%	10	33%
Other	1	17%	6	25%	7	23%
Regularly	1	17%	2	8%	3	10%
One-off	0	0	2	8%	2	7%

Table 3: *Comparisons of Primary and Secondary school transfer of pupil records*

QUESTIONS	SECONDARY SCHOOLS RESPONSES		PRIMARY SCHOOLS RESPONSES		TOTALS	
	Number (n=6)	%	Number (n=24)	%	Total Number	Total % (N=30)
How are pupil records normally transferred /received?						
CTF	6	100%	21	88%	27	90%
Floppy Disk	2	33%	5	21%	7	23%
Other	3	50%	0	0	3	10%
E-mail	1	17%	0	0	1	3%
When is pupil attainment data normally transferred/received?						
Last term of Yr6	2	33%	23	96%	25	83%
First term of Yr7	3	50%	1	4%	4	13%
Other	1	17%	0	0	1	3%
Who receives the pupil transfer documentation?						
Deputy Head Teacher	3	50%	1	4%	4	13%
Other	5	83%	19	79%	24	80%
SENCO	5	83%	3	13%	8	27%
Head Teacher	2	33%	5	21%	7	23%
G & T Co-ordinator	2	33%	0	0	2	7%
How is pupil attainment data used by the receiving school?						
To inform teaching	6	100%	NA	NA	6	20%
Pastoral purposes	6	100%	NA	NA	6	20%
Target setting: individual pupils	5	83%	NA	NA	5	17%
Other	3	50%	NA	NA	3	10%
Do you have your own baseline assessment for new Yr7 pupils?						
Yes	4	67%	NA	NA	4	13%
No	2	33%	NA	NA	2	7%
How is this used in relation to data from feeder schools?						
In combination to inform teaching?	4	67%	NA	NA	4	13%
In combination for target setting?	4	67%	NA	NA	4	13%
In combination for pastoral purposes?	4	67%	NA	NA	4	13%
Other	2	33%	NA	NA	2	7%
Used separately?	1	17%	NA	NA	1	3%

All Secondary schools reported they used the CTF. Only one school (a Secondary school) said it used e-mail to transfer records. Seven schools (23%) claimed to use floppy disks to transfer pupil records. Other comments received (from Secondary school respondents) included: *"E-mail and floppy disk transfer of documentation is developing"*; *"This should change by June 2002 to the download of data"* and *"E-mailed from the LEA"*.

Two Secondary schools stated that they received pupil records in the last term of Year six while three said that they normally received pupil documentation in the first term of Year 7. A third Secondary school pointed out that it received teacher assessments in the last term of Year 6 and the Key Stage 2 SATs results during the summer break. Multiple response frequencies suggest that pupil attainment data is forwarded to a variety of people in the receiving Secondary school, notably, the Head of yr 7, the SENCO and the Deputy Head Teacher. Other recipients of pupil attainment data include the Gifted and Talented Co-ordinator and the Head Teacher. Respondents also identified 'other' staff members who might receive pupil attainment data in one form or another. These include: *"Primary co-ordinator"*;

"Head of lower school"; *"Year Leader"*; *"Head of Year 7 and Heads of major departments"* and *"Assistant Head Teacher (Standards)"*.

Ninety-six percent of Primary schools transfer their pupil documentation in the last term of Year 6, although one stated that transfer took place in the first term of Year 7. Most of the Primary schools surveyed reported that Year 6 teachers normally complete pupil transfer documentation, followed by the Head Teacher. The majority of respondents (79%) indicated that pupil attainment data is normally forwarded to the Head of Year 7 in the receiving school.

Summary of findings

On the basis of questionnaire responses there appears to be a great deal going on in terms of transition work between Secondary schools and their Primary feeders:

- 80% of the entire sample is involved in transition work of some from or another.
- 67% of all transition programmes are run and organised by schools
- Teachers and SENCOs appear to be the main driving force in transition work.
- There is no clear distinction in the questionnaire data between pastoral and learning needs with schools apparently claiming to have an equal focus on both issues.
- Most pastoral transition work appears to be in the area of summer schools, taster days/classes and visits to Secondary schools. Primary schools are relying to a certain extent on Secondary schools to provide resources and activities.
- A quarter of Primary schools surveyed were not involved in any transition work.
- 63% of the total sample organise staff visits to schools.
- Heads of Years 6 and 7 and SENCOs appear to be the main members of staff involved in school visits.
- In most cases, visits are used to talk to teachers, pupils and parents.
- From the Primary side, the purpose of visits to Secondary is to exchange subject knowledge and content with their Secondary counterparts.
- From the Secondary perspective, the purpose of visits appears to be to become aware of teaching and learning styles in Primary feeder schools.
- 50% percent of the total sample claim to be involved in some form of collaborative teaching.
- Based on questionnaire responses, there appears to be no regular pattern of collaborative teaching suggesting that it is not well established.
- Although both Primary and Secondary schools claim to have meetings and exchange pupils' work, these meetings appear to be irregular and when the need arises.
- 90% of the total sample use the Common Transfer Form
- Transfer of Primary feeder data takes place during the last term of Year 6
- Pupil documentation is sent to the Head of Year 7 in the receiving school but is then distributed to a variety of staff within the receiving school.
- Secondary schools use Primary feeder data for pastoral purposes, target setting and to inform teaching.
- 4 of the Secondary schools apparently assess incoming Year 7 pupils and use the information from their own assessments in conjunction with Primary feeder data to inform teaching, target setting and for pastoral purposes.

Section 4

Case Studies

Case Study 1

Pupils come from 6 main feeder Primary schools. Findings in this section are based on interviews with Secondary and Primary school staff. Head teachers in the Secondary school and five of the Primary schools were interviewed separately as were other key member s of staff. In total, for this case study, 3 Secondary and 9 Primary staff were interviewed. A focus group with 6 pupils selected by the Secondary school Head was also conducted. Interviews were conducted with 4 LEA staff.

Systems and procedures
Secondary School 1 has a KS2/3 pupil induction programme. This induction programme has been developed and operated by the school for at least 9 years. Key people identified by the Head Teacher as being involved in the construction and development of the induction programme are identified in **Table 4** below. The induction programme has a joint focus on the pastoral and learning needs of the pupils. The main elements of the induction programme are outlined in the table below.

The school runs a number of bridging units in Maths and Literacy. The 'Bright Sparks' programme (a transition programme) is run for 'gifted and talented' Children, but not exclusively. The school also runs four literacy and numeracy summer schools for children other than gifted and talented. There are three sports summer schools specifically for gifted and talented children and an Action Research Summer school. In addition to the summer schools, Secondary school 1 also operates a number of out-of-school clubs, which focus on football, netball, science and music. The school has also developed a common policy in ICT in co-ordination with staff from its main feeder schools with a particular emphasis on maths, English, Science and Technology.

Table 4: Systems and procedures

Activities	Sec 1	Prim 1	Prim 2	Prim 3	Prim 4	Prim 5
Length	9 years	3 years	5 years	8 years	6 years	3 years
Key drivers	SENCO G & T Co-ordinator Teachers School Gov. Parents	G & T Co-ordinator Teachers	SENCO Teachers	SENCO Teachers	G & T Co-ordinator Teachers	SENCO Teachers
Focus	Pastoral **&** learning needs	Learning needs	Pastoral needs	Pastoral **&** learning needs	Pastoral **&** learning needs	Pastoral **&** learning needs
Elements	Induction day: Yr 6 pupils Summer schools Taster classes Cross phase teaching Open days for parents Bridging units Open day for children Programmes of study Peer mentoring Open access: school facilities	Visits to Secondary schools Summer schools Taster classes Master classes	Visits to Secondary school Summer schools Taster classes	Visits to Secondary school Summer schools Taster classes	Visits to Secondary school Summer schools Taster classes	Master classes Bright Sparks School assemblies Newspaper day PE
Contents	Bridging units: maths & literacy Bright Sparks Lit. & num. summer schools Sports summer schools: GAT Out of school clubs Common ICT policy with feeder Primary schools	Bridging units: maths & literacy Bright Sparks Lit. & num. summer schools Sports summer schools: GAT Out of school clubs	Bridging units: maths & literacy Bright Sparks Lit. & num. summer schools Sports summer schools: GAT Out of school clubs	Bridging units: maths & literacy Bright Sparks Lit. & num. summer schools Sports summer schools: GAT Out of school clubs	Bridging units: maths & literacy Bright Sparks Lit. & num. summer schools Sports summer schools: GAT Out of school clubs	Bridging units: maths & literacy Bright Sparks Lit. & num. summer schools Sports summer schools: GAT Out of school clubs

Table 5 *Liaisons and collaborations*

Activities	Secondary school 1	Primary school 1	Primary school 2	Primary school 3	Primary school 4	Primary school 5
Staff involved in liaison	Head Teacher Head of Y7 SENCO Support teachers GAT co-ordinator Subject teachers Former Pupils	Head Teacher SENCO	SENCO Y6 Teachers Support teachers	Head of Y6 SENCO Y6 teachers School governors Other staff	Y6 teachers	SENCO Y6 teachers
Activities	Observing lessons Talking to Y6 teachers Talking to Y6 pupils Talking to parents	Open evenings Staff visits to the Secondary schools Exchanging examples of pupils work Cross-phase teaching To exchange social, pastoral & SEN info. .	Talking to Y7 teachers Staff visits: to sec. school. Exchanging subject content Cross phase teaching To exchange social, pastoral & SEN info.	Talking to Y7 teachers Talking to pupils Talking to parents Open evenings	Exchanging examples of pupils work Cross-phase teaching	Visits from sec. school staff Secondary staff taking lessons in History and Geography.
Intended outcomes of visits	Becoming aware of teaching styles To become aware of pupils learning styles To exchange subject knowledge To exchange social, pastoral & SEN info. .	Planning effective transition	Planning effective transition	To explore pupil expectations To exchange subject content. Cross-phase teaching Exchanging examples of pupils work	Planning effective transition	Planning effective transition

Secondary liaison activities

The Head Teacher and Music teacher attend feeder school assemblies, where they introduce themselves to staff and pupils. The assemblies involve musical performances of popular songs. Secondary school 1 organises staff and pupil visits to its feeder Primary schools. Those staff and pupils visiting the Primary schools are involved in a number of activities as outlined in the table above.

There is apparently some collaborative teaching between Year 6 and Year 7 teachers from this school and its feeder Primary schools. This collaborative teaching normally takes place in the last term of Year 6 and the first term of Year 7 on a weekly basis. However, collaborative teaching sometimes takes place on a larger basis with out of school clubs/assemblies and project work. Exchanges of information regarding assessment practices in both this school and its feeder Primary schools do take place. These usually take the form of meetings, INSET and exchanging examples of pupils' work when the need arises. There are also LEA conferences and courses, for example, on numeracy and literacy strategies.

Attainment and assessment data is normally received through the Common Transfer Form although hard copies of documents are also received. The use of ICT in the reception of attainment data is developing. Most of the attainment data is received in the first term of Year 7. Attainment data comes from both the feeder Primary schools and the LEA.

Table 6: Transfer of pupil records

Activities	Sec. school 1	Primary school 1	Primary school 2	Primary school 3	Primary school 4	Primary school 5
Transfer of pupil attainment data.	CTF	CTF	CTF	CTF	CTF	CTF
Teacher assessment		Record of Achievement provided SATs results	Record of Achievement SATs results	Record of Achievement SATs results	Record of Achievement SATs results	Record of Achievement Subject assessments for each pupil Half-termly pupil assessments SATs results
Pupil profiles		Liaison with Secondary SENCO	Liaison with Secondary SENCO	Liaison with Secondary SENCO	Liaison with Secondary SENCO	Liaison with Secondary SENCO
Baseline assessment	NFER & Yellis tests on new Yr7 intake					

Secondary school 1 also has its own form of baseline assessment, which includes the use of NFER and Yellis assessments of pupil performance. Pupil attainment data from the Primary schools are used together for the purposes of target setting, pastoral

purposes and setting and banding. When new Year 7 pupils arrive at, they have already had a lot of contact with staff and with actual visits to the school. Beyond this, there are a number of things that the school does to smooth the pupils' transition. Every pupil receives an information handbook, which includes a map of the school, information about behaviour, dress codes and so forth. Pupils are also issued with a homework diary at the beginning of every term. The school also operates a classroom management system designed to oversee pupil behaviour and attendance. Pupils are issues with tracking cards that are completed by teachers so that behaviour and attendance can be monitored.

Summary of findings

The Secondary school is apparently the driving force behind most, if not all, of the activities involving its Primary feeder schools. The following activities appear to constitute **good practice** from the point of view of the participants in the activities and also other research output. The activities and resources used should perhaps be viewed as complementary since they all lead in a cumulative fashion to a greater knowledge and awareness among the new intake of pupils of their new school. Good practice is identified under three main headings: **Pastoral, curriculum and administrative**. Clearly, many of these activities overlap and some can be construed as both pastoral and curricular in nature. Levels of formality in these activities are variable, with many of the activities taking place after school and during the summer break.

Pastoral activities

- The Head Teacher and Music Teacher of Secondary school 1 regularly attend morning assemblies at their Primary feeder schools to introduce themselves and to participate in the assemblies.
- Secondary school 1 is an open access school, allowing access to its facilities not only to Primary and Secondary pupils, but also parents and local people. Again this is useful in the sense that it gives pupils an awareness of the physical environment of the school.
- An induction day for the new intake of Year 7 pupils, which includes a pack of information to help children find their way around the school. The pack also provides information about school regulations and health and safety information.
- A 'Record of Achievement' booklet is supplied to Primary feeder schools. Teachers, pupils and parents can jointly complete this booklet. Its purpose is to provide the Secondary form teacher with concise information on each of his/her new y7 pupils.
- Secondary school 1 has a very broad and in-depth pastoral system. Pupils are regularly monitored through the use of a rating system. Comments can be written on a card, which is then returned to a central point at the end of each week for monitoring purposes. In this way a child's behaviour can be regularly monitored.
- The Secondary school provides a two-day 'taster session' for Year 6 pupils. Pupils visit the school as if it is a normal school day. They attend lessons and have their lunch at the school. Again, this is useful since it allows the children to become familiar with the normal patterns and physical environment of the Secondary school. It is also an opportunity to become more familiar with staff they may be likely to encounter once they move up to the school on a full time basis.

- The school uses year 11 prefects in the first week or two of induction as contact points for the new intake of Year 7 children.

Informal curricular related activities
Secondary school 1 promotes a number of activities designed to improve curriculum continuity. Again, these are viewed very positively by participants including staff, pupils and parents from both Primary and Secondary schools. Practices and activities that could be viewed as good practice on the basis of participants' views and other research output include the following:
- Summer schools in literacy and numeracy for children who wish to attend.
- Sports summer schools for GAT children
- A maths club called 'Bright Sparks' which, at first sight appears to be for GAT children but is apparently for any children who wish to attend.
- A newspaper day. Children and staff from the Primary feeder schools are invited to the Secondary school to produce a newspaper. It has been suggested by some staff that this ties in with work on literacy.

Formal curricular activities
- Secondary school 1 uses bridging units in Maths, English, Science and Technology.
- Secondary school 1 is also involved in cross-phase teaching with its Primary feeder schools.

Administrative activities
- The Common Transfer Form is used to transfer what is considered to be the vital or core pupil information.
- The SENCO visits the Primary feeder schools to specifically gather SEN information but also collects more general information about children. This might include information on which children to keep together (friends) and which ones who might benefit from separation.
- Pastoral and academic information is stored centrally on a computer network which can then be accessed by all appropriate staff.
- The Secondary school appears to use something of a whole school approach since a variety of staff are involved in monitoring academic and pastoral issues.

Pastoral Issues
While a great deal is done in terms of pastoral issues in both Primary and Secondary schools to prepare children for the transition to Secondary school life, Primary teachers and pupils 'hinted' at problems behind the scenes. According to some Primary staff, former pupils had complained to them of bullying and a tradition known as 'Egging'. Other pupils had complained about older pupils smoking in the toilets. These are of course purely anecdotal.

The 'Record of Achievement' booklet provided by the Secondary school for pupils to complete, while looked upon by Primary staff as a useful resource for Secondary staff, were not sure whether it was actually used. Anecdotal evidence from former Primary pupils appears to suggest that it is not used at the Secondary level.

Informal curricular issues

While summer schools and out of school clubs serve a dual role of improving academic performance and making children aware of the physical environment of the Secondary school, doubts were raised by LEA staff as to the quality of activities provided. The level of formal academic activities could perhaps be elevated.

While attendance at summer schools and other Secondary school generated events is apparently on the basis of equal opportunity, there is nevertheless a selective element involved since Primary teachers reported that they are asked to identify and select pupils to attend.

Attendance at summer schools is non-compulsory which may impact on who actually attends. A member of Hartlepool LEA pointed out that pupils attending summer schools may be to a certain extent 'self-selecting' regardless of the fact that they have been invited to attend. It may be the case that those children who particularly enjoy learning and may have enthusiastic or keen parents may be more likely to attend than those children who find learning and school life less enjoyable and whose parents are perhaps less enthusiastic. There is no evidence to support such a claim however.

Formal curricular issues
While staff at the Secondary school claim to be using 'Bridging Units' and cross phase teaching, there appears to be a lack of clarity as to the definition of such terms and the extent to which they do in fact take place. Bridging units in the formal sense could probably be identified as, for example, those maths and literacy units provided by the QCA and which are designed to improve and increase continuity between Primary and Secondary. However, 'Bridging Units' appear to be loosely defined by Secondary staff to include summer schools, out of school clubs and even newspaper days. From the Primary perspective however, they are clearly defined as QCA units or the like. Primary staff claimed to be using such units but were unaware of whether they were continued once children moved up to Secondary.

Likewise, the Secondary school claimed to be involved in cross-phase and collaborative teaching with their Primary colleagues. From the Primary point of view these appeared to be in some cases irregular visits without proper consultation. A member of Hartlepool LEA claimed that attempts had been made to develop cross-phase teaching between Secondary schools and their Primary feeders but had not really 'taken off' on the Primary side. Lack of time has been suggested as a contributory factor to the failure of such a programme.

Case Study 2

Pupils come to Secondary school 2 from five main Primary feeder schools and eight other Primary schools in the area Secondary school 2 shares one of its main Primary feeder schools with Secondary school 1. Data collection included visits to the school; interviews with the management team and staff who were in charge of, or involved in, KS2/3 transition and 40 pupils were selected by the school for interviews. All of the main Primary feeder schools of the Secondary school 2 completed a questionnaire and interviews with heads of these schools were conducted, with the exception of one school.

As we can see in the **Table 7**, Secondary school 2 began to build its links with Primary feeder schools six years ago with the aims of tackling recruitment issues and enhancing continuity and progression. One main strategy to develop links with Primary feeder schools and to enhance smooth transition between KS2/3 was to employ a Primary trained community teacher. This person teaches Design and Technology within normal curriculum time to Year 7, 8, and 9 students at Secondary school 2, but also teaches half a day in each of the main Primary feeder schools every week. Every Year 6 pupil in the main feeder schools was taught by this teacher throughout Year 6.

Secondary school 2 has also committed additional staffing resources, e.g. two technology staff and one Mathematician, to develop 'Technology Education' within the Primary sector. Some staff have dedicated timetable time to teach in Primary feeder schools.

Prior to the Induction day at Secondary school 2 the head of Year 7 visits the Primary feeder schools, and gives pupils an introduction about the school on aspects such as extra-curricular activities the school offers, and answer pupils' questions. An Induction Day Programme took place in June, which included an Information Pack for New Pupils and Parents, which contained information including a Code of Conduct; The Contact book; 'Your first day ' and 'Stop the bullying'.

A rotating system of Head Year 7 has been in operation with the intention to enable its entire staff to become familiar with transition work.

Table 7: Systems and procedures on transition

	SS2	Prim. 6	Prim. 7	Prim. 8	Prim. 9
Induction programme	10 years	4 years	Several years	6 years	4 years
Key drivers	• Teachers	• Teachers • SENCO • liaison teachers from Secondary schools	• Teachers	• Teachers • SENCO • Parents • Governors	• Teachers • SENCO
Focus	• Prior attainment, • social & pastoral care.	• Pastoral care • Learning needs	• Learning needs	• Learning needs	• Learning needs
Elements	• Induction day • Induction evening for parents • Head of Y7's visit to Primary schools • Cross phase teaching	• Visits to Secondary schools	• Induction Days • Visits to Secondary schools • Cross phase teaching: (sec. → prim.)	• Visits to Secondary schools • Cross phase teaching: (sec. → prim.: music, PE, DT and Maths)	• Visits to Secondary schools • Cross phase teaching: (sec. → prim.)
Contents	• Master classes for the GAT • Summer schools for GAT • Taster Classes for Y5 • Bridging units (Tech., Maths, Sciences) • Prefects (older pupils) visit to Primary schools • 'Passport to success' • Primary junior sports League • Primary pupils coming to use facilities at Secondary school 2, e.g. swimming pool, computers • Primary partners music concert.	• Master classes for GAT (Tech.) • Summer schools • Taster classes	• Master Classes for GAT • Summer Schools for GAT • Taster Classes • Sports afternoons • Saturday morning • Numeracy/Literacy Summer schools • Visits by individual children • Partner school concerts	• Master Classes • Summer schools • Taster classes for Y5 • Joint theatre/music concerts and productions • Joint conferences for GAT • Joint sports activities. • Joint arts projects • SENCO/ classroom assistants work with Year 6 pupils before transition.	• Master classes for the GAT • Summer schools for GAT • Taster classes. • Primary partnership activities in Y5 and 6 in social events • Parent meetings • Arts project collaborations • Music, PE, DT programmes.
Staffing	• Primary Community Teacher • Dedicated time on cross-phase teaching • A rotating system of Head Year 7				

Table 8 Liaison and collaborations

	SS2	Prim. 6	Prim. 7	Prim. 8	Prim. 9
Liaison	Established structure for contact points & responsibilities				
	Regular meeting between Primary liaison officer and Primary heads	Termly meetings between Head and teachers from the Secondary school	Half termly meetings between heads of partner schools, head of Secondary school, Primary liaison teacher and other teachers as necessary.	Half termly headteachers liaison meetings	
	Regular meeting between senior management and Primary heads				
	Regular meeting of the Primary User Group				
	Visits to Primary schools Observation of lessons Talking to year 6 teachers Talking to year 6 pupils formally and informally Talking to parents formally and informally.	Visits to sec. schools Observation of lessons Talking to Year 7 teachers	Visits to sec. schools Talking to Year 7 teachers	Visits to sec. schools Open evenings Talking to pupils	
	Team teaching	Collaborative teaching with the receiving Secondary school Secondary colleagues teach Math, D&T, Art, Music (Sec. -> Prim.)	Secondary teachers came to teach Design Technology, Maths, and Brass on a weekly basis (Sec. ->Prim.)	Secondary teachers came to teach PE, Maths, D&T, Music (Sec. -> Prim.) Assemblies Presenting awards Training classroom assistants (Prim. -> Sec.)	Collaborative teaching on DT, Maths, and PE

Secondary school 2 staff regard teaching Year 6 pupils from the designated Primary feeder schools as an effective way for smooth transition between KS2/3. This teaching normally takes place in the last term of Year 6 and the first term of Year 7 on a weekly basis. Primary colleagues decide the content of lessons to be taught by Secondary school staff.

The main purposes of the visits are to explore expectations of pupils at Secondary school, to exchange subject content, and to ensure a smooth transition for Primary pupils from KS2 to KS3. The Primary school was involved in collaborative teaching with the receiving Secondary school from Year 5 onwards, and the collaborative

teaching normally takes place on a weekly basis from the last term of Year 6. Staff report that they are sharing knowledge of Secondary and partner Primary documentation when the need arises.

Table 9: Transfer of data and pupil records

	SS2	**Prim. 6**	**Prim. 7**	**Prim. 8**	**Prim. 9**
Transfer of Pupil attainment data	Common Transfer Form Data on Disk Electronic data from LEA	Common Transfer Form Data on Disk	Common Transfer Form	Common Transfer Form Data on Disk	Common Transfer Form Data on Disk
Teacher assessment				teacher assessment	
Pupils profile		Additional information on pupils provided on request Preliminary assessment	Personal profile		pupils transfer documentation
Baseline assessment	NFER literacy and numeracy				

Summary of good practice
- There is a clear management structure and responsibilities in the Secondary school in terms of transition in KS2-3. All the Primary colleagues are confident about who they should contact.
- Strategic planning: termly meetings between the heads from the Secondary and Primary feeder schools were used as opportunities to *"plot out support"*, and for strategic planning purposes.
- Secondary and Primary schools work as a partnership, emphasising an equal relationship.
- In addition to an annual 'Induction Day', there is a range of on-going activities or events between the Secondary and its feeder schools. These activities or events have helped pupils to become familiar with the physical surrounding of the Secondary school and with its staff. Therefore, when they actually start at the Secondary school, it won't be such a new experience for them. It has become *'a very seamless join.'*
- Visits to schools at the other sector and cross KS2-3 team teaching have:
  - raised teachers' awareness of teaching styles used in the other sector
  - familiarised Secondary teachers with Primary pupils' learning styles
  - shared their practice and expertise with their Primary colleagues.
- Recent national initiatives about the implementation of literacy and numeracy strategies at KS3 will provide a thrust for collaboration between KS2 and KS3 in terms of continuity. Primary colleagues were asked to share their expertise/practice with their Secondary colleagues.
- In order to alleviate the 'dip' in Year 7, teachers across phases have to be aware of each other's practice, share knowledge and expertise to raise standards of attainment.
- Considering each other's policies in order to prepare children for transfer. Primary school has examined the Secondary school's assessment policy, marking and

presenting policy in order to prepare children, therefore, it would be much easier to start pupils off in Primary and transfer them in the ways that the school want.

- Cross-phase teaching has provided opportunities for pupils to become familiar with the teaching styles used by teachers at the Secondary school. Also, this means that teachers they meet are familiar faces for them when they start at the school.
- Cross-phase teaching has enabled Secondary colleagues to get to know the abilities of Primary pupils.
- Cross-phase teaching has extended or developed areas Primary schools would like to provide, but could not do it by themselves.
- Cross-phase teaching has improved Secondary colleagues' knowledge and understanding of assessment standards in the Primary sector. *"I think the staff feel that they know them really quite well by the time they get there. They're quite confident in the reports that we write. ... They are quite happy if we say something about a child that is accurate."*

Transfer of data and pupils records
- The CTF is used by all the main Primary feeder schools for transferring academic data of pupils between KS2/3.
- Standard attainment data and assessment data is normally received from Primary feeder schools in floppy disk and hard copies.
- The data normally arrive in September in Year 7 before setting needs to be done at the end of June.
- In order to inform teaching, and to set appropriate targets for individual pupils in Year 7, both the Secondary school and its feeder Primary schools stressed the importance of collecting or providing information concerning pupils' individual learning or social needs, and learning attitude.

> "*We suggest to the Secondary school did not just take the level, for example in Math, just say level 4 or 5, but actually look at all the results in terms of what they have gained in each strand of the SAT. We also gave them that sort of information with our teacher assessment. Again, not just a level but in what areas of Maths they were performing well, in which areas they weren't. They started to use that to set the children as they go into the school and they said that they're getting a much more accurate picture and there's much less movement between the groups than they just had this child as a level 4, this child is a level 5."* (Primary school)

Issues
- Concerns were raised about the limited information contained in the Common Transfer Form to enable Secondary colleagues to have a balanced view of pupils and to place them appropriately. 'Tests are one day in one part of the year, they are not a reflection of seven years of that child's life'.
- Cross-phase teaching took place in every Primary school. In the majority of the cases, it was sharing expertise and extension of the provision of National Curriculum. Although cross-phase teaching has improved the knowledge and understanding of standards, there is less evidence of work on curriculum continuity.
- Quite a number of activities are aimed at developing the potential of G&T, and catering for the needs of pupils with Special Needs.

Section 5

Research Findings and Issues

In the national study of LEAs three main foci within the context of effective liaison at the Key Stage 2/3 interface were identified: pastoral issues; administrative details and curriculum links. In the evaluation of the work in Hartlepool we have used a similar structure to organise our research findings:

1. *Pastoral issues* are concerned with addressing younger pupils' fears of 'big school'. These concerns may include not being in the same class as their friends, worrying about 'initiation' ceremonies or simply getting lost. Important features within Hartlepool were the management of initial experiences through 'taster' or 'induction' sessions and sustained liaison activities.
2. The *administrative aspect* tends to be focused solely on the efficient transfer of pupils' personal and academic details between schools. Important features within Hartlepool were the conflicting expectations of the purposes and use of formal and informal information exchange systems.
3. The *curriculum focus* has two distinct dimensions. The first relates to reducing the chance of gaps being left in specific subject knowledge or the avoidance of repeating topics. While the second addresses the potential change in teaching and learning style experienced by pupils when they change from Primary to Secondary school.

1. Pastoral Issues

'Taster' and Induction Events

All case study schools reported that they used 'taster sessions' as a key element of their liaison and induction work with schools and as a major feature of pastoral care. The perceptions of such activities were positive from staff from both the Secondary and Primary schools, and particular events were described as examples of good practice. One such event was the use of an open evening in one Secondary school, which not only serves to benefit prospective pupils but has the added benefit in providing an opportunity for current pupils to take part:

> "...on that evening it is me giving about a 20 minute talk about what we are about and then we have our own pupils who are with us working in classrooms and staff in classrooms and then a variety of activities which we would preserve to be fairly normal activities which would be happening in a typical classroom. (Secondary school).

Another 'taster' of Secondary school life takes place during the summer term when Primary school pupils are invited to a two-day 'induction' event. This was viewed as positive by Secondary school staff, and they described how pupils took part in a 'normal' school day, which included attending lessons, meeting older pupils and meeting staff. Primary school staff were equally positive about the liaison activities which take place. They acknowledged that it is a two-way process, and that when Secondary school staff visit their schools, it is a very effective form of preparatory pastoral work:

> "... the teachers from the Secondary school come down and meet the children before they actually go up to the school, introduce themselves, talk about themselves and the

school itself, find out if there are any worries in the children themselves that they can actually talk about and discuss to allay their fears". (Primary school).

The emphasis appears to be on Secondary school teachers visiting the Primary school.. When we spoke to Year 7 pupils about their experiences before they started school, they were very positive about the taster and induction visits to the school, and felt quite prepared for the transition at a' practical level. What was interesting, however, was that pupils spoke of fears and concerns which were generated once they had visited Secondary school, which were based on contact with some older pupils there. The children mentioned the usual rumours and tales put about by older children attending the school including: *"heads being flushed down toilets"* and *"being forced to eat 'tabs'"*.

Whilst it may be impossible to prevent rumours being spread by older pupils during their visits, it might be a positive move to arrange for some Year 7 pupils who have recently made the transition to Secondary school to formally visit and talk with feeder Primary school pupils about their experiences. This could take place before the taster sessions, and could complement the visits from teachers and the peer mentoring system (with older pupils) which is established in at least one of the Secondary schools, and the use of Year 11 prefects during the first week in another school.

Another point worth highlighting is the fact that several pupils reported that despite all the taster sessions and visits, they had not met the person who was to be their form teacher. Pupils said, if possible, this would be desirable, as it would be a familiar face on the first day of school. Pupils at one Secondary school reported that it was the Head of Year, rather than their individual form teacher whom they should see if they have any problems. In an ideal world, then, it may be desirable for pupils to meet the person who will be their form teacher, but as the pupils themselves pointed out, some of the form teachers had started at the school as new staff on the same day as the pupils.

One Secondary school has started training Year 9 pupils to become mentors for Year 7 students on their arrival at their school. All the mentors have badges and are easily identified. As the Head stated:

> *"That's for their induction to Secondary school, actually on their first day and from their first day onwards… during their first year.'*

All the pupils in our interviews mentioned Peer mentors, and felt they were very helpful. Typical examples cited were *"they would show you where it was when you couldn't find the classroom".* As far as we aware, no formal mentor scheme exists in the other case study Secondary school, but there are, however, school prefects who are available to Year 7 pupils in a pastoral role.

Sustaining liaison activities

With regards to continuing pastoral care and liaison work, this was supported by Primary school staff, who suggested that they would like to see more sustained liaison activities such as Year 7 pupils visiting the Primary schools to talk to Year 6 pupils:

> *"We don't have one-to-one chats with Year 6 and Year 7 pupils, which I think would be quite useful".* (Primary school).

It was generally acknowledged that pastoral liaison activities were positive, and particular examples were cited as examples of good practice. Events such as assemblies, plays and musical performances were highlighted:

> *"[Secondary school] are pretty useful at sharing their expertise. They do a lot in terms of coming and performing. We're always invited to their performances and plays and things like that".* (Primary school).

One Secondary Head Teacher described the importance of such activities:

> *"It is quite wide and varied but we do assemblies in all of the Primary schools first of all and that might not sound very much but we do a series of assemblies in each of the schools so they get to know myself, the Primary co-ordinator and the head of music plus pupils".*

The emphasis is on the pastoral value to potential Secondary school pupils:

> *"...we get their children to sing in assemblies and that is the kind of social side if you like, it's the bit about saying here we are, we are in partnership, you are likely to be coming to us, you have to be careful because they don't all come to us, it is more of a get to know and see faces kind of job as opposed to a selling thing. It is not about saying we are the best or anything like that it is about saying this is us".* (Secondary school).

Some Primary teachers commented on the willingness and keenness of Secondary staff to visit schools to work with the children, but some did point out that the different time commitments in the two phases, especially in the Summer Term, was a factor:

> *"The thing is they have the time … lessons when they have non-contact time, which of course primaries don't have".* (Primary school).

However, not all Primary school teachers were happy with the amount of contact or the nature of the relationship:

> *"I'd like to see more liaison between me and [Secondary school] and me personally not being treated as if don't know anything".* (Primary school).

Formal links are sustained in Year 7 in one of the Secondary schools through the PSHE programme:

> *"… we do a transition project with our personal development programme which is like a PSHE programme which they have with their form tutor and for the first half term they do a 'building on what they have done before' and it varies from year to year but it is about where you are at, where you are going to and the project is around that and the familiarisation of the school and those kinds of things".* (Secondary school).

2. Administrative aspects

Formal Information Exchange
The Common Transfer Form (CTF) is the predominant means of *formal* information transfer across schools; of all schools we surveyed (90%) reported using the CTF. Those who reported that they did not suggested in the questionnaires that they were

using their own forms and one school reported that they had not received the CTF documentation from the LEA.

One interesting research finding in relation to the CTF is the conflict between Primary and Secondary schools as to the purpose and use of the CTF. Primary schools reported that they collect *"masses"* of data and information on pupils which they then find difficult to translate into the format of the CTF. Primary school staff reported that they felt much of the information was *"lost"* during this process, and so the information on the CTF form was inadequate for Secondary schools. Primary school staff resent the fact that the richness of the information that is available from their school is not always appreciated, or required, by the Secondary school:

> *" We also keep the individual education records for the SEN pupils ...I've offered to send them each year, copies of reports and copies of focused assessments which give obviously greater detail and they've said no, they only need the Common Transfer Form and a lot of that has been put down to storage problems I think.* (Primary school).

Individual teacher assessments (and all the work which goes into these) were considered by Primary school staff to be a vital part of the information exchange, but staff felt that these were considered to be of little, or no value to the Secondary school:

> *"I did hear a rumour that all the records that they passed up from Primary were shredded. The teacher assessment is just as important as the SATs, if not more".* (Primary school).

Secondary school staff reported an equal sense of frustration, not only in terms of the amount of information Primary schools want to send over, but also by the fact that some staff reported that they did not in fact *"trust"* the information sent by the Primary schools. It is interesting to note that 4 out of 6 Secondary schools administer their own assessment procedures (including NFER tests) on Year 7 pupils during their first term at the school anyway.

There appears, therefore, to be some lack of trust and professional respect for each sector, and lack of agreement on assessment criteria certainly has been identified as an area that needs working on:

> *"I think there is an issue of trust. It isn't there and professional respect for each sector. I think that we have really worked hard to maintain an element of professional respect for the Primary sector particularly because they feel as if they are just downtrodden and totally ignored."* (Secondary school).

Another Senior school staff member told us:

> *"I think that it's fair to say that very few Secondary schools do trust everything that comes out of a Primary school regarding assessment. We may have these wonderful programmes of study and we may have this wonderful liaison, but ultimately the Secondary school still needs to accurately go forward, and there's something in transition that I think we could all do with working harder on."*

Improved communication about how information could and *should* be used as well as what is actually requested would be of benefit to all the partners. Frequently Primary school staff reported that they were vague about how the information was used:

"...not really aware of how they use the information. Hopefully, the year co-ordinator does say that they want the information before the end of term so that relevant form tutors can have them over the summer holidays and look at anything they need to find out. But other than that, I don't know if it's actually done". (Primary school).

Informal Information Exchange

Information on pupils beyond that which is expected in the official documentation (i.e. the CTF) for transfer is provided. One member of Primary staff told us that SEN information was exchanged, and another example cited by several staff was the use of a Record of Achievement booklet, which is provided by the Secondary school. This booklet can be completed by the pupil, parents and Year 6 teachers. It provides information about the child ranging from physical characteristics to likes and dislikes in academic and general terms:

> *"It's a booklet about transitions, what the children's likes and dislikes are, how they feel about different subjects and feelings about going to a new school."* (Primary School)

Again, however, Primary school staff reported that the purpose behind it is not always clearly understood by all the partners:

> *"I think the principle behind the Record of Achievement is that it's for their form tutor so they can learn a little bit about them I don't know really what they do with them. But whether the teachers themselves use them I don't know".* (Primary school).

Similarly, the exact purpose of pupil profile folders - which are completed by pupils in the second half of the summer term, or during the summer holidays - is not understood by Primary staff, who are also unsure as to whether they actually get used. Again, better communication would improve this situation.

Practical aspects such as setting aside time for Primary and Secondary staff to meet and discuss the information to be exchanged at transfer, is understandably problematic, *"we just don't have the time to meet".* The timing of the requests from Secondary schools can also be problematic:

> *"There's all the data collection of course all that stuff that needs to go to them, SEN etc. Those we try to get to them as soon a possible. They have a tendency to ask for stuff well in advance - even last year before the SATs had been taken. You can give them the teacher assessment that's all you can give them really. It was a bit impractical what they asked for".* (Primary school).

3. Curriculum Focus

Curriculum content

The QCA have produced 'bridging units' to facilitate transition from KS2 to KS3 but not all the partners use them to the best advantage:

> *"I use bridging units in Maths. I notified them (Secondary staff) that I was using them but according to my [former] pupils, they've never used them at Secondary level. They were introduced by the QCA and there are sixteen units and the first ten are done by the year six teacher and units 11 to 16... the idea is that they do them in the first half term of going to the senior school so it's continuity. It's on the same format exactly so*

that the pupils will recognise and continue on. I notified each school that I was using them but as I say, children sometimes forget what they've done". (Primary school).

It is not always clear how particular curriculum initiatives contribute to transition to particular schools although it may help to make pupils familiar with the Secondary context:

"... we have a "Bright Sparks" project which is a government based project, it's a transition programme, it's mainly around maths and ...is an ongoing thing throughout the year, people get invited to come to that, they get invited from all of the schools, Primary schools within our area and whether they are going to come to us or not we are not bothered about that. We don't use it as a recruitment exercise, it is more a question of right ok we have 30/40 children they come along on a regular weekly basis and help other children work with those and my staff work with them on that project. I suppose you could say it is a kind of gifted and talented in that area although we don't just have it as a gifted and talented, so you are picking up those children to see how they have progressed. That has been very successful, it has run for the last 2 and a half years, it has been going well..." (Secondary school).

Curriculum: teaching and learning

Transition work revolves around pastoral issues both in the Primary and Secondary schools including visits to the Secondary school and visits from Secondary school staff. Attempts have been made in one Secondary school to introduce collaborative teaching, but these have fizzled out due to staff illness. There was also an acknowledgement that there was a difference in ways of working which caused problems:

"The Secondary teachers tried their very best to fit in with our planning. The way Secondary and Primary staff work is very different so the teaching wasn't quite what we wanted". (Primary school).

One key issue for some Primary teachers is the perceived underestimation of the capabilities of Year 7 pupils:

"When the children come back to me to visit and I ask them about the work, I do think when children have reached level 5 or 4 in science, to spend a lot of lessons drawing Bunsen burners is a total waste of their time". (Primary school).

Curriculum continuity is weak from the Primary perspective one member of staff even went as far to say that the Secondary school set pupils back:

"... They seem to take them back rather than forward" (Primary school).

Clearly, the available evidence suggests there is a great deal happening in terms of transition work and this includes staff visits to Primary and Secondary schools. However, these visits appear to focus on work that is pastoral in nature. Although some of the Primary schools visited stated that Secondary teachers actually took lessons, there is nothing to indicate the purpose and quality of these lessons.

However, there are indications that Secondary teachers are willing to learn from their Primary colleagues:

"... all of my English staff and some of the Maths staff have been into Primary schools to observe the literacy and numeracy areas because it is an unknown quantity and I have been in to watch and I have been amazed by the quality of the work and also the structure within the lessons and it has been a real eye-opener for some of my staff... the more we do about it and become aware of that, then we'll know where they are coming from, what their starting point is". (Secondary school).

Developments such as this would be welcomed by Primary teachers who feel that:

"... it would do members of staff the power of good to come and spend a week in a Primary school looking at the planning we have to do, the level of work we have to achieve at year 6 and the amount of differentiation we have to do within a classroom setting. It would be an eye opener for them". (Primary school).

Extra-curricular activities play a key role in some of the schools and facilitate communication across the phases. Who benefits from the provision is uneven and affected by selection of the more able in some instances or the willingness of pupils, or their parents, to make use of the opportunities. It would seem that not every school benefits to the same degree:

"We've had a lot of success with music, master classes, summer schools things like that. The problem with master classes is it would be good to see things happening for children who do have special needs. I'd like to see different types of activity based summer school for children ho don't have academic needs but still would like to be involved". (Primary school).

"(Master classes are open to) more able and intelligent children, those at the top of the list, let's say, and from all the feeder schools obviously, that's why I had concerns that children with other needs not being met". (Primary school).

While there is a great deal of good transition work with Primary feeder schools, this is related mainly to the pastoral aspect. While the schools in Hartlepool should be quite rightly proud of their work in the pastoral area of transition, there remains a need to come to terms with issues of curriculum continuity, particularly teaching and learning.

Facilitation

Hartlepool LEA has been involved in encouraging the development of a transition programme for its schools for a number of years. Evidence from questionnaires and interviews with school and LEA staff suggests that all transition programmes and induction programmes are driven by Secondary schools themselves on a voluntary basis but in line with national initiatives. Hartlepool LEA's role has been to facilitate transition work through dissemination of information, good practice and general guidance; not one of enforcement but rather persuasion and guidance and facilitation.

One Head Teacher outlined some of the factors that have motivated schools in their transition work:

"...what's happened traditionally Secondary schools felt they had to start from scratch and that was to dismiss everything that had gone on before, the brilliant teaching that had gone before and that was wrong. The principle was wrong anyway and now because the Primary sector are doing examinations, they've got their Key Stage 2 results and their SATs. They really are geared to push the children along and what we don't want to happen is that it all stops when you start your Secondary school. So the basic principle about Key Stage 2/Key Stage 3 transition was driven by our own

personal goals but there was also the national, for instance the recent white paper for instance." (Secondary school).

"The White Paper is saying you must invest in KS3 transition. So the government are actually realising that children actually start to regress, they start to actually go back instead of making progress in the first three years in Secondary." (Secondary School)

Another school staff member added,

"National initiatives have helped to develop Primary and the technology colleges trust and ourselves and the government initiative for specialist colleges generally have provided the funds which have allowed us to take it to a different level." (Secondary school)

The questionnaire by itself suggests that the schools are all actively involved in transition work. While this may be the case, it is the Secondary schools that appear to drive the programmes and the Primary schools are recipients of Secondary school programmes. Reasons for this may be related to resource issues. Firstly, there appears to be a perception that Secondary schools have more flexible budgets. Secondly, Primary staff do not have the time to organise and plan transition work. In general Secondary schools take a lead on KS 2/3 transition which works best where partnership approaches are employed. There is tension when Primary colleagues feel patronised.

The Local Education Authority has a clear view about its role in transition work:

"The LEA School Code of Practice, school relations code of practice is very clear, it's not the LEAs responsibility to tell schools to implement appropriate transition programmes. It's one of the LEAs responsibilities to monitor the performance of schools, ... and agree with schools an Education Development Plan. If we agree that transition is an issue it goes into the EDP and we work together to improve it and that's basically where we are".

Respondents suggested further that,

"The LEA is restricted in what it can direct schools to do in fact it cannot direct a group of schools to work together, that is not what LEA's are for these days quite clearly, and so the work therefore of the LEA has to be as a facilitator, a trainer, raising awareness".

However, it was noted by other members of LEA staff that:

"Unless it [transition work] is a statutory requirement, then its got to be way down the priority list no matter how important the teachers think it is".

Leadership
It is clear that schools are aware that greater leadership is required if transition work is to become more effective.

"Six years ago we had a situation where this Secondary/Primary liaison was not particularly well developed, it wasn't established and the school had a population of about 750 so there were about 200 spare places. ... What we needed to do was to recruit children from our partner schools. So what we decided to do was to designate five schools as our partners and invest heavily in those five schools in the neighbourhood: five partnerships. We called them partner schools because feeder

schools suggests that in some way the Primary school is subordinate to the Secondary school and it isn't, they are genuine, true partners." (Secondary school).

Developing links with Primary feeder - or partnership - schools had two main aims, as Head further explained,

"...The first one was to enhance continuity and progression so there was a serious link between Key Stage 2 and Key Stage 3. The second one was about recruitment, because it was in our interests to ensure that the children actually came here for their education for all kinds of reasons. Now both of those aims and objectives have actually been fulfilled. So we've actually filled the school up now so that we are actually over-subscribed and there are waiting lists to come..." (Secondary school).

There is a strong consensus among the senior management team that building up the interpersonal relationships with Primary feeder schools is the most important:

"*You can do as much work as you like but the interpersonal relationships between the staff and the children are paramount especially if you are going to get effective transition between KS2 and 3."* (Secondary school).

Senior staff members described key roles and relationships of individual staff:

"He takes groups of six pupils out of their normal class environment and he teaches a particular area of technology and rotates round the full Year 6 group. I think there's one school he works with Year 5... basically every child whether they have a special need, they are able or they are just in the normal mainstream curriculum receive input from [name]... that means that every child in Years 5 and 6 or certainly in 6 have actually met [name], they are comfortable in his presence, he's an excellent personality, and of course there is a perfect link for them when they actually join the [school], or hopefully join the [school] in the following September." (Secondary school).

"[Name] provides the Primary schools with schemes of work, it certainly would be work that they would not normally do. It's obviously national curriculum but the content, they wouldn't be touching, he's taking it to a different level and kids are rewarded for participation and success as a result of their input with [name].' (Secondary school).

LEA respondents' outlined their views regarding the development of effective transition work. These appear to hinge on good leadership and management structures within schools:

"Leadership at both Primary and Secondary level... it's alright to have a desire to do it, but you actually have to lead it, somebody has to lead it, it has to come from the top, has to come from the Head Teacher, the Head Teacher has to give it credibility and credence. The Head Teachers have to say, or their key senior managers have to say this will happen, we will have curriculum focused transition work in maths and English and science ..."

Timing was also considered important:

"... you've got to think about the practicalities, it always looks like a useful time doesn't it?, after the Year 6 SATS and Year 11's have drifted off as far as their examinations are concerned, there's all this time theoretically that Secondary schools

can get into Primary schools and do some work and work with Primary teachers and all the rest of it, but in reality it doesn't happen. It doesn't happen because, going back to the leadership thing I think, it's not given enough of an emphasis, it's not seen as a priority so other things creep in... and it moves down people's lists..."

It was assumed that transition programmes were operating in a mutual two-way system when in fact, the Secondary schools appear to be running, or at least leading them. The Primary schools appear to have to rely heavily on the Secondary school to arrange particular activities or events. However, this may be viewed as quite logical since the Year 6 pupils will ultimately be moving toward Secondary and away from the Primary.

Some of the Primary school teachers complained about the lack of continuity in transition work. One said, for example,

> *"It's not been the same two years running because of staff changes at [Secondary school]."*

There were calls from some of the Primary staff for more consultation with their Secondary colleagues especially in relation to planning transition work. Some of the Primary staff complained that Secondary staff simply turned up and expected them to accommodate their needs.

> [Visits from Secondary] *"Only since last year when they suddenly appeared unannounced. They all said that it was a good idea but they felt it hadn't been talked through. It needs consultation. It was the attitude that they were just Primary schools and we'll do this and we'll do that. The fact that my Maths lesson just had to be moved to accommodate the teachers from Secondary"*. (Primary school).

> *"I found out on the Friday that they were coming in on the Monday"*. (Primary school).

Pupil Involvement

On the face of it, it appears that transition work is for all Year 6 pupils. However, there are issues of selectivity in terms of summer school and other transition activities. Teachers from the Primary schools nominate Year 6 pupils for summer school and other transition activities, e.g. master classes. One Head Teacher stated that nomination was on the basis of Year 6 performance. Attendance is not compulsory, however, and it may be the case that only the most motivated pupils will attend such classes. Primary staff told us:

> *"The best children in the year group are selected for master classes. What worries me is that we need to have more things going on for those children who are not more able and intelligent in the middle of the group or at the end of the group. They have needs too"*. (Primary school).

> *"[Summer schools] Ideally they are looking for level 3/4 pupils who need a bit of a booster and who six weeks is too long a time because if they get a lot in a week so we recommend usually based on SATs results or teacher assessments. The sports summer school is something different because that is for pupils who excel"*. Pupils have to be invited to attend the summer schools. They can't just turn up. (Primary school).

> *"I've looked at those who are really enthusiastic at sport and they've said there are five places available and I choose the five most enthusiastic pupils who would benefit from participation in the sports summer school"*. (Primary school).

With the introduction of parental choice regarding the schools their children attend, Secondary schools are under pressure to make themselves as attractive to parents and pupils as possible. It might be argued that while parents are now able to be more selective about the schools their children go to in terms of pupil attainment and pastoral care, this may have had a negative impact on Secondary schools in terms of their increasing need to 'sell' themselves as schools with good achievement and attainment records. One Head Teacher was aware of this and explained that:

> *"You have to be careful because they (pupils) don't all come to us, it is more of a get to know and see faces kind of job as opposed to a selling thing. It is not about saying we are the best or anything like that it is about saying this is us".* (Secondary school)

Related to this issue is the admissions policy in the Borough of Hartlepool. It appears that Secondary schools have been using admissions criteria more flexibly than the LEA originally intended, interpreting the criteria to make certain that specific groups of pupils ultimately go to their particular school. Investment of time and money made by Secondary schools is viewed as favourable only when targeted children are successfully inducted into that particular school. Clearly, other external factors that apply pressure to Secondary schools are school league and performance tables:

> *"Presently most of our pupils go to [Secondary school] but that is only because the majority of their parents appealed against the decision when they were told they couldn't get in and they had teacher supported appeal".* (Primary school)

> *"In my opinion, [Secondary school] should take pupils from feeder schools first and then everyone else who wants to go, they should be the people who come across town, should be the last to be allocated".* (Primary school).

Resources
Primary schools indicated that they were involved in a variety of activities and practices with Secondary school 1. These activities appear to be predominantly extra-curricular in nature revolving around summer schools in literacy and numeracy and a gifted and talented summer school. Primaries also accessed master classes. Access to all of these extra curricular activities is open theoretically to every Year 6 pupil regardless of whether they ultimately become a full time pupil at the school.

> *"From [Secondary school] we have a teacher who comes in every week and he is in Design and Technology and he's been doing that ever since I came. We've had a lot of musical input from [Secondary school] they did a number of sessions in the school and they put on a performance and there was a joint music festival that all of the children were involved in.* (Primary school).

> *"Since we've just started liaison, we've had music input from a music specialist from the school who was teaching in school and will be involved in our end of term performance including children from [Secondary school] as well as ours. We've had six weeks every Friday afternoon all year six and year five pupils going to [Secondary school] to use their ICT suite. The topic chosen was Powerpoint. At the end of last term we did have a newspaper day which involved children from years 4, 5 and 6 going up to [Secondary school] for the day and produced a newspaper. That's all we've put in place for this term. [Secondary school] have come in for an assembly". [Secondary school] pay for bussing the children up to the school. I'm afraid that their budget will stretch further than mine".* (Primary school).

Head Teachers and Year 6 tutors explained the procedure for accessing these activities. The Primary schools nominate pupils for summer schools and master classes on the basis of Key Stage results and assessments. In the case of master classes it seems that pupils in the top range of year groups, i.e., those with the best attainments are nominated. As we have seen, attendance at master classes is one such example. Pupils are invited by the Secondary school to attend the master classes. Those pupils with lower attainments in Maths and English, i.e. level 3/4, are nominated for literacy and numeracy summer schools and are then invited to attend.

Beyond the extra curricular activities outlined, there are also internal curricular-based activities including a newspaper day run by one of the Secondary schools. Pupils from the feeder schools are invited to attend the school with their teachers to participate in the construction of a newspaper alongside staff. Head Teachers and Year 6 teachers viewed this activity as both linked to the literacy strategy but also as a "fun day". Other internal activities include Secondary school staff visiting their feeder primaries to either observe lessons or in some cases to teach a class. Primary staff reported that specialist teachers in Maths, English, Science, ICT and Music visited their schools to work with Year 6 pupils, and in some cases Year 5 pupils.

Primary schools appear to be constrained by limitations on their time but also on the lack of direct funding for transition work. At least two of the respondents said that the demographic or social make up of their location, i.e., particular geographical areas of Hartlepool, meant that they missed out on any funding for transition work and thus relied on the Secondary school for resources:

> *"Because of where we are geographically, we miss out on everything We miss out on the SRB, we are not in the New Deal for the Communities area. We are not in the Education Action Zone. We get something through Neighbourhood Renewal Fund but that's a general deprivation indices thing".* (Primary school)

> *"We don't get neighbourhood renewal, we don't get City Challenge, we don't get SRB. The Excellence in Cities money we normally get through the City Learning Centre, that's mostly Secondary school. We miss because of the social make up of our catchment area".* (Primary school)

One of the Primary Head Teachers suggested that the consultation on the new EDP for Hartlepool might imply that there would be some funding for transition work from the LEA and went on to add:

> *"… if you want to smooth that transition so it's smooth, seamless and without a hitch, then money is something that you need to put towards it. If there was a standards fund allocation or a project that funded 2 days supply, that's £270 or 4 sessions for a teacher to watch literacy and numeracy there at [Secondary school] that would be helpful".* (Primary school)

> *"The Maths co-ordinator was told about Bright Sparks and things like that and she had got the impression that they were coming here to do it but then nothing else was heard and then we heard through the grapevine that we were supposed to be transporting the pupils to [Secondary school] and that would have cost our children to go to it. So we haven't taken that up any further". A lot to do with our school is the cost. We don't get the funding that other Primary schools get".* (Primary school).

However, there appears to be some funding available from the Secondary schools. Since 1996 several members of staff in some curriculum areas have had dedicated timetable time to teach in its five main Primary feeder schools. In order to make this happen, one Secondary school has committed £10, 000 per annum, and on top of this another Secondary school has further committed itself another £35,000 per annum for the employment of a community Primary teacher who goes to teach in the Primary schools.

In terms of moving forward with transition work, LEA staff are clear about what they would like to see more of in Hartlepool's schools:

> *"Much more leadership given to transition work in Secondary schools. I would like to see a real, a real effort made at transition work between Primary and Secondary which is based on; not a top-down model, not about Secondary schools telling Primary schools what they should or shouldn't be doing but based on real co-operation and joint working, leading teachers from the Primary schools working with leading teachers in the Secondary schools working on curriculum focused transition because its in both of their interests to get it right.*

Crucially, it was thought to also be about access and opportunities to all:

> *"...it is about entitlement for all, not the exclusivity, or a gifted and talented group or at the other end a group that hasn't made level 4; I would like to see transition work focussed on everybody but obviously different groups will have different needs and you build that into the programme. I would like to see more done in terms of out of school learning in terms of transition work and whether that be summer schools or whether it be other opportunities throughout the year not just in the summer, but that's how you can begin to build relationships. I'd like to see Secondary schools opening themselves up much more to Primary schools, using their facilities, their resources, their teaching and vice versa.*

Section 5

Conclusions and Recommendations

This report is an independent evaluation of Hartlepool LEA's Priority 5, Activity 1 of the 2001 Education Development Plan, which is *"to establish systems to ensure continuity and progression between Key Stage 2 and 3"*. **Hartlepool is innovative in commissioning an evaluation of the situation in the authority.**

We conducted an LEA-wide questionnaire survey to help construct an audit and collect information about the schools in the region. We selected two Secondary schools and nine partnership feeder Primary schools for case study research, and we used a mixture of qualitative and quantitative methods. The quantitative data was that which is readily available within the school or the LEA and the qualitative data related to processes within the schools, and was generated from interviews with staff, group discussions with Year 7 Secondary school pupils and documentary analysis.

On the basis of the evaluation, it is obvious that there is a great deal going on in terms of transition work between Secondary schools and their Primary feeders. **80% of the entire sample is involved in transition work of some from or another, and the majority of these are run and organised by schools.**

There are two main themes to the transition work: pastoral and curricular. Although there is no clear distinction made in the questionnaire data between pastoral and learning needs - our case studies revealed that schools have an equal focus on both issues. Most pastoral transition work appears to be in the area of summer schools, taster days/classes and visits to Secondary schools. **Primary schools are relying to a certain extent on Secondary schools to provide resources and activities.**

From the Primary side, the purpose of visits to Secondary schools is to exchange subject knowledge and content with their Secondary counterparts. From the Secondary perspective, the purpose of visits appears to be to become aware of teaching and learning styles in Primary feeder schools. **There is a clear difference to the purposes of these exchanges, but the distinctions can be mutually beneficial rather than negative.**

50% percent of the total sample claim to be involved in some form of collaborative teaching. Based on questionnaire responses, there appears to be no regular pattern of collaborative teaching suggesting that it is rather ad hoc. **Although both Primary and Secondary schools claim to have meetings and exchange pupils' work, these meetings appear to be irregular and when the need arises.**

Formal data collection and exchange varies greatly among the schools across the authority. 90% of the total sample use the Common Transfer Form - but only one school uses this is an electronic form. **Increased electronic and IT communication could help to standardise at least the form of data collected and used.**

There is a major distinction between Secondary schools as to what CTF information is used and for what purposes. Secondary schools use Primary feeder data for pastoral purposes, target setting and to inform teaching. However, 4 of the Secondary schools apparently formally assess incoming Year 7 pupils (using NFER and YELLIS tests, for

example) and use the information from their own assessments to inform teaching, target setting and for pastoral purposes. **If all Secondary schools collected this assessment data, then baseline measures would be available on an Authority-wide level. This information could prove a positive bonus in the to tracking and raising of pupil attainment.**

There are concerns about the collection and use of pupil information. Frequently Primary school staff reported that they were vague about how the information was used (if at all) when it was sent to the Secondary schools. Secondary schools reported that they did not know what to do with all the information they received from Primary schools. **Improved communication about how information could and *should* be used as well as what is actually requested would be of benefit to all the partners.**

Transition work in relation to **pastoral** care among the schools is impressive, and great efforts have obviously been made to address the issue. However, there are clear differences between schools as to what exactly goes on. **A clear Authority-wide Strategy would help to standardise the transition programme for all pupils in all schools.**

While the Common Transfer Form is used by the majority of Hartlepool schools, Primary school staff nevertheless felt that the information while concise was inadequate without their teacher assessments in tow. **Some Primary staff indicated that they had offered to provide such information but that his had been declined by the receiving Secondary school.**

Secondary schools are very proactive in arranging and developing induction and 'taster' days for potential pupils. However, much of the work appears to be based on teacher exchanges and visits. Pupils reported to us that they were still apprehensive of the transition to Secondary school because of rumours spread by older children. **Whilst it may be impossible to prevent rumours being spread by older pupils during their visits, it might be a positive move to arrange for some Year 7 pupils who have recently made the transition to Secondary school to formally visit and talk with feeder Primary school pupils about their experiences. This could take place before the taster sessions, and could complement the visits from teachers and the peer mentoring system (with older pupils) which is established in at least one of the Secondary schools.**

The results of this evaluation, and the great transition work that is going on cannot be taken in total isolation. Hartlepool is an area which qualifies for Government funding and initiatives such as Education Action Zones, Excellence in Cities, etc., etc. Any transition work or programme must take this into account, and acknowledge that to work most effectively, the Authority should engage in 'joined-up' thinking and strategies. **Recent national initiatives about the implementation of literacy and numeracy strategies at KS3 can, and should provide a thrust for collaboration between KS2 and KS3 in terms of continuity.**

The evaluation reveals that there is clear evidence of cross-phase teaching, but the quality and frequency is sporadic. In order to alleviate the 'dip' in Year 7, teachers across phases have to be aware of each other's practice, share knowledge and expertise to raise standards of attainment. **Cross-phase teaching has provided opportunities for pupils to become familiar with the teaching styles used by teachers at the**

Secondary school. Also, this means that teachers they meet are familiar faces for them when they start at the school.

The benefits of cross-phase teaching can be used as an example of good practice in Hartlepool. Cross-phase teaching has enabled Secondary colleagues to get to know the abilities of Primary pupils. It has extended or developed areas Primary schools would like to provide, but who cannot do it by themselves. Cross-phase teaching has improved Secondary colleagues' knowledge and understanding of assessment standards in the Primary sector. **However, curriculum continuity is weak from the Primary perspective, and staff expressed the view that Secondary staff largely ignore Primary teacher assessments and focus mainly on Key Stage 2 SATs results. It is also felt that Secondary staff doubt the quality of Primary level KS2 assessments and that use of teacher assessments are not well developed.**

There are a variety of collaborations and joint events between the Secondary schools and Primary feeder schools concerning transition KS2/3. **There is a consensus that there is a good provision of induction work for KS2/3.** Over the past number of years one school has committed huge amount of financial and human resource on the development of induction work, setting up 'fast-track' classes for the Gifted and Talented students, and sharing expertise between KS2/3.

Primary school Heads particularly welcomed sharing expertise and resource with Secondary schools. **'Partner Primary schools'** were used instead of Primary feeder schools, emphasising an equal relationship and mutual contribution between Primary and the Secondary school collaborations

Firstly, the current practice of KS2/3 transition developed by both Secondary case study schools is mainly related to the pastoral side of transition work, and there is a lack of development in cross-phase teaching and joint planning of the study scheme to ensure curriculum continuity and progression between KS2/3. **Although both Secondary schools have committed its staff to teach in their Primary feeder schools, the teaching of their staff at Primary schools tends to remain at the level of sharing expertise or providing extra curriculum activities.**

Secondly, a number of Master Classes for Gifted and Talented students have been developed in the past two years to meet their needs in transition and to ensure continuity and progression at KS3. It is obvious that one of the case study Secondary schools has driven this and has put a lot of thought and effort and resources into the development. The rationale of focusing on the Gifted and Talented, as explained by a senior member, suggests that it is one of the strategies the school used in order to meet the requirement as a specialist institution, and is a response to national and local national initiative or EPD. **However, as we were informed that Gifted and Talented students only make up to 20% of the school population (for example), this raises issues such as what about the rest of the pupils in the year group?**

Issues raised from the Primary feeder side of the research suggest that there are still a number of issues hindering transition work especially in relation to curriculum continuity. Primary teachers highlighted a number of negative issues in regard to curriculum continuity:

- Lack of trust and respect for the work that Primary teachers were doing
- Doubts concerning the Secondary schools view of SATs results
- Lack of continuity of work begun in Primary school in Secondary school

- Concerns that assessment information other than SATs results were not being used at the Secondary level.

The staff at both case study Secondary schools felt that they could have KS2 SAT results earlier, so that they could effectively teach the children in year 7 by putting them in the appropriate set.

Appendix 1

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