**6.1. School Transitions**

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| **Improvement Project Title:** Supporting Effective Transition from P7 to S1 | | |
| **Executive Sponsor:** Rob Polkinghorne (ICS Board Chair) | | |
| **Project Lead:** Gael Ross (Quality Improvement Manager – Leadership of Change) | | |
| **Aim statement:** Increase the number of children who effectively transition from primary to secondary school by 2021 | | |
| **Link to Local Outcome Improvement Plan:**  Stretch Outcome 6.1 Improving pathways to education, employment and training for identified groups (including care experienced young people and those with additional support needs). | | |
| **Why is this important:**  The point at which a child moves from primary 7 through to their first year of secondary school is a crucial transition for their educational development. Moving from a smaller school, where they have shared the same class mates for many years and being taught by one teacher each year, through to a much larger school with numerous teachers class rooms and peers can be quite a difficult experience, particularly for more vulnerable young people. It has been shown that where young people do not effectively transition through this process it can have a significant impact on their behaviour, attendance and ultimately their educational outcomes  As such, in order to ensure a positive experience of this transition it is crucial that at every stage of the process:   * Every child and young person should be supported and have a positive experience * Information about each child’s learning and achievements should be passed on to make sure that every child’s broad general education and senior phase continues uninterrupted at the correct level and at the appropriate pace for them. * Parents should have the opportunity to speak with staff involved to ensure that staff understand any concerns or circumstances that might affect the child or young persons progress * Parents should receive information about their son/daughter’s progress and the curriculum, at parents’ nights and through reports, newsletters and information leaflets from the school.   Addressing this stretch outcome will ensure:   * Consistency in delivering positive transition programmes from Primary to Secondary school, which will increase the number of young people who have an effective transition experience. * There is clear multiagency guidance to support the transition of young people from P7 to S1 with clarity of minimum expectations, therefore impacts on consistency of experience and engagement of pupils. * All young people within Aberdeen City will have a similar and appropriate transition experience involving a multiagency approach to support the whole child and individual families. * Positive transition planning will help children and young people to develop confidence and acquire skills to manage future change in their lives. * Children who are not always keen to discuss their learning with others, will be supported to be open and discuss any concerns, playing an important part in enabling them to find the best path and move successfully to the next stage. | | |
| **Measures:**  **Outcome measures**   * Pupil feedback related to transition experience will be positive * Parental feedback related to the transition experience * Consistent experiences of transition will be visible and based on minimum expectations   **Process measures**   * Number of young people experiencing a consistent programme of transition * Number of schools using guidance to support transition programmes   **Balancing measures**   * Increased pupil and parental engagement in secondary school | | |
| **Change ideas**  Initial test of change will be targeted at S1 Pupils at Aberdeen Grammar and Primary 7 children from Skene Square.   * Activities which provide regular contact with key members of staff e.g team teaching, coffee mornings, Secondary staff invited to primary events, ASG transition PSA. * Regular visits to ASG school whether in person or virtually. * Coffee morning in each secondary to include link partners e.g. CLD, Police Scotland, Social Work, SHMU, Health etc * Pupils to complete wellbeing wheel and School nurse to meet 1:1 with each pupil and discuss. * Shared experiences from secondary pupils, held in the primary school as a safe place to ask questions. * Leaflet for learners and parents about the key things to know about how to support your child through transition - agreed authority format? * Early agreement of timetabled opportunities to visit local secondary school throughout the year on at least 6 occasions prior to transition week * Sharing positive learning though with P7 pupils e.g. attending concerts led by secondary, use of social media in the classroom to see what is happening in Secondary schools once a week/fortnight? (5 minute check in) * Multiagency review meeting within P7 to include, where possible a transition teacher / SLT from Secondary context. * Review and amend the SEEMIS information tab to make it more effective. * All relevant information about children recorded in SEEMIS and available from June | | |
| **Potential risks and/or barriers to success & actions to address these:**  • Capacity to deliver minimum expectations e.g. staffing | | |
| **Project Team:**   * Gael Ross – Quality Improvement Manager – Leadership of Change * Ryan Robertson – DHT (Aberdeen Grammar School - ASG) * Natalie O’Young – (School Nurse) (AGS – ASG) * Vivienne Innes – HT (Skene Square Primary, AGS-ASG) * Amanda Richardson – Early Intervention Worker (Police Scotland) * Wilma Wallis – Transition Teacher (Northfield Academy) / EIS Rep. * Hazel Lynch – TASSCC * Reyna Stewart - (TBC) - for support with data analysis | | |
| **Outline Project Plan - Set out your initial plan about the timeline for your project.**  **(This should be reviewed regularly)** | | | |
| **Project Stage** | **Actions** | **Timescale** | |
| Getting Started  (Project Score 1-3) | What initial activities are required to get started?   1. Forming the improvement team 2. Developing the project charter 3. Gathering and analysing baseline data 4. understanding the current system | 1. Complete 2. Complete 3. June 19 4. Complete | |
| Designing and Testing Changes  (Project Score 4-7) | What activities are required to start testing changes?   1. Engagement with customers & colleagues; 2. Identifying the people, place to start testing 3. Identifying changes and prioritising 4. Reviewing data and amending plan as appropriate 5. Develop agreed multiagency approach and implement | 1. Ongoing 2. Complete 3. June 19 4. June 19 5. August 20-July 21 | |
| Implementing and sustaining changes that demonstrate improvement  (Project Score 7-10) | What actions would be required to implement and sustain the changes that have resulted in improvement?   1. Multiagency Policy and Guidance | 1. July 21 | |
| Spreading Changes  (Project Score 9-10) | What actions are required to reach the full scale of the project?   1. Consultation with HTs 2. Launch and implementation of new Policy & Guidance 3. Review of guidance | 1. Ongoing until July 21 2. August 21 3. April 22 | |