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# 1. Introduction and Aims of the Day

Sue Raikes, Chief Executive, Thames Valley Partnership

A warm welcome to all of you to this lovely venue today for what promises to be an exciting and challenging event. It is great to see so many people here from schools, local authorities and voluntary organisations from right across the Thames Valley.

We have an excellent and varied programme. We start with two expert speakers sharing experience of the wider context. This is followed by a series of workshops featuring different transition projects. And a special welcome to the young people who have come to join us today to share with us their ideas and their experiences of working in their own schools to ease the transition for the young people joining their school.

This is also a significant day in the history of the Thames Valley Partnership. This is the first time that we have had a conference specifically on the transition from primary to secondary school. We first identified the importance of this issue about five years ago when we were doing work on reducing exclusions from school. We identified then that the transition from primary to secondary school was often the point at which problems of attendance and exclusion might begin.

The move from to “the big school” is a tricky one for all young people but it can be a critical time for those who are already experiencing difficulties, whether this is to do with their academic achievement or their behaviour. Teachers told us of a lack of collaboration between secondary schools and their primary feeder schools so that problems that were known about in Year 6 were not passed on to the secondary school and were often not picked up for probably several months. As we all know by this time problems can become set and become much more difficult to change.

So our next step was to publish a briefing paper “Positive Transition to Secondary School” in May 2001. The paper stressed the importance of a holistic approach. An approach which has respect for children’s rights and abilities, and a commitment to self-esteem. Schools need to reduce the stress associated with transfer from primary to secondary school and involve parents as far as possible. Our paper identified their work needed to happen at a number of different levels – from within the local education authority, in the school as a whole, and in the classroom. We highlighted the need for more targeted work with those who were going to find the transition particularly difficult.

The briefing paper was widely welcome and this provided the basis for the work that we have done since then. We have developed and supported a range of initiatives across the Thames Valley particularly in the three Early Intervention pilot sites in Reading, Aylesbury and Banbury. We will see some of those initiatives in the presentations today.

We are particularly grateful to the steering group who, have worked with us to put together today’s programme. They have generously given us their time and expertise and they have also been successful in bringing in some funding from their own organisations contributing not only to today’s event but also setting up a small fund that we can continue to use to support new initiatives.

I hope you enjoy the day, I am sure you will. I also hope you will go away with enthusiasm, some new ideas and new networks that will help you take forward this really important agenda.

Many of us have our own stories and memories about the difficult transfer. Lets make sure we take every possible step to avoid those problems for the next generation.

Sue Raikes  
Chief Executive

### **Steering Group**

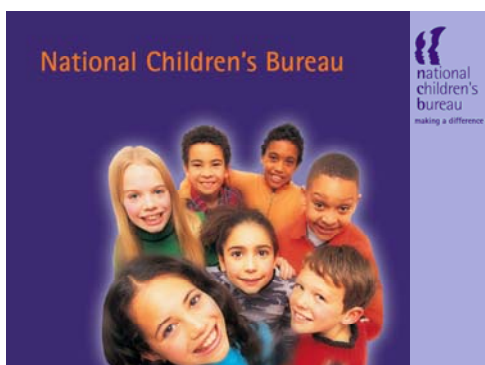
Venetia Mayman, KS3 Strategy Lead, Oxfordshire County Council  
Ruth Thatcher, KS3 Strategy Lead, Reading Borough Council  
Carol Ponchaud, Senior Advisor, Royal Borough of Windsor & Maidenhead  
Annie Keighley, KS3 Strategy Lead, Slough Borough Council  
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Patsy Townsend, Director of Youth Programmes, Thames Valley Partnership  
Judy Munday, Creative Arts & Community Safety Development Officer, Thames Valley Partnership

Thanks also to the following organisations for their financial support to the conference:

The Royal Borough of Windsor & Maidenhead Education  
Slough Borough Council  
Connexions, Milton Keynes, Oxfordshire and Buckinghamshire  
Reading Borough Council  
Children's Fund, Oxfordshire  
Oxfordshire County Council. Learning & Culture

## 2. Every Child Matters – Change for Children Programme

Lisa Payne, Principal Policy Officer,  
National Children's Bureau



### DfES Directorates

- Higher Education Directorate
- **Schools Directorate**
- **Children, Young People and Families Directorate**
- Lifelong Learning Directorate

### Schools Directorate

- Schools reform White Paper (DfES 5 year Plan)
- Primary education
- Secondary education
- Behaviour and attendance
- Curriculum
- School workforce
- School standards
- School performance
- School infrastructure (admissions, transport, food, school capital)

### Children, Young People's and Families' Directorate

- Children and youth policies including the implementation of Every Child Matters programme
- Children's social services, Child protection, Children in care
- Teenage pregnancy strategy
- Family policy
- Early years, child care and Sure Start
- Special educational needs and disability
- Extended schools
- Connexions Service, the Youth service
- Children's workforce reform

### Every Child Matters: The Green Paper

Published September 2003 alongside:

- Social Exclusion Unit report – A better education for children in care
- Keeping Children Safe – The Government's response to the Climbie Inquiry
- Youth Justice: the next steps (Home Office)

### Recommendations

- Supporting parents and carers – universal services; targeted and specialist support; and compulsory action
- Early intervention – IRT; a common assessment framework; lead professional; co-location around schools, children's centres and primary care
- Effective protection – clear practice standards; statutory responsibilities across agencies; revision of existing Children Act 1989 regulations and guidance; raising priority of safeguarding children
- Accountability and integration – children's trusts; joint inspections led by Ofsted; children's commissioner
- Workforce reform – Children's Workforce Unit in DfES; Sector Skills Councils; common core training; recruitment, retention and status of children's workforce

### 5 outcomes for children

- **Being Healthy** – physical and mental health
- **Staying Safe** – protection from harm and neglect
- **Enjoying and Achieving** – education, training and recreation
- **Making A Positive Contribution** – contribution made by them [children] to society
- **Economic Well-being** – social & economic well-being

### Children Act 2004

- Changes to local children's services
- New safeguarding duty on all agencies working with children
- New inspection framework for all children's services
- Establishes a Children's Commissioner for England

## The reconfiguration of children's services:

- Children's Trusts – the duty to cooperate and local strategic partnerships
- Children and young people's plan
- Safeguarding children and Local Safeguarding Children Boards



## Lines of accountability for integrated children's services:

- Director of children's services and lead member for children's services
- Joint inspection framework
- Children's Commissioner



## Children's workforce:

- Children's Workforce Development Council
- Children's workforce strategy
- Common core of skills and knowledge



## Tools for practitioners working in children's services:

- Common Assessment Framework (CAF)
- Lead professional
- Information sharing index



## Duty to cooperate – children's trusts

- Creation of a Children's Services Authority
- Reciprocal duty to promote cooperation to improve the well-being of children (the five outcomes)
- Relevant partners – police, probation, SHAs and PCTs, Yots, Connexions, Learning and Skills Council, and others (including voluntary and private sectors)
- Pooled fund and resources
- Each local authority should have children's trust arrangements in place by 2006, with an absolute deadline of 2008
- Final guidance due to be published Summer 2005



## Are schools part of children's trusts?

- Schools are not listed in section 10 (duty to cooperate) of the Children Act 2004
- Government has made it clear that it expects that schools will play a major role in the new local partnership (children's trust) arrangements



## Children and Young People's Plans (CYPP)

- Regulations require children's services authorities to prepare and publish an overarching CYPP setting out a strategy for discharging functions in relation to children
- Regulations will include: matters to be included in the plan; period of plan; publication; review; consultation mechanisms
- To be in place from 1 April 2006



## Safeguarding children

- Duty to safeguard and promote welfare – Children's Services Authority, District councils, SHAs, PCTs, NHS Trusts, police, probation, Yots, prison governors, Connexions – duty in place from 1 Oct 2005
- Schools and FE colleges (s.175 Education Act 2002)
- Local Safeguarding Children Boards (LSCBs) – above partners with the addition of Cafcass and others (e.g. voluntary sector) – to be in place by 1 April 2006



## Joint inspection framework

- Ofsted the lead agency with the involvement of social care, health, prisons, police, courts, education, adult learning, money, probation, and the Crown Prosecution Service
- Annual Performance Assessment (APA) for every children's services authority carried out by Ofsted and the Commission for Social Care Inspection (CSCI) – soon to be merged
- Three-yearly Joint Area Review (JAR) in each children's services authority, beginning Sept 2005



## Joint inspection framework (cont)

- JARs will assess the quality of services and make judgements about how well services work together to improve the well-being of children and young people. The aim is for services to be better integrated and greater than the sum of their parts.
- JARs will provide the means to analyse the effectiveness of local cooperation and integration.
- Reviews will take the place of separate inspections of council education and children's social care services and will cover other services provided in the local area. Evidence from other inspections, such as in schools and residential settings, will contribute to the coverage.



## Common Assessment Framework (CAF)

- A tool to enable practitioners in universal, as well as targeted or specialist services, to assess needs at an early stage
- The government aims to rationalise, over time, existing initial assessment frameworks
- The CAF is being piloted from April 2005, with national implementation scheduled from April 2006



## Lead professional

- A single point of contact for the child and family
- Could be anyone working with a child who has multiple needs and requires a multi-agency response
- Responsible for overseeing the coordination of the planning and delivery of a package of services, based on an assessment of individual need
- Good practice guidance due soon



## Information sharing (ISA)

- Section 12 of the Children Act 2004
- Sec of State may establish an agency to set up and operate database(s) at either local, regional or national level
- Detail left to guidance and regulations as yet unpublished
- Trailblazers piloting information sharing systems, implementation announcement due Autumn 2005
- Overrides common law confidentiality but does not amend data protection law



## Information record

- Basic record will include:

Child's name, address, gender, date of birth, unique identifying number, name and contact details of person with parental responsibility or day-to-day care of the child, education provider, primary care provider, and a flag to indicate any 'cause for concern'



## Children's workforce

- Children's Workforce Development Council (CWDC)
- Teachers, teaching assistants, administrative and other support staff are not part of CWDC
- The Children's Workforce Strategy focuses on the social care, early years, schools, and voluntary sector workforces
- Common core of skills and knowledge prospectus – effective communication and engagement, child development, safeguarding children, supporting transitions, multi-agency working, sharing information



## The role of schools as part of the Every Child Matters programme

- Partnership working with a wide cross-section of organisations and people, eg the children's trust, parents and the wider community, voluntary groups and the private sector
- Common processes, including the Common Assessment Framework and the new local authority information sharing database
- The new relationship with schools, which addresses the Every Child Matters outcomes through, for example, personalisation and the new school profile



## Extended schools

- "Bringing services together makes it easier for universal services like schools to work with the specialist or targeted service that some children need so that problems are spotted early and handled effectively."
- "Opening up schools to provide services and activities also means that parents can access childcare without worrying about children moving between school and childcare facilities. This will be supported by the significant capital investment now planned for both primary and secondary schools."



## Further information on Every Child Matters developments

- The DfES has a web portal that is updated whenever new material is available  
<http://www.everychildmatters.gov.uk/>
- Or contact Lisa Payne at NCB – email [lpayne@ncb.org.uk](mailto:lpayne@ncb.org.uk)



## Every Child Matters/Children Act 2004 implementation programme

In November 2004, the Children Bill became law. The government has been issuing several different pieces of draft guidance and regulations to take forward implementation of the Act and the Every Child Matters change for children programme. What follows is a brief round-up of the main sections in the Children Act 2004, or non-statutory Every Child Matters developments for which the government has issued guidance.

### *The reconfiguration of children's services at local level:*

#### **Children's Trusts – duty to cooperate**

Section 10 of the Children Act 2004 Introduces a reciprocal duty to *promote cooperation* to improve the well-being of children in relation to the five **outcomes for children and young people** (physical and mental health of children; protection of children from harm and neglect; education, training and recreation; contribution made by children to society; and social and economic well-being of children).

A children's services authority comprises local authority education and children's social services, as well as local government services that have an impact on children, like housing or play and recreation. The relevant partners to the children's services authority



are: police, the probation board, the youth offending team, Strategic Health Authority (SHA) and Primary Care Trust (PCT), Connexions staff, and the Learning and Skills Council for England. Other partners may include the voluntary and community sector, or schools and GPs. Partners and the children's services authority may establish and maintain a pooled fund and/or pooled resources (defined as staff, goods, services, accommodation or other resources).

The government is beginning to refer to the 'duty to cooperate' as a 'children's trust approach' to working in an integrated way at local level. The children's services authority and its partners should work to develop strategic level commissioning and planning of children's services across the board. Recent draft guidance on the duty to cooperate makes clear the government's intention that, in time, this strategic partnership should lead to integrated service provision on the ground. Each local authority should have children's trust arrangements in place by 2006 – though the absolute deadline is 2008.

The draft guidance on *Interagency co-operation to improve the well-being of children: children's trusts* ran from 22 December 2004 to 16 March 2005, and can be found at <http://www.dfes.gov.uk/consultations/conDetails.cfm?consultationId=1283>  
The final version of the guidance is due to be published in May 2005.

### **Children and young people's plan**

Children's services authorities must prepare and publish an overarching children and young people's plan to cover all local children's services. Among others, the Children and Young People's plan (CYPP) will replace the Behaviour Support Plan, Children's Services Plan, Early Years Development and Childcare Plan, Education Development Plan, Area Child Protection Committee Business Plan, Teenage Pregnancy Strategy, and Youth Service Plan. Children and young people must be consulted during the preparation of the plan, as must school organisation committees, the voluntary and community sector, the Local Safeguarding Children Board, and the children's services authority partners. The first CYPP must be in place for 1 April 2006.

*Draft Regulations and Guidance on the Children and Young People's Plan* were published on 14 March 2005, with responses due by 6 June 2005, and can be found at <http://www.dfes.gov.uk/consultations/conDetails.cfm?consultationId=1294>  
The final regulations and guidance are due to be published in the summer.

### **Safeguarding children**

Section 11 of the Children Act 2004 introduces a general duty to safeguard and promote the welfare of children on the children's services authority, a district council, SHA, PCT, NHS trust or foundation trust, police, probation board, youth offending team, prison governor, or Connexions worker. The existing duty on schools and FE colleges is reconfirmed – section 175 of the Education Act 2002 already places a duty on LEAs, and the governing bodies of schools and FE institutions to safeguard and promote the welfare of children.

Each children's services authority must establish a Local Safeguarding Children Board (LSCB), with the same agency partners, as well as representation from CAF/CASS, and any other relevant local bodies (which could include the voluntary and community sector). The LSCB replaces the current non-statutory Area Child Protection Committees (ACPCs).

Each Board partner has a duty to cooperate with the other partners. Local Safeguarding Children Boards can be combined to cover more than one children's services authority area. The objective of the Boards is to coordinate what each member does to safeguard and promote the welfare of children, and to ensure the effectiveness of what is done by each. Each partner may contribute funds to the running of the LSCB, but is not required to do so.

Both the *Working Together to Safeguard Children* (1999) guidance, and the *Safeguarding Children in Education* (2004) guidance will be updated to reflect the new Children Act 2004 duty, and ensure consistency with the new LSCB guidance. Separate LSCB guidance will replace Chapter 4 (on Area Child Protection Committees) in *Working Together to Safeguard Children*.

The draft guidance on *Making arrangements under section 11 of the Children Act 2004* is out for consultation until 24 June 2005, and can be found at

<http://www.dfes.gov.uk/consultations/conDetails.cfm?consultationId=1303>

The final guidance will be in place when section 11 comes into force from 1 Oct 2005. LSCBs must be in place in all local authority areas by 1 April 2006.

### **Extended Schools**

Extended schools are defined in the prospectus as providing 'a range of services and activities, often beyond the school day, to help meet the needs of children, their families and the wider community ... Extended services can include childcare, adult education, parenting support programmes, community based health and social care services, multi-agency behaviour support teams and after-school activities'. Primary schools are not expected to offer all extended services on their own sites, but work with other schools in the area. Secondary schools are expected to be open from 8am-6pm all year round. The core offer of extended services for mainstream and special schools to provide is:

- High quality 'wraparound childcare' available from 8am-6pm on the school site or through local providers with supervised transfer arrangements
- Activities such as: homework clubs, sport (at least two hours a week), music tuition, dance and drama, arts and crafts, visits to museums and galleries, learning a foreign language, volunteering, business and enterprise, and other activities such as chess and first aid
- Parenting support – including information sessions for parents at key transition points, parenting programmes and family learning sessions
- Quick and easy referral to specialist support services
- Wider community access to ICT, sports and arts facilities and adult learning

Health and social care services will be free, but other services will need to be funded by the local authority and children's trust partners, and others – like childcare – charged for. Funding is being made available through local authorities, and there is some additional funding through the School Standards Grant, and £500 million from 2006-8 for school sport.

For the Prospectus and further practical information:

<http://www.teachernet.gov.uk/extendedschools>

### ***Lines of accountability for integrated children's services:***

#### **Director of children's services and lead member for children's services**

Children's services authorities must appoint a Director of Children's Services (DCS) and designate a councillor to act as Lead Member with responsibility for children's services. The DCS and Lead Member will provide, respectively, a professional and political focus for children's services. The areas for which these posts will have responsibility are: education services, children's social services, health services exercised on behalf of a NHS body as they relate to children and young people, and inter-agency cooperation (the new duties under Section 10 of the Children Act 2004). Most local authorities should have appointed a DCS by 2006, and all by 2008.

The final *Statutory guidance on the role and responsibilities of the Director of Children's Services and the Lead Member for Children's Services* can be found at:

<http://www.everychildmatters.gov.uk/strategy/dcsandlm/>

#### **Joint inspection framework**

The joint inspection framework has been issued by Ofsted with the involvement of each of the other relevant inspectorates (social care, health, prisons, police, courts, education, adult learning, money, probation, and the Crown Prosecution Service). In March 2005, during the Budget announcement, the Chancellor mentioned that several of the inspectorates are due to merge in about three years' time, but the joint inspection system is due to begin almost immediately.

Every children's services authority will undergo an Annual Performance Assessment (APA), carried out by Ofsted and the Commission for Social Care Inspection (CSCI). That yearly event will analyse available evidence and help point the way towards priority areas to be scrutinised as part of the three-yearly Joint Area Review (JAR). JARs will be carried out in each children's services authority over a three-year period beginning Sept 2005. JARs will subsume or replace current inspections by Ofsted and CSCI of council education and children's social services, as well as inspections of Connexions, 14-19 training, and Children's Fund programmes. Timetables for APAs and JARs are available on the Ofsted website.

A Key Judgments document issued by Ofsted includes a lengthy table of evidence linked to each of the **five outcomes for children** – probably the most comprehensive list of measures that might be used to judge the impact of children's services provisions published to date. For instance, ways to measure 'Being Healthy' might include local figures on breast-feeding, how many children are taking illegal drugs, or the incidence of measles, and compare these to national rates. 'Making a Positive Contribution' has a section on encouraging children and young people to participate in decision-making – probably harder to measure, yet something that the local authority must address. The *Key judgements and evidence document* can be found at

<http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=3769>

Ofsted is consulting on the *Draft Children's Services Inspection Regulations*, which was published on 18 March 2005 with responses due by 13 June 2005. This can be found at

<http://www.dfes.gov.uk/consultations/conDetails.cfm?consultationId=1293>

## **Children's Commissioner**

The Commissioner's general function in law is "*promoting awareness of the views and interests of children in England*", in particular as they relate to the five outcomes for children (physical and mental health of children; protection of children from harm and neglect; education, training and recreation; contribution made by children to society; and social and economic well-being of children). The Commissioner must take reasonable steps to involve children in the discharge of his function, and when publishing reports ensure there is a child-friendly version available. He has a responsibility to ascertain the views of hard-to-reach groups of children [in the language of the Act "*who do not have adequate means by which they can make their views known*"].

This Children's Commissioner retains his function of promoting awareness of the views and interests of children in each of the jurisdictions in relation to reserved matters (ie, immigration in Wales, NI and Scotland; youth justice in Wales). Where matters relate to children in either of the other nations, the views and work of the relevant commissioner must be taken into account. Al Aynsley-Green has been appointed the first Children's Commissioner in England, and is due to take up his post from 1<sup>st</sup> July 2005.

## ***Tools for practitioners working in the new world of children's services***

### **Common Assessment Framework**

The Common Assessment Framework (CAF) was first proposed in the Every Child Matters green paper to enhance work across and within agencies, and help professionals to develop a holistic understanding of a child's welfare and developmental needs. It is now tied into the Information Sharing Index (still in development) as a natural extension of any contact with a child in which the professional feels that there is some cause for concern. The intention is that use of a standardised CAF will support earlier intervention by providing a tool to enable practitioners in universal, as well as targeted or specialist services, to assess needs at an early stage. More ambitiously, the government aims to rationalise, over time, existing assessments by providing the main method whereby needs are assessed by agencies, eventually replacing all or part of many existing assessments. The CAF has been designed so that, with the appropriate training, practitioners of all professional backgrounds will be able to complete it. It is being piloted from April 2005, with national implementation scheduled from April 2006.

*Implementation guidance for Directors of Children's Services in local areas implementing during April 2005 to March 2006* [pilot areas] can be found at

<http://www.dfes.gov.uk/commoncore/docs/CAFImplementationGuidance.doc>

### **Lead professional**

The lead professional is intended to act as a trusted single point of contact who is there to support children and families, and help them navigate the system. S/he is that key worker who, having identified a number of issues affecting a child and/or family that need to be addressed but may require a range of responses, assesses the situation using the Common Assessment Framework. If a more specialist assessment and package of services are required, the practitioner who made the initial assessment calls together the professionals already working with the family (who should be listed as contacts on the Information Sharing index) to discuss the case and decide who should take on the lead professional role. The government intends to issue good practice guidance to outline the role as they see it.

Draft *Lead Professional good practice guidance* was published for consultation on 11 March 2005 with responses due by 4 April 2005, and can be found at <http://www.dfes.gov.uk/best/leadprofessional/index.cfm>

### **Information Sharing Index**

Section 12 of the Children Act 2004 introduces a new power to require children's services authorities and their partners to establish and operate databases to share information – potentially at local, regional and a national level. Section 12(11) confirms that regulations will override any rule of common law that currently prohibits or restricts the disclosure of information.

A record will be kept on every child in England and Wales to include the following basic information: the child's name, address, gender and date of birth; a unique identifying number; name and contact details of any person with parental responsibility or day-to-day care; details of educational establishment (or early years provider if relevant); details of primary health provider (health visitor or GP); name and contact details of anyone providing services to the child; and information on any 'cause for concern' (the threshold of which is undefined). Records cannot include medical or personal records.

The government has been undertaking a feasibility study to precede implementation. The only consultation issued to date has focused on the 'cause for concern' and how to record sensitive services. Several issues remain outstanding, including what information may be kept and for how long; requirements/permissions for disclosure of information for inclusion on the database; requirements allowing disclosure of database information to others; who may access this information; database management and technical specifications; security issues; and the transfer of information from one database to another. Final guidance is due to be published in 2006/7.

The government has stated that they will announce the timetable for implementation of the indexes in autumn 2005 'subject to the approval of a business case and identification of the necessary resources'. Information sharing trailblazers are still continuing to test different systems; they will be further evaluated during 2005/6.

The consultation on *Information Sharing Databases in children's services: recording practitioner details for potentially sensitive services and recording concern about a child or young person* ran from 27 October 2004 to 19 January 2005, and can be found at <http://www.dfes.gov.uk/consultations/conDetails.cfm?consultationId=1280>

### ***Children's workforce changes***

#### **Children's workforce**

Underpinning the success or otherwise of the whole Every Child Matters programme is the issue of the children's workforce – defined in a draft strategy as "the principal services used by children, young people and families are early years and childcare, play, health, schools and colleges, youth work, sport and leisure, family support and children's social care, as well as a range of specialist services." Over 2.6 million people are employed in the children's workforce in England, with an estimated additional 1.5 million working in an unpaid or voluntary basis. An employer-led Children's Workforce Development Council has been established in England, and a Children's Workforce Network will bring together the

various workforce bodies in the sector in order to 'join up' activities across the workforces in early years, schools, health settings, social care, youth justice and elsewhere.

The *Children's Workforce Strategy: a strategy to build a world-class workforce for children and young people* was published on 1 April 2005, with responses due 22 July 2005, and can be found at

<http://www.dfes.gov.uk/consultations/downloadableDocs/5958-DfES-ECM.pdf>

### **Common core of skills and knowledge**

Linked to workforce developments, the DfES has developed a common core curriculum for anyone who is going to work with children and young people. The prospectus lists six areas in which practitioners should begin to develop proficiency: effective communication and engagement; child and young person development; safeguarding and promoting the welfare of the child; supporting transitions; multi-agency working; and sharing information.

The *Common Core of Skills and Knowledge for the children's workforce* was published on 1 April 2005, and can be found at

[http://www.dfes.gov.uk/commoncore/docs/5610\\_COMMON\\_CORE.pdf](http://www.dfes.gov.uk/commoncore/docs/5610_COMMON_CORE.pdf)

NCB promotes the voices, interests and well-being of all children and young people across every aspect of their lives.

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### 3. Making School Transfer Work – The Key Issues

Mike Davies, Principal, Bishops Park College, Clacton-on-Sea

#### The Anticipation...

Many 11 year olds should be looking forward to Secondary School. They're changing physically and emotionally and they're ripe for new challenges. Plus their SATs are over. The prospects of a range of teachers, richer resources and a new style of learning fires them through summer so that, come September, they should be

#### The Reality

Children find that far from being launched into a brave new adventure, they are reassessed, their previous work and achievements are undervalued, and they are forced to mark time going over old ground.

(source: TES June 2004)

Researchers in the UK have categorised the needs of students progressing successfully into secondary education, identifying five 'bridges' which have to be crossed.

- The bureaucratic bridge
- The social bridge
- The Curriculum bridge
- The pedagogy bridge
- The management-of-learning bridge

The first three of these are easier to manage, but have less impact than the last two

*Galton, Gray, Ruddock.. The Impact of School Transition and Transfer on Pupils' Attitudes to Learning and Their Progress. Department of Education and Employment, London 1999*

Administrative approaches which highlight exchanges of information, usually at the level of the individual teacher, or organisational approaches which bring pyramid schools together in a working relationship.

- *transfer of data... agree what evidence of achievement needs to be passed to secondary subject teachers to provide a benchmark to measure individual progress in KS3.*
- *know more about key stage 3 and key stage 2 programmes of study, respectively;*
- *know more about key stage 3 and key stage 2 programmes of study, respectively.*

Student-centred approaches which concentrate on preparing pupils for the social upheaval of transfer and help them cope with the organisation and social novelties of the new school.

- Year 7 students to prepare a 'Virtual Tour'
- Year 7 buddies, e-pen pals, mentors
- Collaborative tournaments between Yr 6 and Yr 7
- Joint year 6 and 7 summer schools/arts programmes
- Year 6 master classes at comprehensive school visits
- OSHC joint clubs/activities at the comprehensive school

Curriculum continuity approaches which involve exchanges of material and teachers or which may involve pupils in projects that start in year 6 and are completed in year 7 in the new school.

- bridging units/joint projects by students/summer schools
- employing primary teachers in year 7
- joint teaching of classes/access to specialist rooms
- summer transfer to secondary, post SATs
- discuss and develop shared schemes of work to improve progression from Year 6 to Year 7

**Pedagogic approaches** which seek to engage students by involving them in new ways of teaching and learning.

- joint INSET/research/cluster focus on curriculum links/joint gifted and talented; area of mutual interest such as learning styles, or what we know about the brain and what this implies for education
- observe lessons to identify effective practice, for example, lesson structures – cluster film or best practice
- jointly develop innovative ways of teaching literacy, numeracy and ICT skills across the curriculum
- coaching by older students

**Approaches which give priority to exploring and explaining the purpose and structure of learning in the new setting and which recognise pupils' needs – and capacity – to develop a language for thinking about learning and about themselves as learners.**

- develop a cluster commitment to the practices of all
- agree a series of pedagogic principles for the cluster
- adopt a framework such as RSA 'Opening Minds'
- arrange for key stage 2 learning support assistants to continue to work with groups of pupils and their new teachers in Year 7 to legitimate use of language of learning rather than subject knowledge

### Responses to key questions by type of school:

Question:	Primary School % 'strongly agreeing'	Secondary School % 'strongly agreeing'
I learn a lot at school	71%	18%
School is interesting	65%	12%
I enjoy school activities	65%	18%

### Beyond the Instrumental

- Continuity of ethos – respect, responsibility, community
- Continuity of opportunities – breadth, balance, places, circumstances
- Continuity of pedagogy – constructivist, assessment of learning
- Continuity of sharing – celebrating success, recognising talent

Source: The power and potential of well being indicators (Nottingham study) NEF 2004

### Unhelpful Populism

'The 11-14 age range that makes up Key Stage 3 is an exciting time in life but also brings with it a number of challenges. It involves making a fresh start in a new school and also being the youngest again. At the same time it involves a step towards adulthood'.

(source: DfES Guidance for parents and carers of pupils in KS3, March 2004)

### KS3 Strategy Unwittingly ....

- Encourage a focus on teaching
- Pressurises teachers to cover 'content' and 'deliver the curriculum'
- Prioritises control over learning, student isolation, little peer collaboration or dialogue
- Promotes a language focusing on work and performance rather than learning, damaging notions of 'ability' and divisive grouping practices

**"It's like mixing colours"** How young people in Y8 view their learning in KS3 Eileen Carnell (ATL 2004)



### The Great Divide ....

Taking back excluded transferees into Primary, Pete Hall-Jones commented:

"Here we develop a relations with individuals so they want to work for us. At Secondary, they are part of a big structure where teachers teach subjects, nut individuals. They don't have to put in effort for teachers they only see for a short time, and they crash out feeling unloved and unequal".

### Is it just Transition?

... the difference 'is generally understood by practitioners and policy-makers as an issue of 'transition' ... but this is not the complete story. Well being in secondary schools never recovers.... Overall, secondary children seem to become bored, stop learning and no longer enjoy the activities available at school'.

Source: the power and potential of well being indicators. Nef 2004

"Schools must ask themselves why it is that many pupils who perform well in P7 mark time or even regress in S1-S2. Having asked the question, they must all then take action as some are already doing."

HM senior chief inspector of schools, Scotland

Source: TES, Scotland, January 2002

### Bishops Park College

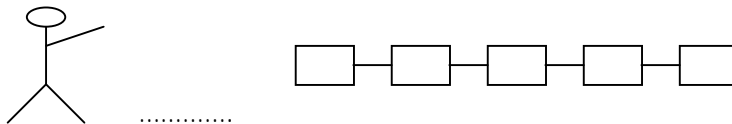
#### Key Messages for Key Stage 3

- Teachers organised into teams
- Regular planning time built into the schedule
- Timetable operates as a flexible block schedule
- Emphasis on extra-curricular
- Heterogeneous (diverse and mixed) groups
- Teachers are generalists first
- Assessment based on student performance of real tasks
- Essential 'skills' rather than coverage
- Staff have contact with less than 80 students per week
- Stress on the 'learner and learning' rather than 'teacher and teaching'

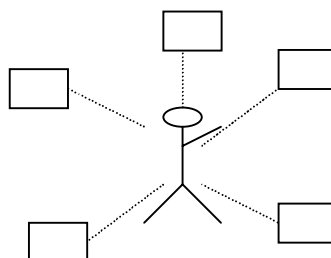
### Bishops Park College

From the perspective of the pupil the challenge was taken as being:

To move from a structure of organisation and curriculum delivery that emphasises subjects and departments that are visited by pupils:



... to one that recognises the learner as the centre of coherent and complimentary activity.



... ie. A move towards small curriculum teams working in a 'home base' with a defined cohort of students

## Bishops Park College

### Organisational Energisers:

It is within a teams professional gift to maximise each of these elements to support learning:

TIME	ASSESSMENT
TEAMS	AUDIENCE
RELATIONSHIPS	SIMPLICITY
RESOURCES	SYNERGY
PEDAGOGY	COMMUNITY
PERSONALISATION	CELEBRATION

## Bishops Park School

Lighthouses  
[300]

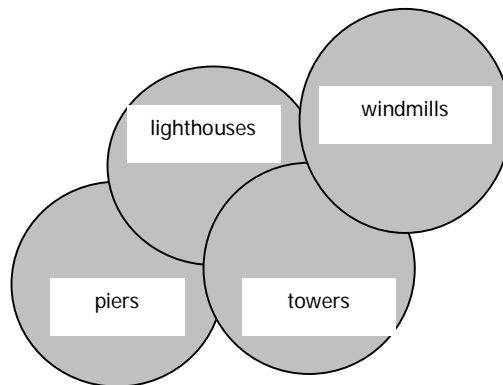
Windmills  
[300]

Towers [300]

...teams of adults, 5/6 teachers + Isa's.

...teams of students, 80/90,

...suites of rooms



Piers (odds)

Community

Outreach

Sport

Library/  
resources

Inset

Partnerships

Support

### Three Schools in One

Towers, Lighthouses, Windmills

- 'Less is more'
- Small communities supported by
  - small classes no more than 25
  - students taught by no more than 5 teachers
  - teachers teach in 2 year groups only
  - no streaming – diverse, heterogeneous groups
  - most lessons taught within a 'school'
  - specialist teachers supported by AST's

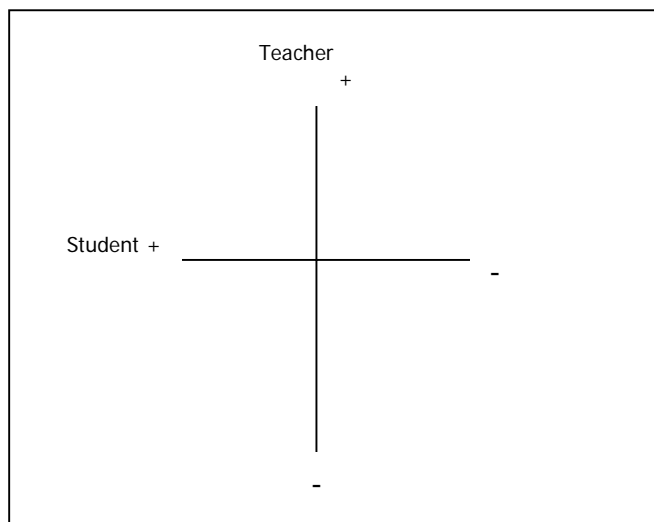
### Structuring time for learning

- Conventional timetable
- Team themes
- Master classes
- Faculty days
- Electives

## Autumn 2004

Week1			Team	Team	Team
Week2	Conv'al	Conv'al	Conv'al	Conv'al	M'clas
Week3	Conv'al	Conv'al	Conv'al	Conv'al	M'clas
Week4	Team	Team	Team	Team	M'clas
Week5	Conv'al	Conv'al	Conv'al	Conv'al	M'clas
Week6	Conv'al	Conv'al	Conv'al	Conv'al	M'clas
Week7	Faculty	Faculty	Faculty		

## Teacher Initiated/Student Initiated



### The School we'd like is:

- A beautiful school
- A comfortable school
- A safe school
- A listening school
- A flexible school
- A relevant school
- A respectful school
- A school without walls
- A school for everybody

### We all know why we chose to teach...

Teaching is a profession of hope. We are all driven by desires – for our students to discover a taste for learning, a feel for justice and care for each other. We aspire to model and work with children so that we all become thoughtful, creative and concerned citizens. Inspirational teachers are motivated by their dreams of a better world.

Individual	Small Group	Whole Class	Team
Student initiated projects	Problem based learning	Class negotiated projects	Cross-curricular themes
Basic skills	Gifted & talented programme	Master-classes	Team events/visits
Extended assignments	Learning tutorials	Community projects	Faculty projects

### Our day, Our week...

- Mon to Thurs – staggered breaks and lunch
- Lessons range from 1 hour – 1½ hours
- The blocking of lessons is common
- Enrichment Clubs – chosen by students
- Friday is Masterclass day



## 4. Workshops

1. Big Schools needn't be scary – The Peer Mentoring project at Peers School
2. The Positive use of Outdoor Education – Slough
3. StArt Project – Quarrendon School, Aylesbury
4. Onwards and Upwards – Windsor & Maidenhead
5. Moving On in Maths – Gosford Hill School, Kidlington
6. Journey to the Planet 'New School' – Newbury
7. An Effective Transition Model Between KS2-KS3 – Westgate School, Slough
8. Dance Workshop



## **4.1 Big Schools Needn't be Scary – The Peer Mentoring Project at Peers School**

Ros Crook, Peers School, Oxford and Penny Bassett, Protective  
Behaviours Trainer and students of Peers School

This workshop described the process of training and supporting peer mentors in a newly formed secondary school – Peers School, Littlemore, Oxford - from a school perspective, the perspective of the trainer and those of the peer mentors themselves. It also looked at the impact of this work both across the school and from the point of view of some of those who found the transition process easier as a result of the mentors' work.

Contact details:

Peers School  
18 Sandy Lane  
Blackbird Leys  
Oxford OX4 6JY

Tel: 01865 774311





## **4.2 The Positive Use of Outdoor Education – Slough**

Malcolm Orgill, MAST Learning Mentor Manager, Slough BC

- Video diaries of year 6 pupils prior to going on a weeks residential visit to North Wales
- Video diaries of pupils whilst in North Wales
- Videos of Circle – Time whilst in Wales
- Video diaries of pupils having returned from Wales and now back in school

The main thread of the workshop was to discuss with a small cohort of vulnerable young people what their hopes, fears and expectations are for their imminent transfer to secondary school

Contact details:

Malcolm Orgill  
MAST Learning Mentor Manager  
Slough Borough Council  
Town Hall  
Bath Road  
Slough  
Berkshire SL1 3UQ

Tel: 01753 552288



### **4.3 StArt Project – Quarrendon School, Aylesbury**

Judy Munday, Thames Valley Partnership  
and Anne Lawford, Head of Year 7, Quarrendon School and  
students from Quarrendon School

Thames Valley Partnership supported three half days of arts workshops for the new intake of Year 7s, a total of over 160 pupils, during the first weeks at their new school. All pupils experienced three sessions of dance, creative, and drumming and vocal. This workshop was an overview of the process, outcomes and value of the work.

Contact details:

Judy Munday  
Thames Valley Partnership  
Townhill Barn  
Dorton Road  
Chilton  
Aylesbury  
Bucks HP18 9NA

Tel: 01844 202001

Email: [Judy@thamesvalleypartnership.org.uk](mailto:Judy@thamesvalleypartnership.org.uk)

Anne Lawford  
Quarrendon School  
18 Weedon Road  
Aylesbury HP19 9PG

Tel: 01296 428551



## **4.4 Onwards & Upwards – Windsor & Maidenhead**

Wendy Thomas, Senior Adviser and  
Majorie Clementson, Advanced Skills Teacher

Moving on: Practical ideas to support the process of transition

This workshop focused on practical ways in which schools can support the process of transition. A variety of materials and ideas were available for participants to share and use in their own schools or local authorities. There was a particular emphasis on support for students with special educational needs and for those who are vulnerable at the point of change.

Contact details:

Royal Borough of Windsor & Maidenhead  
Town Hall  
St Ives Road  
Maidenhead  
Berkshire SL61RF

Tel: 01628 798888



## **4.5 Moving on in Maths – Gosford Hill School, Kidlington**

Mike Hill, Head of Mathematics and  
Claire Fletcher, Partnership Advisory

This workshop illustrated the work that has been ongoing throughout the year with Years 6 and 7 across the Kidlington partnership. Gosford Hill School is completing its second year as a specialist school in Mathematics and Computing. We will highlight the weekly workshops being held at the school, and the use of transition and bridging units in Mathematics. The Maths in Motion project was demonstrated. This project was sponsored by Jaguar Cars, a virtual Formula 1 racing set-up.

Contact Details:

Gosford Hill School  
Oxford Road  
Kidlington  
OXON OX5 2NT

Tel: 01865 374971





## **4.6 Journey to Planet 'New School', Reading**

Ian Muir, Secondary Strategy ICT Consultant, Reading LEA  
and Janet Gavin, Primary ICT Consultant, Reading LEA

This project is aimed at Year 6–7 transition and explores a pupils' new school through the medium of a journey into space to an unknown and strange world, where customs, governance, language and culture are very different.

It has at its centre ICT, and builds on the Multimedia project from the QCA schemes of work. It does however, cross the curriculum boundaries and there are activities that can be explored in Art, Drama, Music, English, Maths, Science. It is hoped that the 'bare bones' of the project will spur teachers in schools to develop the possibilities further.

Many transition projects have Citizenship and PSHE at their centre, and although these important areas of the curriculum do feature in its work, it is an attempt to keep the ICT curriculum at its very centre.

At the workshop delegates were taken through the project and given the opportunity to explore some of the activities and see examples of pupils' work.

*The workshop was run by Ian Muir, Secondary Strategy ICT Consultant and Janet Gavin, Primary ICT Consultant. Both work for Reading Local Authority and have a background as teachers and Heads of Department in secondary schools. Their work entails working across the Borough to promote good practice in teaching and learning and to promote ICT across the curriculum. The transition project was part of a wider initiative in Reading, aimed at spreading ideas and celebrating good practice. "Journey to the Planet Highdown" involved primary schools working with the secondary school in their locality and was showcased at an event last July at Madejski Stadium, Reading.*

Contact Details:

Reading Borough Council  
Civic Centre  
Reading  
Berkshire RG1 7TD

Tel: 0118 939 0900



## **4.7 An Effective Transition Model Between KS2 & KS3 – Westgate School, Slough**

Debbie Hore, Assistant Headteacher and  
Martyn Robinson-Slater, Behaviour Support Manager

The transfer between KS2 and KS3 is viewed by many as a very difficult time for all involved in the process.

It was for this reason that this transition model was designed and implemented by Debbie Hore of The Westgate School. It involves a great deal of intensive work and many hours of interviews with Year co-ordinators and of the Year 6 pupils.

An integral part of the model are the visits made to the junior schools by Peer Mentors (SIN) who use the Jenny Mosley quality circle time model to explore any concerns the Year 6 pupils may have prior to arrival at secondary school in September.

The workshop was detailed and outlined how this model works in practice.

Contact Details:

The Westgate School  
16 Cippenham Lane  
Slough SL1 5AH

Tel: 01753 521320



## 4.8 Dance Workshop

### Capoeira and Students

During the lunch time break there was a demonstration of Capoeira dance followed by a workshop for all the students who had led workshops in the morning.

The demonstration was breathtaking – the three dancers amazed us with their agility and speed. The leader of the group, Richard Nunn, then spoke for a short time about the background of the dance form. The word Capoeira comes from Tupi-Guarani (an indigenous Brazilian language) and means 'Mato Cortado', an overgrown area that has been cut back.

Capoeira arrived in Brazil in the sixteenth century with the African slaves, many of whom came from Banto, Angola and The Congo. The slaves played Capoeira in their slave quarters but had to disguise it as a dance to avoid punishment. It is a combination of many skills but principally fight, dance, music and art. Players form a circle (roda) whilst two players "play" Capoeira in the centre, to the rhythm of the berimbau (a one-stringed instrument), the atabaque (a drum) and pandeiros (tambourines). Usually one person playing the berimbau starts a song and the players in the circle respond and accompany the rhythm by clapping their hands. There are two major styles in Capoeira; Regional, created by Mestre Bimba and Angola (Mestre Pastinha).

Capoeira can be used to aid communication between two people and enhance focus and concentration as well as being great fun!

The young people who participated in the workshop learnt many of the basic moves and became proficient enough to 'play' in the circle. Three boys showed particular agility and skill, picking up the moves very swiftly which enabled them to 'play', or dance, along with the workshop leaders.

The group in Oxford was formed in September 1999 and currently runs a number of classes in the area.

Their website [www.abolicao.co.uk](http://www.abolicao.co.uk) has further information, plus a timetable of classes.

#### **General Enquiries**

[info@abolicao.co.uk](mailto:info@abolicao.co.uk)

Luis do Patrocinio

email: [negao@abolicao.co.uk](mailto:negao@abolicao.co.uk)

phone: 01865 428404



## 5. Delegates List

<b>Name</b>	<b>Contact Position</b>	<b>Organisation Name</b>
Clem Bannell	Behaviour Support Teacher, Children in Public Care	Behaviour Support Service
Jane Banting	School Improvement Advisor	Milton Keynes Council
Penny Bassett	Protective Behaviours/Peer Mentor Trainer	Oxfordshire Childrens Fund
Jane Beckley		King Alfred's School
Pat Beilby-Smith	BIP Manager	Slough Borough Council
Pat Bennett	Assistant Deputy	Larkmead School, Abingdon
Aaron Bishop	Year 7	Peers School
Matt Bishop	Year 7	Peers School
Cath Borien	KS3 Consultant Foundation Subjects	School Development Service
Roxy Boulter		King Alfred's School
Pauline Brookes	Year 6 Teacher	St. Aloysius Catholic Primary
Denise Buchan	Manager	Children's Fund
Rosalind Burns	Head of Year 7	Matthew Arnold School
Marjorie Clementson	Advanced Skills Teacher	Royal Borough of Windsor & Maidenhead
Wendy Cliffe	Parent Partnership Co-ordinator	Oxford City Council (Learning & Culture)
Gill Cocklin	Headteacher	South Ascot Village School (Swinley Primary)
Lesley Coles	Team Leader	RBC, Education Welfare
K Cooper		Wood Green School
Steph Cox	Year 10	Peers School
Karen Crawford	Year 10	Peers School
Ros Crook		Oxfordshire Childrens Fund
Mike Davies	Principal	Bishops Park College
Jasmin Dean		Slough Borough Council
Christine Dickinson	KS3 Consultant Foundation Subjects	School Development Service
Sally Elliott	Head of Year 7	Prospect Technology College
John Everson	Connexions Manager – Buckinghamshire	Connexions MKOB
Penny Faust	Chair	Children's Fund Partnership
Claire Fletcher	Partnership Advisory Teacher	Gosford Hill School
Sarah Forster	Year 10	Peers School
Arabella Friday	Learning Mentor	Whitley Excellence Cluster
M Gaffin	Assistant Head Teacher	Beechwood School
Rosemary Gambles	Advisory Teacher	Sen Advisory Support Service, Slough
Janet Gavin	Primary ICT Consultant	Reading Borough Council
Hayley Gaywood	Learning Mentor	Slough Borough Council
Isabel Gowers	Senior EWO	West Berkshire Behaviour Support Service
Kay Griffiths	Assistant Head KS2	S.S. Mary & John Primary School
Pankaj Gulab	KS3 ICT Consultant	
Mike Hill	Head of Mathematics	Gosford Hill School
Nadine Hodge	Learning Mentor	Slough Borough Council
Honor Hollis	Consultant for Inclusion	Advisory Team for Inclusion
Debbie Hore	Assistant Headteacher	The Westgate School
Sara Howes	Primary Liaison Co-ordinator	Faringdon Community College
Leigh Jackson	Year 7	Peers School
Beth Jacobs	Behaviour Support Teacher	Behaviour Support Service

Annie Keighley	KS3 Strategy Lead	Slough Borough Council
Caroline Kidston	Study Support	Looked After Children's Education Service
Anne Lawford	Head of Year 7	Quarrendon School
Richard Manley	Learning Mentor	Slough Borough Council
Venetia Mayman	KS3	Oxfordshire County Council
Jamie-Leigh Merritt	Year 10	Peers School
Lorraine Milburn	Administrative Assistant	Thames Valley Partnership
Shirley Moneanu	Education Welfare Officer	RBC, Education Welfare
Ian Muir	Secondary Strategy ICT Consultant	Reading Local Authority
Judy Munday	Creative Arts and Community Safety Development Officer	Thames Valley Partnership
Penny Myers	Learning Mentor	Whitley Excellence Cluster
Jacqui Norbury	Head of Year 7	Gillotts School
Pat O'Shea		School Development Service
Beverley O'Toole	Outreach Worker	Behaviour Support Services
Malcolm Orgill	MAST Learning Mentor Manager	Slough Borough Council
Annette Parry	Senior Teacher Yr 6	Benson C.E. Junior School
Amy Parsons	Year 10	Peers School
Alison Partridge	Manager	Oxfordshire Children's Fund
Giti Paulin		
Lisa Payne	Principal Policy Officer	National Children's Bureau
Carol Ponchaud	Senior Advisor	Royal Borough of Windsor & Maidenhead
Sue Raikes	Chief Executive	Thames Valley Partnership
Pippa Read	Lead Behaviour Support Teacher, City	Behaviour Support Service
Suzanne Roberts	Year 6 Teacher/KS2 Manager	Windmill Primary School
Martyn Robinson-Slater	Behaviour Support Manager	The Westgate School
Jacqui Rollason	Pupil Support Officer	MK Excellence Cluster
Caroline Sanders	Head of Behaviour Support Services	Slough Borough Council
Kelly Schooler	Principal	Columbus, Ohio
Claire Smith	Children's Fund Programme Co-ordinator	Buckinghamshire Children's Fund Programme
Lynne Smith	English Consultant	Oxfordshire County Council
Gerry Spartharis	Outreach Worker	West Berkshire Council, BST
Elizabeth Tansley	Head Teacher	The Hendreds Primary School
Mick Teeling	Year 7 Achievement Co-ordinator	St Gregory the Great
Ruth Thatcher	KS3 Strategy Lead	Reading Borough Council
Wendy Thomas	Senior Advisor	Royal Borough of Windsor & Maidenhead
Paul Thompson		Charters School, Ascott
Tracy Tierney	Secondary ICT Consultant	Oxfordshire LEA
Joanne Titcombe	Year 10	Peers School
Patsy Townsend	Director of Youth Programmes	Thames Valley Partnership
Dominique Townsend	Y6 Class Teacher & Literacy Co-ordinator	Queen's Dyke Primary School
Veronica Turner	Outreach Worker	Behaviour Support Services
Mags Ward	Year 6 Teacher	The Hendreds Primary School
Sonia Waterman	Learning Mentor	Whitley Excellence Cluster
June White	Behaviour Support Teacher	Behaviour Support Service
H Whitehead	Head of Year 7	Newland's Girls School
Wicks-Farr	Outreach Worker	Behaviour Support Services
Julia Woods	Area Co-ordinator for Oxfordshire	Family Links
Simon Wright		Cippenham Junior School
Wendy Yarnold	Behaviour Support Teacher	Behaviour Support Service



**With thanks to**  
**Equitable Charitable Trust**

**Thames Valley Partnership**

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