

# Strong Partnerships for Transition February 11 2010



**9.00 Coffee and networking**

9.30 Welcome

10.00 Strong partnerships for transition between schools

10:45 Strong partnerships to support progression Y6-Y7

**12.00 Lunch and networking**

12:45 Strong partnerships to support individual students

14:00 Strong Partnerships with Parents

**3.00 Close**

# The story this year



- ▶ Transition Conference February 2009
- ▶ Isle of Wight ETF visit February 2009
- ▶ ETF Dissemination Conference June 2009
- ▶ Transition presentations at Ealing Somali Achievement Conference June 2009
- ▶ Common Induction Day – Ealing – July 2009
- ▶ Transition sessions at Ealing Parent Conference October 2009
- ▶ ETF dissemination seminars November 2009
- ▶ DCSF London Challenge Advisers ETF presentation November 2009
- ▶ Publicity for ETF at Optimus Transition Conference Jan 2010



## Strong Partnerships for Transition

## Four LAs

### The Four LA partnership

- Hounslow, Hillingdon, Hammersmith and Fulham and Ealing
- Dissemination process this year, inviting key members of all London LAs to seminars about the ETF
- Presentation to DCSF: London Challenge Advisers
- National Strategies support and recognition
- Will the Isle of Wight and Hampshire adopt before Harrow and Brent??

## What next? The Four LA team will...



- Pursue our interested LA neighbours with the ETF
- Expect every primary school to DO the Transition Units and to UPLOAD them
- Support secondary schools with our expectations that this will happen
- Badger London Challenge to get the ETF widely publicised and adopted.



# Forward thinking

It's not easy receiving new Year 7 students from a large number of primaries. Which is why a group of London boroughs has devised ways of planning ahead

By Steve McCormack

**S**moother the transition from primary to secondary school, when pupils move from familiar surroundings to a new environment in a much bigger place, is still a challenge for many schools and local authorities. But a group of London boroughs has made significant strides in this area over the past few years, easing administrative burdens on primary schools, and giving primary teachers more confidence about what awaits their Year 6 leavers.

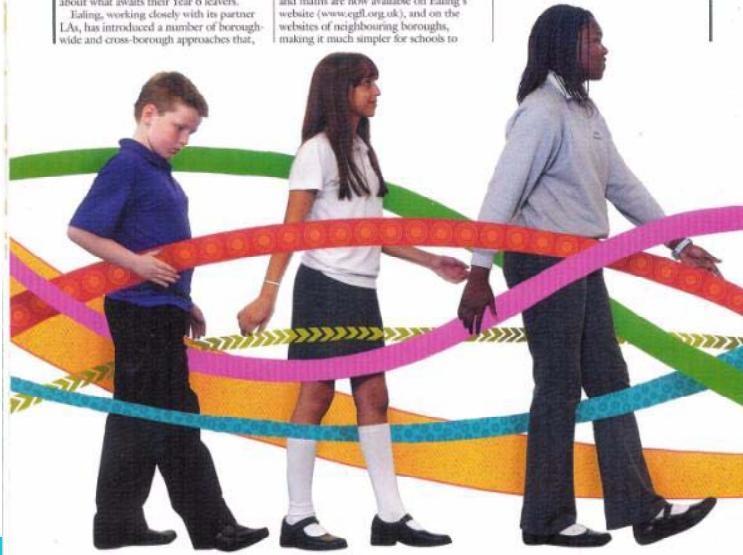
Ealing, working closely with its partner LAs, has introduced a number of borough-wide and cross-borough approaches that,

collectively, have helped children to enjoy a smoother transition to secondary school. They have addressed a common situation seen in London – and urban areas in general – in which secondary schools can receive new Year 7 pupils from well over 20 different primaries. Here, we outline four initiatives that are making a difference...

### Units of work

Transition units of work in English and maths are now available on Ealing's website ([www.egfl.org.uk](http://www.egfl.org.uk)), and on the websites of neighbouring boroughs, making it much simpler for schools to

use them. Developed by cross-phase subject teams from Ealing's schools, they provide a block of work, in each of the two subjects, for Year 6 classes to do after the summer half-term, and for Year 7 classes to pick up in September. The maths units centre on data-handling topics and the English work is based on stories by Anthony Horowitz. The units are designed to take two to three weeks at primary school and a similar period at secondary school.



Photography: The Telegraph/Corbis Illustration: Tom Reynolds

**Information sharing**  
 To prepare properly for their new intake of Year 7s, secondary schools need information early. To achieve this, Ealing and its partner LAs have developed a system called the Early Transfer Form. In March, the LA sends a spreadsheet to each primary school, pre-loaded with the basic biographical details of all Year 6 pupils. Primary schools then fill in teacher assessments and other key data and special needs information, returning it to the LA in April. The LA then sorts the information and, by 1 June, sends each secondary school a spreadsheet containing information on all Year 7 pupils due to arrive in September. This allows schools to start preparing tutor groups and class groups well before the arrival of SATs scores later in the summer. The system has worked so well that it has now been adopted by the LA in the Isle of Wight.

**Classroom terminology**  
 Many primary and secondary schools in Ealing now employ common language, and learning concepts, in formal and informal discussion with pupils. For example, phrases such as 'collaborative learning' and 'independent learning', and the idea of becoming a 'learner for life' are now widely promoted in both Year 6 and Year 7. Pupils moving through the transition phase will hear teachers, and fellow pupils, talk in the same terms when conversations centre on how best to approach the learning process.

**How it works for us**  
 This year's Year 7 intake of 600 pupils to Drayton Manor High School (a mixed 11-16 comprehensive in Ealing, with 3,500 students) came from 12 primary schools. Transition co-ordinator Michael Warren highlights two ways in which the school prepares:

- 1 Subject teachers attend termly meetings with teachers from key feeder primaries.
- 2 Out of these meetings has come a special numeracy booklet, carried by Year 6 pupils when they go to Drayton Manor, and a common Year 6/7 scheme of work in English.

Every year, Michael takes, with two other teachers, a group of about 20 students from Years 6, 8 and 9 to do in-school workshops at feeder primaries. This means that when the Year 7s arrive, they recognise at least three teachers, and some pupils in higher year groups. 'It's as if they've known me for the last two years, and this has a big impact' he says.

**Joint INSETs**  
 In Ealing, there has been a drive to stage workshops and INSET sessions with joint participation of primary and secondary teachers. In addition to the borough's annual transition conference for primary and secondary teachers, smaller gatherings have taken place, either grouping teachers from schools in a locality, or to handle a specific topic. The subject matter includes co-ordination of schemes of work in Years 6 and 7, and joint sessions to discuss the moderation process linked to the Assessing Pupils' Progress (APP) assessment system.

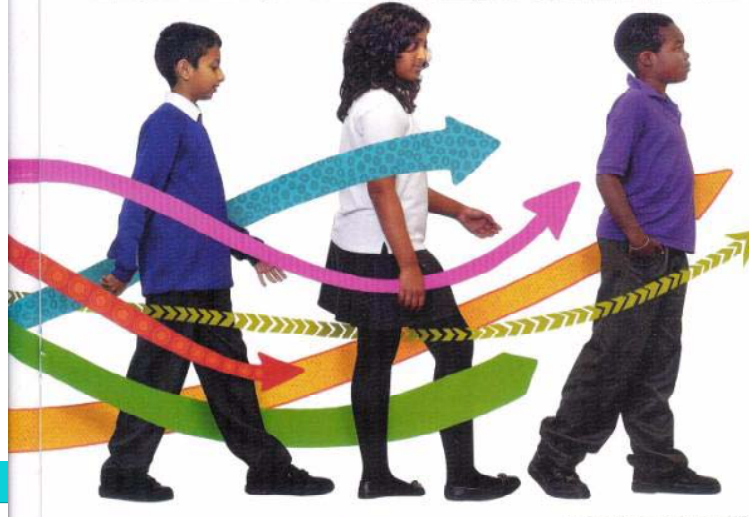


Illustration: Education Features Education/Corbis Illustration: Tom Reynolds

## Four things Ealing does well....



➤ UNITS OF WORK



➤ **Information Sharing**

➤ **CLASSROOM TERMINOLOGY**

➤ *Joint INSETs*

# Ealing Highlight

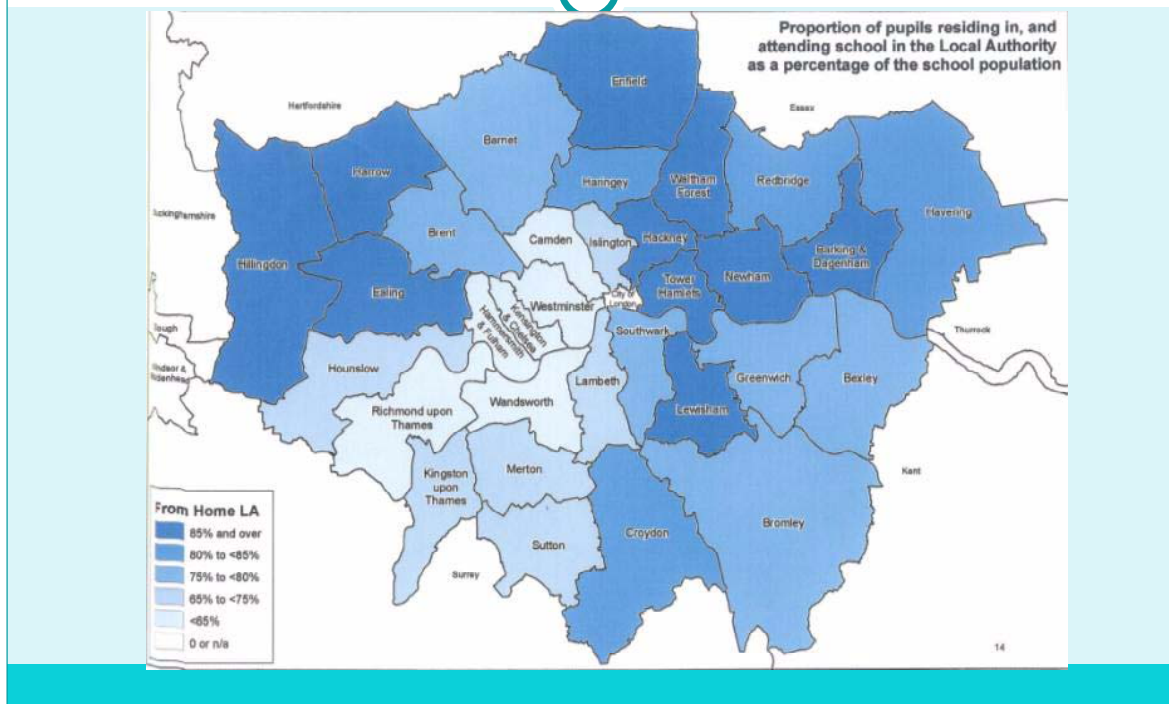
Northala Fields was a runner up to Beijing Airport - the winner – in the World Urban Architecture Awards 2009.

In this picture students from some of the 12 Ealing schools taking part in our Transition and Learning Festival in 2008 are nearing the summit with learning banners and balloons.



**Northala Fields and Beijing Airport**

# Keeping Ealing Y6 in Ealing



# Improving retention at Y6-Y7 – 78%



Figure 2.1A:  
Inner London – Percentage of resident pupils attending schools in home LA

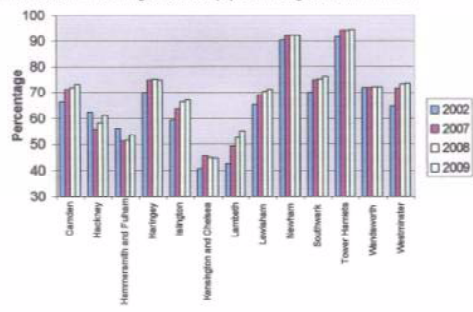
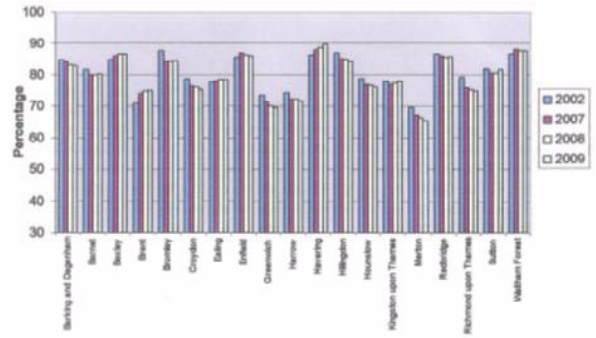


Figure 2.1B:

Figure 2.1B:  
Outer London – Percentage of resident pupils attending schools in home LA





## Ealing Highlight

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### KS2-4 progression

- Ealing is above National Averages in all KS4 measures
- the % of students making expected progress (3 levels) between KS2 and KS4 is well above NA
- Our CVA KS2-4 is 1017 and likely to put Ealing in the top 5 nationally.
- No secondary schools are below floor targets.

## Narrowing the gaps




- There has also been significant progress in closing attainment gaps.
- The % of students from all traditionally underachieving groups making expected progress in English is now **in line with or above that of all students nationally** and well above that of similar groups nationally.
- The same is true for all groups in Maths except white boys and girls entitled to FSM.
- Attainment gaps have narrowed very significantly for students with SEN and Black non-FSM boys. They have also narrowed for Somali students though the attainment of these groups remains unacceptably low and a focus for our work

## Where next?



- ▶ Developing ever stronger links and partnerships in learning - Extended Schools
- ▶ Becoming a Children's Service with a coherent plan and process for all transitions – SAFE teams
- ▶ Becoming a resource for parents and families – to develop themselves as learners too
- ▶ Becoming that Single Learning Community!



Strong  
partnerships  
for  
Transition  
**between  
schools**



**Michael Warren  
Karine Waldron  
Review of progress**



**Strong  
partnerships  
Between  
schools**

- ‘for the first time I feel I know who I am handing on my children to’ – experienced primary teacher at Drayton Manor Y7 Transition event in November.

# Strong Partnerships for Transition

Between schools



**Strong  
partnerships  
for  
transition**

**Between  
schools**



Strong  
partnerships  
for  
Transition  
**between  
schools**



**Can we go and look at the big school,  
Tom?**



## Strong Partnerships for Transition

to support  
progression

Y6-Y7

- The Early Transfer Form
- Ealing's Black Achievement project
- Supporting vulnerable students in Hammersmith and Fulham
- Transition Units
- Induction Day



**2010**  
**July 2**

Consultation for 2011 is in progress.

Either June 24 or July 1

Please reply!



**Strong  
Partnerships  
for  
Transition**

**To  
support  
individual  
students**

- Primary Behaviour Service
- YWCA
- Pyramid
- Supplementary Schools
- Sofale
- Ellen Wilkinson Peer Listeners



**Strong Partnerships for Transition**  
**To support individual students**



**Strong Partnerships for Transition with Families**



The image shows the cover of a document titled "Support for All: The Families and Relationships Green Paper". The cover art is a vibrant, cartoon-style illustration of a park. A large rainbow arches over a bright sun in a blue sky. In the foreground, a person is riding a bicycle, another person is in a wheelchair, and a third person is on a stroller. The background shows a green field with a playground, a path, and some trees. The title "Support for All: The Families and Relationships Green Paper" is written in white text on a red banner held by the stroller. The UK Government logo is visible in the top left corner of the illustration.

Thank  
you for  
coming!



**Five kittens (Y6) making  
transitions, preparing for new  
homes (Y7)**



