Transitions Case study

**School: John Colet School**

**Transition leader: Dee Fanchi, Head of KS3**

Dee has been in this role for 12 years which has allowed relationships to build up with feeder schools

**Overview of your transitions programme and its timescale;**

John Colet have a whole school approach to transition which is delivered by a team including pastoral support, Finance, office/admin, HoY7 and KS leader

The SEN manager is also involved – feeds information

They have a document with whole process and the responsibility outlined and apportioned, see below. They also have a dedicated shared folder on school drive where all paperwork and information is kept for ease of reference.

Process begins with a letter to parents as soon as possible after allocation to outline process. This has cut down on parent inquiries significantly; this has saved staff time and prevented parental anxiety. Parents are later sent welcome pack.

They have 12-24 feeder schools and all those with 8 or more Y6s coming get a visit from Dee and her colleague. Inclusion unit manager is part of the team to visit the primaries; she will talk to staff while others are talking to the children. They then compare notes. The focus is on information about SEND and behaviour, although they are also starting to try to find out about levels of parental engagement – as this is so key, especially with underachieving groups.

Really like CTF – very helpful. Similar to what they were using before. They complete while in the primary school with the staff. This helps encourage information sharing, even if details aren’t recorded on the form. Some primaries hold back/can be reluctant to pass on information and this can be problematic. Information from Y6 staff and feeder schools is important but Y7 as opportunity for fresh start; that should not to be underestimated. They trust primary school comments over parents with regard to form groups. If parents object, and they rarely do, they stick to their position.

Where schools have fewer pupils with places, children are invited to the school on the same day. They will usually get all these pupils attending as their families have actively made the choice of John Colet. They have the same input as would have been given in school and they are treated as a mini cohort through the induction process so the children know each other, if only slightly.

Focus on high expectations from the beginning and this is theme runs through all stages of the transitions, they are given a clear and consistent message about what is expected of a John Colet student with the aims of instilling pride and understanding and developing the community of students.

They find the outcome is really positive and in fact problems in KS4 are often with students who join the school later and so miss the transition process.
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Transition days
The benefit of two transition days is that they see real child on second day. Any new appointments as form tutors are brought in for transition days, wherever possible.

Last year they moved the Parents meeting from second to first day and this works as they can respond to issues raised next day. They have had almost all parents attend (just one missed last year).

In the past they have as brought parents in to present a section on the parent experience – this has worked well but not always possible and it has to be the right parent.
Focus on frequently asked questions.

In 2016 – parents were timetabled round smaller events lead by SLT – less formal
Worked really well – also market place for relevant organisations e.g. Youth Service, libraries, uniform suppliers etc.
Offered parents chance to ask additional questions and they had none, which they took to be a mark of success.

They also use an external consultant – 627 Fiona Kinsman
Previously Fiona has been commissioned to provide 1to1 for vulnerable pupils but this no longer possible. Now they are looking at her working with larger groups.

On transition days they use 6th formers acts as guides and helpers

Books and work sharing
These were trialled last year however the books were later going out that Dee would have liked, which left less time for primaries to use them. Instructions were for children them to bring in in September, didn’t get full cohort but it helped especially as a reference point for staff and students.
This year they will repeat but with books taken out to school when JC staff visit (although this could be logistically difficult for some larger ones) then they can introduce them to the children and then they can bring in on induction day. Parents meeting and second day while then be a chance to chase up those who haven’t brought them back.

Transition booklet for summer task – it is important to ensure they have proper response from staff in September to have value. Bronze, silver and gold awards are made from form tutor. It is large but they didn’t want it just to be core subjects, partly to send message that other subjects valued but also so that all children can find something they are good at.

Always review as a team at end of process, to feed into planning for the following year.

Manageability for staff
Communication is essential; the staff have clear roles but shared knowledge
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Feedback from students and staff and parents
They always do Y7 focus groups – this had always generated positive feedback and is used to feed into developing the process
Y7 & Y10 forms are buddied; this is informal but builds links between year groups and generates mutual respect. Naturally becomes less important as year progresses and Y7s become more settled. 6th formers are used as peer mentors.

Development plans
Event for Y6 teachers to meet Y7s – have done in the past, would consider doing again
Dee feels that this is as important for Y6 staff as children, although they are happy share news of pupils at any time. She will often do so when she returns to primary schools the following year.
## Transitions Case study

### Transition and Induction

<table>
<thead>
<tr>
<th>Date</th>
<th>Process</th>
<th>Action</th>
<th>Person responsible</th>
</tr>
</thead>
</table>
| **March**     | Places allocated by county and initial list arrives in school | ● List is saved in the Year 6 Induction 20??  
● File on staff shared.               | DL/CP                                          |
| **Early April**| Initial welcome letter to be sent to parents via their home addresses to outline the induction process | ● Letter to be updated from the one on the system  
● Office to post out the letter | DF/CP  
CP/Office                                          |
| **Early April**| Appointments made to visit primary schools        | ● Decision to be made about which schools require a visit (dependent on numbers)  
● Contact to be made with main feeder schools  
● Visit timetable to be set up looking at staff availability  
● Letters to be sent to all students that do not attend feeder schools to invite them in to John Colet  
● List of students by school for IL Department so that they can arrange reading tests to take place at the same time visits happen. | DF  
KR  
DF/AK/CPM/KR  
Office  
Office                                          |
| **End of April**| Welcome book                                      | ● Welcome book to be updated  
● Welcome booklet to be proof read  
● Envelopes ordered  
● Labels printed (2 x sets)  
● Welcome book printed  
● Welcome book sorted into labelled envelopes alphabetically by surname and then by school. | CP/KR/DF/KH/Finance  
WL  
KR/LH  
CP/Office  
LH/Finance  
KR                                          |
| **May**       | Common transition form                            | ● Download the form  
● Photocopy the form x number of students  
● Attach name label  
● Sort into school groups, alphabetical by child surname  
● Send letter to all non-feeder schools requesting them to complete transition form for their students | AK/KR  
DF  
CP/Office  
CP/Office/KR?  
Office                                          |
### Transitions Case Study

<table>
<thead>
<tr>
<th>End of May/Beginning of June</th>
<th>Induction Visits</th>
<th>JCS staff (including Il staff re reading tests) to visit feeder schools Welcome books handed out Transition forms completed Transition forms typed up and lists created Lists to be distributed to relevant staff</th>
<th>AK/CPM/DF AK AK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning June onwards</td>
<td>Data input, files</td>
<td>Input data from forms, type labels, make files</td>
<td>AK/KR/SB</td>
</tr>
<tr>
<td>June</td>
<td>Induction Day planning</td>
<td>Timetable Lessons Speakers for am/pm sessions</td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>Form group prep</td>
<td>Paper strips to be created with student name, gender and primary school and sorted into school groups</td>
<td>CP/office</td>
</tr>
<tr>
<td>Beginning of June</td>
<td>Planning induction parent meeting</td>
<td>See separate document</td>
<td></td>
</tr>
<tr>
<td>Middle/End of June</td>
<td>Form groups to be decided</td>
<td>DF/CK/AK/EMB/DR/CPM</td>
<td></td>
</tr>
<tr>
<td>Start of July</td>
<td>Induction Days</td>
<td>See separate document</td>
<td>DF/PM/IL</td>
</tr>
<tr>
<td>Start of July</td>
<td>Parent evening Meeting</td>
<td>(plan being devised for this year to be added)</td>
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**Dates for Annual Schedule:**
- 21/02/17 - Yr 6 induction pack to staff.
- 03/03/17 – Deadline amendments.
- 09/03/17 – Welcome letters to Yr 6 parents.
- 17/03/17 – Final draft Yr 6 pack.
- 21/03/17 – Yr 6 pack proof read.
- 30/03/17 – Pack to printers.