**Effective and Enlightening Transition of vulnerable children between schools: an evaluation of a pilot project**

**Robin Precey**

**Abstract**

This article looks at research into two issues that are highly significant in the English education system and hopefully will be useful for those in other countries to know about, reflect upon and perhaps learn from. These are the **transition of pupils from primary to secondary schools** and the **exclusion of pupils** from schools. It looks at the relationship between these two issues and in particular the impact of an Arts-based programme for vulnerable pupils at the end of their primary school designed to ease their transition to secondary schools. This is in the context of a highly complex system. Tentative conclusions are drawn from a pilot phase based on focus groups with pupils and interviews with relevant leaders as well as an analyse of statistical data. This leads onto recommendations to improve transition and hence reduce exclusions as the work is disseminated to other schools in the local authority (the administrative area) concerned. The names have been anonymised for ethical reasons.

**Keywords:** exclusions, transition, primary school, secondary school, well-being, belonging

**1 Introduction**

*“School transition is a life changing event for children - they are rarely faced with such a powerful set of personal and social changes. These underpin the immediate and longer term wellbeing of children, peer groups, teachers and schools”*

Jennifer Symonds

A national education systems reflect the history, politics and culture of that country. In Estonia, for example, there is a large Russian-speaking minority and, for a variety of reasons, there are separate Estonian and Russian- speaking schools. In Norway, a relatively classless society, most children attend their local school. A federal system un the USA riddled with inequality reflects this through its very schools in different states.

England, it may be argued, has an education system based on elitism, choice and competition. It has one of the most complex education systems that humans have devised. See if you can follow this explanation:

Most children in England start school at 4 years old (but not all). Most children staying in their first (“Primary”) school until the age of 11 (but not always. In some areas it is 12 or 13). They then move to their next (“Secondary”) school until they are 16 (but not always. Some secondary schools have Sixth Forms for pupils up the age of 18). If they do not stay on in their secondary school Sixth Form, they complete their state compulsory education in a variety of other institutions. To probe deeper, in many parts of England pupils may sit an IQ test (called the 11+) at the age of 10/11 in their primary school and then move to a range of secondary schools based on their performance. These secondary schools may be:

* a grammar school - which is for those deemed to be successful in the 11+ test (see article in this journal by Natalie Steel)
* a secondary modern school - for those deemed to have not succeeded - or failed.

Simple? No- further layers of complexity are added as there are primary and secondary:

* co-educational or single sex schools,
* faith e.g. Roman Catholic, Church of England or Muslim or non-faith schools,
* schools under the influence of local authorities (maintained schools) and those free from local control and reporting directly to central government (academies - sometimes standing alone and sometimes part of a chain of schools within an academy) or free schools (interest groups e.g. parents, are allowed to set to their own school funded by central government).

So far, so good? Oh, and as well as these state schools, there are “public” schools (private ones for which that parents pay). Another layer to add to this mosaic of myriad is parental choice. Or at least the illusion of choice that parents are told that they have. But that depends on where you live and how much money you wish to invest in your child’ education. This relatively straightforward state system created in 1944 has become a servant of the free market in recent years.

All of this makes it difficult to understand and makes the education journey of a single child individualistic. One particularly challenging issue is the transition of pupils from primary to secondary school. One class of 30 pupils in Year 6 (aged 11) may end up separated in many different secondary schools:

* one may end up in a girls’, catholic, grammar school
* another may be in a boys’, non-faith based, secondary modern schools
* another may be in a coeducational secondary, church of England secondary school.

The transition process is difficult for teachers, parents and most importantly for children. For teachers in primary schools do you coach pupils for the 11+ test, how do you prepare a class for a multiplicity of different secondary destinations? For secondary teachers, how do you help students settle in from many different primary schools each with their own cultures. For parents, what do you do? Which school do you “choose”? How do you decide? How do you handle your child through the 11+ test and their results? For children, how do you just cope so that your learning is continuous and uninterrupted?

One of the many consequences of transition from primary to secondary schools in such a system is exclusion. Pupils are excluded from both primary and secondary schools on an alarming scale. Exclusions may be permanent or fixed term exclusions from a school.

The overall rate of fixed period exclusions has increased, from 4.29 per cent of pupil enrolments in 2015/16 to 4.76 per cent in 2016/17. The number of exclusions has also increased, from 339,360 to 381,865 (DfE 2018).

**Definitions**

Permanent Exclusions

The permanent exclusion rate is calculated as follows: A permanent exclusion refers to a pupil who is excluded and who will not come back to that school (unless the exclusion is overturned by appeal by a parent).

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In England the overall rate of permanent exclusions has increased from 0.08 per cent of pupil enrolments in 2015/16 to 0.10 per cent in 2016/17 which is equivalent to around 10 pupils per 10,000. The number of exclusions has also increased, from 6,685 to 7,720. This corresponds to around 40.6 permanent exclusions per day1 in 2016/17, up from an average of 35.2 per day in 2015/16. Most (83 per cent) permanent exclusions occurred in secondary schools. The rate of permanent exclusions in secondary schools increased from 0.17 per cent in 2015/16 to 0.20 per cent in 2016/17, which is equivalent to around 20 pupils per 10,000. The rate of permanent exclusions also rose in primary schools, at 0.03 per cent, but decreased in special schools from 0.08 per cent in 2015/16 to 0.07 per cent in 2016/17. Looking at longer-term trends, the rate of permanent exclusions across all state-funded primary, secondary and special schools followed a generally downward trend from 2006/07 when the rate was 0.12 per cent until 2012/13, and has been rising again since then, although rates are still lower now than in 2006/07.

Fixed period exclusions

Fixed period exclusion refers to a pupil who is excluded from a school for a set period of time. A fixed period exclusion can involve a part of the school day and it does not have to be for a continuous period. A pupil may be excluded for one or more fixed periods up to a maximum of 45 school days in a single academic year. This total includes exclusions from previous schools covered by the exclusion legislation.

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A pupil may receive more than one fixed period exclusion, so pupils with repeat exclusions and this can inflate fixed period exclusion rates. The number of fixed period exclusions across all state-funded primary, secondary and special schools has increased from 339,360 in 2015/16 to 381,865 in 2016/17. This corresponds to around 2,010 fixed period exclusions per day1 in 2016/17, up from an average of 1,786 per day in 2015/16. The rate of fixed period exclusions across all state-funded primary, secondary and special schools has also increased from 4.29 per cent to per cent of pupil enrolments in 2015/16 to 4.76 per cent in 2016/17, which is equivalent to around 476 pupils per 10,000. There were increases in the number and rate of fixed period exclusions for state-funded primary and secondary schools and special schools.

So both fixed term and permanent exclusions are a problem especially for those who believe in inclusion.This article is a pilot with a view to learn lessons and disseminate these to other schools in the area. It focuses on some pupils’ and some staff’s views on the preparation for transition for moving to Revell Academy and St Johns Church of England School (both for pupils aged 11-18) in September 2018 from a sample of primary schools. It examines pupils’ and expectations before moving (in July 2018) and their subsequent opinions having moved to their secondary school (October 2018). Middlemarch (not its real name) is the local authority (administrative area) in which these 2 schools and the primary schools are located (another layer of complexity is that it is possible for parents to choose a school outside the administrative area where they live).

**2 The Project**

**The Strategic Vision**

The Arts-based intervention programme that is the focus of this article sits within the overall strategic vision of Middlemarch:

* to align with your Middlemarch’s strategic objectives
* to align strategically with the formation of a Cultural Education Partnership
* that the ENGLISH THEATRE Bridge investment will add value to this vision.

**Background**

Middlemarch is a complex school system in relation to transition from Year 6 to Year 7. There are primary faith schools. maintained schools and academies. There are secondary selective, faith, single gender, coeducational maintained schools and academies. School choice and selection and the relative proximity of schools means that the flow of children across the Middlemarch area is multifarious. A child leaves a relatively small school where they have formed close relationships with a small number of adults to go to a much larger institution with many adults and sometimes with very few friends accompanying them on their particular, crucial pathway for their whole future lives.

Such complexity is true in most parts of England as has been described in the Introduction but it is amplified in Middlemarch. A consequence of this at present is, perhaps, high and rising exclusion rates in Secondary Schools (see Appendices 1, 2). The Project sought to find better ways for transition in the 2 pilot secondary schools and their partner primaries that enable children to feel they belong and are able to learn successfully through transition and as a result greatly lower exclusion rates in the two schools.

But exclusion is a tip of an iceberg of pupil experience. The moral purpose and vision of the Project was much greater. It was that all children participating in the Programme will have the very best start to their secondary education. This vision had equity at its heart, supporting pupils, families and schools so that all pupils experience a positive transition, enabling them to be confident and successful in the next steps of young learners in their lifelong learning journey. The Programme is entirely aligned with both Middlemarch Council’s strategic vision that all children in Middlemarch realise their potential throughout their school career and directly supports the development of the Middlemarch Learning Cultural Education partnership and its vision that cultural learning and cultural opportunities in Middlemarch should be a means by which all children and young people are able to thrive and aspire.

This initial pilot Programme focused additional resources on those pupils at most risk of exclusion, with a group of pilot schools before, during and immediately after their transition from Year 6 to year 7. It tested the impact of a creative transitions programme and the potential for roll out across the authority.

At its core, the vision holds the inherent value of the arts to build social cohesion within individuals and amongst communities, delivering an experience which is rich in interaction with people, culture and personal growth. This bold ambition and laudable mission of the Middlemarch LCEP is driven through this strategic plan. Funding for the Project came from The ENGLISH THEATRE Bridge Investment and enabled the pilot Arts-based programmes to be undertaken with larger cohorts and more schools with greater impact delivering more reliable evidence and evaluation.

**Programme Aims and Objectives**

The **aims** of the Programme were to:

1. provide the very best start to secondary school for all pupils
2. establish a model for positive, productive cross-sector partnerships
3. build a strong, locally relevant evidence base of the value of cultural learning to achieve better outcomes for children and young people.

Through the establishment of a long term strategy for the Middlemarch Cultural Education Partnership, this investment aimed to ensure that eventually all children in Middlemarch experience quality arts and cultural experiences as part of an effective and enlightening transition to secondary school. This Programme approached the need to reduce secondary school exclusion rates in an innovative and joined up way, bringing schools, local authority departments and cultural organisations together to address identified need.

The **objectives** of the entire Programme are:

1. **Infuse the lives of young people with arts and culture activities.**
2. Promote a duty of care, towards every child, shared across school boundaries.
3. Plan a dynamic curriculum experience that responds to individual pupil needs – ensuring full inclusion.
4. Deliver activities that promote imagination, curiosity, self-expression and resilience.
5. Share pertinent and transparent, school-to-school individual pupil intelligence and performance data.
6. Gain support from schools beyond the Pilot for Phase 2 delivery
7. **Short term impacts on behaviour and attendance captured, analysed & shared amongst partners**
8. ‘Effective and enlightening’ transition is adopted as a key strategy to reduce school exclusions
9. Schools recognize the benefit of integrating cultural learning into whole school improvement strategy
10. A sustainable transitions model is developed

**3 The Evaluation**

This article is based on the evaluative report which was commissioned to look at objectives 1 and 7. Other evaluators are looking at the other 8 objectives. The target group of young people are all year six pupils who transferred to Revell Academy and St Johns CoE Comprehensive. All pupils took part in ‘mixer’ activities, followed by a tailored arts programme for pupils who had been identified as being vulnerable at transition. These pupils were identified by primary headteachers and early help services. Those pupils identified as being at risk of exclusion were the priority for this additional support. Researching the thoughts and ideas of young people was one of the key objectives of the programme.

**Participation**

450 pupils in total were due to transfer from the primary schools to the 2 secondary schools involved. The participants and thus subjects for this study was selected from the whole cohort.

**The Intervention Activity Plan**

The pilot activity provided took place in the summer term 2018. For those Year 6 pupils identified as being at risk of exclusion in 10 primary schools, a targeted support programme of arts and cultural activities was organised by experienced facilitator’s from arts organisations outside of the schools. The activities were carefully planned so that they sought to build confidence, resilience and established a strong connection with the secondary school to which the pupils would transfer a few months later. Importantly, they worked in mixed groups allowing children to interact between schools.

Two aspects of the programme did not happen:

* It was intended that Young Arts Advocates would be recruited from the two secondary schools, to develop their own arts leadership and act as mentors for the target support pupils.
* Activity and artforms were to be determined in consultation with the pupils themselves, based on their interests and needs, and were to include a mixture of activities in school and off-site, working with local artists and cultural venues

**The Timescales for Delivery**

The funded Project itself started in March 2018 with the pilot and is due to end with dissemination to all schools in Middlemarch in December 2019.

**3.1: The Interim Evaluation Report; Research Pilot Phase 1 (October 2018)**

As mentioned, this Evaluation report is focused on 2 of the 10 Strategic Objectives Others will evaluate other aspects of the Project. Base-line data was collected for Phase I from the Primary schools and the two Secondary schools in July (Pilot Research Stage 1) 2018.

Data was then collected from as many of the same students as possible when they joined Year 7 in the 2 pilot Secondary schools in October 2018 (Pilot Research Stage 2). This focused around the impact pf the Transition Bridge Project which encompassed work with the Brook Theatre and Chatham Historic Dockyard Museum.

**Research Aims Stage 1 (July 2018)**

The aims of this part of the research inti the pilot were:

1 3.1: to find out what pupils in Year 6 were looking forward to in their new secondary school

2 to find out what they were worried about

3 to gain their views on what was helping them including The Bridge Project

4 to find out from staff in primaries involved in the transition process what currently exists and what works and what improvements they could see

5 to find out from senior staff in the 2 secondary schools what they feel is working and what could be improved.

**Methodology**

Pupils focus groups were formed by the primary schools and after introductions pupils were asked to individually to write their responses to Research Aims 1,2 and 3. A brief general discussion followed. This method was used so as to enable pupils to feel comfortable but also to give time for thought before responding. Primary staff were interviewed individually in each school to gain their responses to Research Aim 4. Secondary senior staff met with me as a group to share and compare ideas on Research Aim 5. this was followed up by another meeting on 30th August. Staff in both schools knew that I was coming and had clearly given some thought to the issue that all were keen to address and improve upon. I also went to the Historic Dockyard on 16th July to see the pupils engaged in those activities and to talk to the organizing staff.

**Sampling**

Pupilswere selected by the school according to who was in school at the time and who might represent the participants in the Programme - pupils at risk of exclusion. Across the 10 research primary schools 67 pupils (34 girls and 33 boys) were invited onto the Programme. This was 15% of the total number of pupils (450). The pupils interviewed were selected by the primary staff. The staff interviewed were those most involved in the transition process – sometimes the Year 6 teachers, sometimes the special education needs (SEN) coordinator. 10 staff in all were interviewed - 1 from each of the research primary schools. In Phase 1 of the research the secondary staff interviewed were senior staff I who had a strategic leadership responsibility for transition and were key decision-makers in terms of any changes for improvement.

**Research weaknesses**

Research in schools is never straight forward. the main challenges for this research involved

* Sampling – without clear criteria it was difficult for primary schools to identify pupils at risk of exclusion. As a result the 67 pupils involved may or may not have been the most suitable participants
* Due the pragmatics of commissioning, the research started late so a good deal had to be done in a short space of time
* Stage 1 was in July- was a busy time of year but when is not?

**Findings from Research Phase 1**

**Pupils in Year 6**

1. **were looking forward to in their new secondary school**

* making new friends
* meeting new teachers
* studying new subjects and having better facilities
* meeting students who had been in their primary school
* school finishing early in Wednesday (practice in one of the secondary schools involved)

1. **were worried about**

* getting used to the new environment
* getting lost
* not making friends
* bullying
* harder work
* homework
* failing
* the teachers

1. **what was helping them including The Bridge Project**

* The Brook Theatre Project was mentioned by most pupils as a positive experience; the Historic Dockyard experience less so.
* Transition Days when pupils visited their new school

1. **how might transition be improved?**

* a “buddy” system with a pupil from the secondary school to show us around
* more information for parents/carers
* visit the secondary school with our primary teachers
* form a “Whatsapp” group

**Staff in primaries involved in the transition process**

1. **what currently exists**

* Transition day
* The Brook Project
* Transition forms
* Personal, Health and Social Education teaching in Year 6

1. **what improvements could they see**

* higher priority given to transition.
* Start process earlier and plan ahead more
* more consistency,
* All secondary transition teams meet in primaries (currently not all participate)
* Pupils show piece/portfolio of work they are proud of (currently only some secondaries)
* meeting with secondary SENCOs (currently inconsistent),
* Y6 and Y7 teachers more liaison/Year 6 and Year 7 teacher exchange to understand organisational and cultural issues
* contact list for secondaries,
* Transition week but recognized there may be problems fitting it in
* More Year 6 activities in secondary school during the year,
* Transition booklet – what do secondary schools want
* continuity of support after transition,
* Key Stage 3 (pupils in Years 7-9 the youngest in the secondary schools) could be more like a middle school with fewer teachers.

**Senior staff in the 2 secondary schools**

1. **what they feel is working**

* Transition day
* Brook Theatre Project

1. **what could be improved**

* Brook theatre is a good idea but need more information, who is the project aimed at (targeted more based on data and primary teacher perceptions), more clarity on aims, who is doing what
* Need more links to understand and appreciate differing primary and secondary cultures
* Need to explore other local authority models for transition

**Initial Impact of the Arts Project**

Comments from teachers and secondary leaders at the end of Phase 1 of the pilot (July) indicate that:

**Brook theatre**

Brook theatre – need clearer aims and objectives. Was it for all pupils or those most vulnerable? If the latter, then labelling becomes an issue. Attendance was poor with some children

**Dockyard Day**

Again, there were attendance issues in terms of the intended participants and the feeling was that the specialist facilities not used better.

**3.2: The Final Report: Research Phase 2 (October 2018) building on Phase 1**

**Research Aims**

The Transition Project aims investigated at this stage (Research Phase 2 of the pilot in October 2018 after transition had taken place)

1. to explore the impact of the Transition project on the sample pupils’

attitude to school

* academic progress
* sense of belonging

1. to consider the place of such a Project in the whole Transition process
2. to suggest ways to move forward to improve transition

**Methodology**

**Pupils**

Arrangements were made to interview as many of the original sample of pupils involved in Research Phase 1 as possible on October 11th and this had the advantage that they had been in their schools for 7 weeks so any “transition shell shock” would be revealed. 24 of the original 30 were seen in St Johns (80% response rate) and 24 out of 37 at Revell (65% response rate). The missing pupils may have been absent or had not actually moved to their initial allocated secondary school. 3 showed up who did not participate in the summer programme. Their views were not included. 48 from an original 67 is a relatively small sample but a reasonable response rate (71.6%)

**Secondary staff (leaders, Year 7 leaders and teachers and Teacher Assistants)**

Interviews took place with the lead transition staff in each of the two secondary schools

**Parents/carers** were not included in the research**.**

**Findings**

**Pupils’ Perspectives**

**a) What do the pupils enjoy at their new secondary school? (numbers of pupil)**

* making new friends (22)
* Physical Education (16)
* new teachers (10)
* Science (10)
* Design and Technology lessons (7)
* Canteen (7)
* Art lessons (6)
* Break/playtime (4)
* History lessons (3)
* Mathematics lessons (2)
* English lessons (2)
* Religious Education lessons (10)
* Music lessons (1)

Quotes from pupils include:

*I have enjoyed every lesson. I came for that reason.*

*I have grown up and learned more.*

*Getting smarter*

*I have been more in charge of myself.*

**b) Any problems experienced at their new secondary school**

* none (26)
* bullying (6)
* homework (4)
* teachers (3)
* timetable (2)
* getting strangled (2)
* worried about tests (2)
* getting lost (2)
* long queues for food (1)
* losing stuff (1)
* Miss my old schools (1)

**c) How useful was the Bridge Project?**

* meet new people coming to our school (21)
* make new friends (17)
* Games, acting, news report activity (7)
* reassurance, confidence (5)
* helped a lot (2)

Quotes from pupils include:

*I was able to meet new friends so I was not lonely when I came to Revell*

*Stopped me worrying*

*I am already settled in*

**Transition Leaders’ Perspectives**

These leaders identified a wide range of practices to aid the transition process. Both agreed that the transition project was a good idea and had some criticism of the way it worked. Both agreed that sharing of information and communication could be improved

**4 General Emerging Issues for those vulnerable children involved in this evaluation**

Having analysed the data collected there are some issues emerging form the Pilot that will be important to bear in mind as the Transition Project grows to affect other schools. These are:

1. Overall the fears about transition that pupils had in July 2018 were not born out by their experience at the secondary school for the vast majority of pupils
2. For a minority pupils fear about bullying (6/48 or 12.5%), coping with homework (4/48 or 8%), getting lost (2/48 or 4%) and forming relationships with some teachers (3/48 or % 6) were born out in their views. It can be argued that 1 child is too many and these are pupils’ real perceptions. It is not known if the same children expressed more than one or indeed all of the fears.
3. The two schools have a number of measures in place to ease transition in addition to the Project enrichment programme
4. The Brook Theatre Project played a significant part in reducing fears, increasing confidence of these pupils in enabling them to meet their peers and in many cases form new friendships that are still in existence.
5. The Dockyard Project was less effective due to a number of factors such as attendance and activities chosen that did not take full advantage of the facilities

Suggestions for Consideration to improve practice of leading and managing transition are:

1. Develop a common understanding of what is meant by vulnerable children

This would entail a more intelligent forensic approach to identifying children who may struggle with transitionand monitoring their attendance, behaviour, attitude, trust and sense of belonging. Make use of data from Middlemarch and primary schools to identify those most at risk by age/gender/ethnicity/Pupil Premium funding (an additional amount of money give to schools to help children form poorer families/Special Education Needs pupils/family situation/ Looked after Children (those cared for by adults other than their parents).

1. Develop the Project core idea of working with vulnerable children through the Arts from across primary schools to form good relationships with other pupils going to the same school, boost confidence and awareness about their new school
2. Improve the organisation of a Transition Project particularly the weaknesses already mentioned regarding the identification of those pupils who are vulnerable and developing a curriculum that builds on the good practices of the pilot making best use of the differing learning environments and thus harnessing the potential benefits for transition even more.
3. Involve pupils and students more in the design of the programme e.g. those involved in previous year. Activity and artforms should be determined in consultation with the pupils themselves, based on their interests and needs to include a mixture of activities in school and off-site, working with local artists and cultural venues. Also this means developing Young Arts Advocates recruited from the two secondary schools, to develop their own arts leadership and act as mentors for the target support pupils. Arts Award (a national recognition scheme) is an important tool for both the peer mentors and their Year 6 mentees - to develop their relationships and develop their skills.
4. Enable the 2 secondary schools rather than a third party as in the pilot to manage the programme since they have a vested interest in making it work as the receiving schools of the pupils.
5. Review and targeted intervention strategies to prevent exclusion (e.g. adapted curriculum, learning mentors, case workers)
6. Carefully evaluate the existing transition measures initiated by each school to see if they are worth continuing and developing or not
7. Simplify communication between the primary and secondary schools about these children e.g. a day when all Middlemarch SENCOs and other transition staff meet in one place to exchange information.
8. Ensure communication systems within schools about each pupil’s progress and wellbeing are as effective as possible e.g. team meetings
9. Improving cross phase mutual understandings e.g. teacher exchanges primary to secondary and vice versa, joint working, scrutiny by Y6 and Y7 teachers

Alter the timing of the Project. Continue with the pilot schools with a secondary lead with further evaluation for September 2019. Roll out and dissemination from October 2019.

**5 Conclusions**

This article has told the story of the evaluation of one part of a larger inclusion Project that is focused on the transition of pupils from 10 primary schools to 2 secondary schools in one local authority who are vulnerable to exclusion. There are successes and also areas in need of more attention in order to ensure that all children are included and none excluded. It will take time to see if the real impact is that these 48 children finish their secondary education successfully. However, if answers can be found from this project and disseminated then, with good leadership, the national epidemic of rising exclusion rates both permanent and fixed-term may be tackled. Underpinning the specifics of the project there are some broader and deep rooted strategic considerations in relation to transition. These include:

* Ethical - there are real issues of targeting and tracking individual pupils and concerns over labelling that need constant discussion e.g. balancing the care of one child with the needs of a whole class.
* Two cultures–stereotypically primary schools are seen as caring, close-knit communities and secondary schools as large, performance oriented bureaucracies. We are both burdened and enriched by our structures and systems in English education as a result of history, politics and economics. It is important that the child is put at the centre of the education process so the schools should continue to work towards greater mutual understanding and breaking down barriers.
* Political and moral pressures on school- exclusion/inclusion is rightly becoming a far more prominent issue in terms of the evaluation schools. The tide may be turning away from a tightly focussed test results driven agenda towards a more holistic view of children:

*“The Government should introduce an inclusion measure or criteria that sits within schools to incentivize schools to be more inclusive*” House of Commons Committee (2018) p 40

*Amanda Spielman (the newly appointed Head of the Office for Standards in Education and responsible for the inspection of schools) said the new Inspection framework will make it easier to recognise and reward the good work done by schools in areas of high disadvantage. By shifting the focus away from outcomes, Ofsted hopes to reverse the incentive for schools to put overall results ahead of individual children’s needs*.

Amanda Spielman's speech at the Festival of Education (delivered on: 23 June 2017)

**References**

Department for Education (2018): *Permanent and Fixed Period Exclusions in England 2016-2017.* pub DfE 19 uly 2018

House of Commons (2018): *Forgotten children: alternative provision and the scandal of ever increasing exclusions*. HC

Symonds, J (2015): *Understanding school transition: what happens to children and how to help them* Routledge

**Appendices**

**Appendix 1: Fixed Term Exclusions**

**Female Male All**

**\*Incomplete**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2013-2014** | **2014-2015** | **2015-2016** | **2016-2017** | **2017-2018\*** |
| **St Johns CoE School** | **65 90**  **155** | **63 89**  **152** | **26 156**  **212** | **17 56**  **73** | **46 84**  **130** |
| **Revell Academy** | **65 182**  **247** | **49 100**  **149** | **204 258**  **462** | **79 113**  **192** | **55 113**  **168** |
| **Middlemarch** | **n/a** | **n/a** | **990 2305**  **3295** | **842 2131**  **2973** | **n/a** |
| **National** | **n/a** | **n/a** | **89920 249445**  **339,365** | **99380 282485**  **382,965** | **n/a** |

**Appendix 2: Permanent Exclusions**

**Female Male All**

**\*Incomplete**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2013-2014** | **2014-2015** | **2015-2016** | **2016-2017** | **2017-2018** |
| **Precey RC School** | **9 (7)** | **6 (5)** | **15 (13)** | **2 (1)** | **1 (1)** |
| **Revell Academy** | **17 (14)** | **6 (4)** | **9 (8)** | **7 (6)** | **3 (2)** |
| **Middlmarch**  **secondary** | **91 (71)**  **59** | **84 (61)**  **55** | **28 53**  **78\*** | **26 37**  **60\*** | **84 (48)**  **n/a** |
| **National**  **secondary** | **4000** | **4790** | **1460 5225**  **5445** | **1685 6035**  **6385** | **n/a** |