

<b>Children and Young People Select Committee</b>			
<b>Title</b>	Successful transition between Primary and Secondary School: Scoping Paper	<b>Item No</b>	9
<b>Contributors</b>	Scrutiny Manager		
<b>Class</b>	Part 1	<b>Date</b>	12 October 2016

### **1. Purpose of paper**

- 1.1 As part of its work programme the Committee has agreed to undertake an in-depth review into Successful transition between Primary and Secondary Schools (Key Stage 2 to Key Stage 3).
- 1.2 This paper sets out the rationale for the review, provides some background information on the work that has already been carried out in relation to this topic within Lewisham and sets out proposed terms of reference for discussion and agreement by the Committee.
- 1.3 The in-depth review process is outlined at Appendix A.

### **2. Recommendations**

The Select Committee is asked to:

- note the contents of the report
- consider and agree the proposed key lines of enquiry for the review, outlined in section 7 and the timetable, outlined in section 8.

### **3. Policy context**

- 3.1 The Council's overarching vision is "Together we will make Lewisham the best place in London to live, work and learn". In addition to this, ten corporate priorities and the overarching Sustainable Community Strategy drive decision making in the Council. Lewisham's corporate priorities were agreed by full Council and they remain the principal mechanism through which the Council's performance is reported.
- 3.2 The Council's corporate policy of "Young people's achievement and involvement" promotes raising educational attainment and improving facilities for young people through working in partnership. The Council's Sustainable Community Strategy's priority of "Ambitious and Achieving" aims to create a borough where people are inspired and supported to achieve their potential.

- 3.3 The Children and Young People’s Plan 2015 – 2018 also sets strategic vision and a key aspect is “Raising the attainment of all Lewisham children and young people” and this has a number of specific outcome areas:
- AA1: Ensuring there are sufficient good quality school places for every Lewisham child.
  - AA2: Ensuring all our children are ready to participate fully in school.
  - AA3: Improving and maintaining attendance and engagement in school at all key stages, including at transition points.
  - AA4: Raising participation in education and training, reducing the number of young people who are not in education, employment or training (NEET) at 16-19.
  - AA5: Raising achievement and progress for all our children at Key Stages 1 – 4 and closing the gaps between underachieving groups at primary and secondary school.
  - AA7: Raising achievement and attainment for our Looked After Children at all Key Stages and Post 16.
- 3.4 Transition between primary and secondary school is important and getting in right maximises the experience for young people and schools, helping to maintain achievement and minimise falls in attainment as well as behavioural and emotional problems. According to the DSCF report, successful transitions between key stages “are the key drivers to raising standards”. Where transfer is strongest the “social, emotional, curricular and pedagogical aspects of learning are managed in order to enable pupils to remain engaged with, and have control of, their learning.<sup>1</sup> Although transfers between all key stages can raise challenges, the particular issues of transfer from key stage 2 to 3 and from primary to secondary is the most challenging for schools, pupils, families and the local authority.
- 3.5 The 2015 Ofsted report “Key Stage3: the wasted years” highlights that in the annual 2013/14 report, Her Majesty’s Chief Inspector reported that “primary schools had continued to improve but the performance of secondary schools had stalled”. The report also noted that a major contributing factor to this was that the transition from primary to secondary school was often poorly handled and the gains made at primary school were not embedded and developed at Key Stage 3. The Ofsted report itself highlights “the lack of priority given to Key Stage 3 by many secondary school leaders” The report also criticised some schools for “too many not working effectively with partner primary schools to understand pupil’s prior learning and ensure that they built on this during Key Stage 3”. The report also criticised the use of pupil premium money in some schools at Key Stage 3 and that it wasn’t used effectively to ensure the gaps between disadvantaged pupils and their peers continued to

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<sup>1</sup> Strengthening transfers and transitions: Partnership for Progress, DCSF 2008.

close on transition to secondary school. The report also found that many secondary leaders focused on the pastoral side of transition from primary school only and that this was particularly to the detriment of the most able students.<sup>2</sup>

- 3.6 In terms of the Local Authority’s statutory duties as regards to transition from KS2 to KS3, these principally relate to the admission process for secondary school and providing additional support for students who have an EHC (Education, Health and Care Plan) or a Statement of Special Educational Needs. For these students, parents and the young person need to be involved in the choice of secondary school that will be stated on the statement or plan, as will the school of choice. The transition process itself is managed by schools themselves.

#### 4. Transition in Lewisham

- 4.1 Within the borough there are currently 72 schools that take children of primary age. This includes the all-through schools: Haberdashers Aske’s Knights Academy, Prendergast Vale, Prendergast Ladywell and Trinity Church of England School. There are currently 15 state-funded schools that take secondary children including the previously mentioned all-through schools. At the move from year 6 to year 7, Lewisham loses around one quarter of its Year 7 students to other boroughs and only 15% of the year 7 intake is made up of pupils from out of the borough. This is contrast with the average across London boroughs where 80% go to a school in their home borough and 20% come from other boroughs. In the primary sector about 10% leave Lewisham.
- 4.2 In November 2015 data on first preferences made by Lewisham residents for September 2016 showed that only 59% of all parents chose a Lewisham secondary school as their first choice. Three of the secondary schools were over-subscribed: 2 of these were Ofsted rated “outstanding” schools and the other was a faith schools.

Analysis on Primary Feeders to Lewisham Secondary Schools, based on the Unique Pupil Numbers.

Census	Summer		=>	Autumn	
School Year	2015		=>	2016	
NC Year	6		=>	7	
Cohort	2838		=>	2484	
To Our Year 7	1882	66.3%	=>	1882	75.8%
Not to our Year 7	956	33.7%	=>		
Not from Our Year 6			=>	602	24.2%
Comparative analysis from the Summer 2015 Census to the Autumn 2016 Census shows that Lewisham retained 66.3% of the Year 6 pupils, meaning 33.7% went out of borough. In the following year 7 the retained Cohort accounted for 75.8% of that years pupils, meaning 24.2% have been educated out of borough.					

<sup>2</sup> Key Stage 3: the wasted years, Ofsted, September 2015



- 4.3 In terms of pupil attainment in Lewisham it can be useful to look at the progress made by pupils from key stage 2 to key stage 4. Previous reports to this Committee have looked at English and Maths using the RAISEonline and Ofsted definition of “expected progress” which is based upon measuring pupils’ progress in terms of whole levels across a key stage. In the secondary phase, a pupil who finishes anywhere in level 4 at the end of Key Stage 2 in English and Maths and who goes on to gain a grade at least a C at GCSE in Key Stage 4 (3 levels of progress), has made the “expected progress”. Pupils are deemed to have made “good” progress when they make four or more levels of progress from their Key Stage 2 starting points. “Expected” progress is interpreted as “satisfactory” progress by Ofsted.
- 4.4 In 2015 the percentage of Lewisham pupils who made expected progress between KS2 and KS4 was 69.8% in English, this was lower than previous years and lower than London and National averages. The percentage meeting expected progress in Maths in 2015 was 61.9% which again was lower than London and National average.<sup>3</sup>

Progression between Key Stage 2 to 4 in English - % meeting expected level or above										
	2008	2009	2010	2011	2012	2013	2014	2015	Yr. on Yr. Change	Change from 2008
DoT	-	↘	↘	↗	↘	↗	↗	↘	↘	↗
Lewisham	68.3	67.9	67.0	73.2	69.6	72.0	76.0	69.8	-6.2	1.5
Stat. Neighbour	65.3	68.1	72.8	74.7	73.0	76.9	78.4	76.3	-2.2	11.0
Inner London	69.5	68.6	72.3	76.2	74.0	76.9	77.4	76.8	-0.6	7.3
London	68.4	70.6	74.6	77.1	73.8	77.0	78.2	76.1	-2.1	7.7
England	64.1	64.7	69.3	71.8	68.0	70.4	71.6	71.1	-0.5	7.0

Progression between Key Stage 2 to 4 in Maths - % meeting expected level or above.										
	2008	2009	2010	2011	2012	2013	2014	2015	Yr. on Yr. Change	Change from 2008
DoT	-	↗	↘	↗	=	↗	↘	↘	↘	↗
Lewisham	57.0	59.9	58.1	68.4	68.4	70.5	62.4	61.9	-0.5	4.9
Stat. Neighbour	60.4	64.2	67.4	70.7	73.7	77.6	71.0	70.0	-0.9	9.6
Inner London	61.0	63.6	67.7	72.5	75.2	77.0	71.4	70.7	-0.7	9.7
London	63.2	66.0	69.2	72.5	75.3	77.4	72.0	71.6	-0.4	8.4
England	56.8	57.9	62.0	64.8	68.7	70.7	65.5	66.9	1.4	10.1

- 4.5 The importance of good transition is understood in Lewisham and work is already underway to understand current performance and improve practice across the borough. To this end, a Transition Working Group has been set up,

<sup>3</sup> Item 3, School Improvement including Ks3 and Ks4 results, Children and Young People Select Committee, March 2016, Lewisham Council

<http://councilmeetings.lewisham.gov.uk/documents/g3736/Public%20reports%20pack%2001st-Mar-2016%2019.30%20Children%20and%20Young%20People%20Select%20Committee.pdf?T=10>

consisting of primary and secondary school heads and the Council's Access, Inclusion and Participation team, to identify good practice in Lewisham. The Group aims to improve outcomes for students as a result of effective transition arrangements, as well as to increase numbers of pupils choosing Lewisham Secondary Schools. More information on this will be provided as part of the report for the first evidence session.

## **5. Working in collaboration with Young Advisors**

- 5.1 This scrutiny review by the Children and Young People Select Committee will aim to work in a way that takes into account the views of, and works in collaboration with representatives from, the Young Advisors panel at every stage of the review process.
- 5.2 Being a matter of such importance to young people and where the service users are entirely made up of young people; using the expertise and experience of the Young Advisors will help ensure that the review is pertinent, representative and can reach sensible conclusions that will improve the outcome for these young people. The review will draw on their experiences and expertise and ability to engage with their peers. Following discussions with the Young Advisors, two individuals have been selected to be involved in the whole review process including commenting on evidence and suggesting lines of enquiry. Elizabeth Adewale and Kris Thomas attended the Children and Young People Select Committee meeting on 14 September for the pre-scoping paper discussions and their comments are fed into this paper.

## **6. Meeting the criteria for a review**

- 6.1 A review into transition between primary and secondary school meets the criteria for carrying out a scrutiny review, because:
- it is a strategic and significant issue
  - scrutiny can add value in this area
  - a scrutiny review would be timely as the Committee's findings could feed into the on-going work being undertaken by the CYP Directorate into transition and good practice. In particular it could inform the work of the LB Lewisham Transition Working Party.

## **7. Key lines of enquiry (KLOE)**

- 7.1 It is proposed that the review considers a number of indicators such as attainment, attendance, participation, behaviour, bullying and mental health and looks to find good practice examples of where transition is working well and how this can be embedded and replicated. The review will also draw on expert studies and their findings.
- 7.2 **Local and national context**
- What are the factors that enable successful transition?
  - How can successful transition be measured or qualified?
  - What is the evidence from national experts?

- What is the evidence regarding successful transition in Lewisham?
- What are the experiences from local schools and young people in Lewisham?
- What is the role of pastoral care before and after transition?
- Are there any funding constraints and how do we ensure value for money?

### 7.3 **Transition in Lewisham**

- What is the statutory role of the local authority and of schools?
- What is the current performance in terms of attainment from KS2 to KS3 and KS4?
- How supported are students before and after the transition to secondary school?
- How is transition handled in all through schools? How does this compare to other traditional primary to secondary transition?
- What do attendance and exclusion rates show in relation to transition?
- How are young people with EHCP or SEN supported through transition?
- How does student mobility (in and out of the borough/schools within the borough) and high numbers of feeder schools affect transition?
- What can be done to mitigate problems?
- What is the role of the Transition Working Group? How will this review and the working group ensure their findings are timely and feed into policy and practice?
- How do we capture the views and experiences of young people?

### 7.4 **What does good practice look like and how can this be successfully embedded and emulated?**

- What factors make transition successful?
- What are the best schools/local authorities doing in this area?
- Are there examples of innovative ways of working?
- Are there specific issues for vulnerable young people that are not being addressed?
- How do we capture the views and experiences of young people?
- Are there examples of success from local schools? How can this be embedded and emulated.

## 8. **Timetable**

8.1 The Committee is asked to consider the outline timetable for the review set out below. It is suggested that two evidence sessions are held, one focussing on the work being carried out in Lewisham; and one focussing on good practice. In addition to this, evidence from stakeholders will be sought as part of the evidence sessions and as part of the visits to be undertaken by members of the committee.

### 8.2 **First evidence-taking session (10 November 2016)**

To address the KLOE outlined in paragraphs 7.2 and 7.3: Local and National Context and transition in Lewisham currently.

1. Receiving a written report from officers providing information on the following:
  - What does successful transition look like?
  - Statutory role of the Local authority and of the schools in respect of transition.
  - Attainment levels, key stage 2 to key stages 3/4
  - Demographics, mobility of students, numbers of feeder schools
  - Attendance and exclusion
2. Questioning officers on the report.

### 8.3 **Visits** (November 2015 – January 2016)

To address the KLOE outlined in paragraphs 7.2, 7.3 and 7.4.

1. To help the Committee assess good practice and the challenges faced by schools, pupils and families; a number of visits are proposed to local schools. These could include: Baring Primary School following a suggestion by the Chair, Bonus Pastor and St William of York; and/or Conisborough and Rangefield who have established partnerships between primary and secondary to aid transition and mutual learning. At the September 2016 meeting of CYP Select it was also suggested that a visit to an all-through school such as Prendergast Vale was included.
2. The visits would look at partnerships between schools and how the schools prepare, pupils, parents and teachers for the transition. They would also help to address what is good practice identifying examples of success.

### 8.4 **Second evidence-taking session** (11 January 2017)

Identifying and emulating good practice.

To address the KLOE outlined 7.4.

1. Receiving verbal and written evidence from organisations such as: UCL; DfE.
2. Receiving evidence from external people with a strategic Lewisham view such as: Chairs of the Primary and Secondary Heads Partnership; Lewisham Governors' Association;
3. Considering good practice and experience from schools considered to have an outstanding approach to successful transition.

### 8.5 **Recommendations and final report** (28 February 2017)

1. Considering a final report presenting all the evidence taken and agreeing recommendations for submission to Mayor and Cabinet.

## 9. **Further implications**

- 9.1 At this stage there are no specific financial, legal, environmental or equalities implications to consider. However, each will be addressed as part of the review.

## **Background Papers**

Identifying factors that predict successful and difficult transitions to secondary school, Nuffield Foundation, 2014 <https://www.ucl.ac.uk/stars>

Key Stage 3: the wasted years, Ofsted, September 2015  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/459830/Key\\_Stage\\_3\\_the\\_wasted\\_years.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/459830/Key_Stage_3_the_wasted_years.pdf)

What Makes a Successful Transition from Primary to Secondary School, Department for children, schools and families, 2008  
<http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/DCSF-RR019.pdf>

Strengthening transfers and transitions: Partnership for Progress, Department for children, schools and families, 2008  
[http://dera.ioe.ac.uk/7464/7/str\\_tt\\_prtnshp\\_pgrss08308\\_Redacted.pdf](http://dera.ioe.ac.uk/7464/7/str_tt_prtnshp_pgrss08308_Redacted.pdf)

For further information please contact Katie Wood, Scrutiny Manager on 020 8314 9446



## Appendix A

# How to carry out an in-depth review

