

Self- Review of Transfer and Transition (Secondary)

Which statement best matches your school's practice + supporting evidence.

1. Characteristics of your school in relation to transfer and transition			
Sources of evidence: Number of partner primary schools and changes over time. Networks e.g. specialist schools, Sports partnership. SDP priority			
Very well developed partnerships across the locality/group of schools involve all stakeholders in a whole community commitment to raising pupil achievement and wellbeing.	Good partnerships have been formed that encourage purposeful communication about pupil progress and wellbeing between individuals and groups of staff from partner schools.	Partnerships have been formed which focus on discussions about pupil progress and wellbeing.	Limited communication takes place to support transfer and transition.
School's evidence to support judgement:			

2. Views of parents/carers and other stakeholders			
Sources of evidence: Information for parents and pupils from LA and school. Pre-transfer events e.g. Open Evenings . Feedback from parents and pupils on effectiveness of arrangements. Does the school use this information to identify and target the more vulnerable parents/			
The school actively engages learners, parents, carers and other stakeholders in planning, evaluating and proactively developing the transfer and transition process.	Learners, parents, carers and other stakeholders' views are sought and taken into account when planning, monitoring and evaluating transfer and transition between schools, classes and settings.	Learners, parents, carers and other stakeholders' views are sought when planning transfer and transition between schools, classes and settings.	Few opportunities are sought to involve learners, parents, carers and other stakeholders in planning, monitoring and evaluating transfer and transition between schools, classes and settings.

School's evidence to support judgement:

3. Outcomes for pupils			
Sources of evidence: Standards on entry, use of KS2 data, impact of transfer on attainment, intervention, most-able pupils, shared expectations in Year 7			
There is full knowledge and mutual understanding and trust of data, information and contexts that are used to plan effectively for all individuals and groups to ensure that there is significant value added progress in Year 7.	A broad range of data and information are used to enable individual learners and groups to make progress in Year 7.	Data and information about attainment are used effectively to enable individual learners and groups to move on in their learning. Most students make progress in Year 7.	Some sharing of data and information exists, but is used inconsistently in planning.
School's evidence to support judgement:			

4. Personal development, behaviour and welfare
Sources of evidence: Induction arrangements (July and September), role of Learning Mentors and Student Mentors, common policy in Year 7

<p>The impact of transfer and transition arrangements and procedures is evaluated to ensure that the physical, academic, social, emotional and personal needs of all learners are met. All staff and relevant agencies are involved in sharing pupil information and planning for transfer.</p>	<p>Transfer arrangements and procedures are in place and are reviewed regularly to ensure the physical, academic, social, emotional and personal needs of learners are addressed. Teachers liaise regularly within and across schools and settings.</p>	<p>Transfer arrangements and procedures between schools, settings or classes are in place to ensure that the physical, academic, social, emotional and personal needs of learners are identified.</p>	<p>Statutory procedures are in place, but the information is rarely used to inform practice.</p>
<p>School's evidence to support judgement:</p>			

5. Effectiveness of teaching, learning and assessment			
<p>Sources of evidence: Cross-phase opportunities, evidence of prior learning, common language/vocabulary in Year 7, feedback to primary schools</p>			
<p>Teachers and learners know about practice in one another's schools and settings and use this to develop policies for consistency and continuity of teaching and learning. Any Bridging units have been developed collaboratively. Targets are set, progress monitored and impact evaluated.</p>	<p>Teachers and learners work together to moderate judgements about learning through observation and work scrutiny. Targets are set and monitored in Year 7.</p>	<p>Opportunities have been created to facilitate discussions about teaching, learning and assessment. Any Bridging/transition units are used to support transfer.</p>	<p>Few arrangements are in place to share teaching and learning policy and practice across settings.</p>
<p>School's evidence to support judgement:</p>			

--

6. The curriculum			
Sources of evidence: Curriculum continuity between KS2/3, Transition units, summer school activities, extended school links between Year 6/7			
The curriculum is planned to ensure continuity and progression between schools. It ensures that there is challenge and continuity that takes account of pupils' needs and perceptions. They are explicitly supported in making connections with previous learning. Impact is evaluated and informs practice.	Schools have planned together a curriculum that provides continuity and progression. Teacher assessments are shared and trusted by colleagues, informing their practice.	Some discussion takes place within schools and with partner schools and settings which focusses on continuity of curriculum, teaching, learning and assessment. The curriculum is planned to bridge points of transfer.	Liaison is limited to the statutory procedures for information transfer. Little opportunity exists for discussion about the curriculum.
School's evidence to support judgement:			

7. Quality of provision, guidance and support
Sources of evidence Consistent practice in Year 7, deployment of year 7 teachers, building on prior levels of independence and responsibility

Through a process of constant evaluation programmes are refined and developed to meet the changing needs of individuals and groups of learners. Learners' existing skills are taken into account and developed. They are provided with skills that enable them to deal confidently with new learning situations.	The school provides a range of programmes to meet individual needs to familiarise learners with their new learning environment. Parents, carers, governors and other members of the community are engaged in supporting transfer and transition.	Programmes are in place to support learners in being acquainted with their new learning situation. Some provision is made to support individual needs.	Few opportunities exist for learners to be prepared to engage with their new environment.
School's evidence to support judgement:			

8. Effectiveness of leadership and management			
Sources of evidence: Oversight of transfer process, performance management objectives, SDP, cross-phase training, resource implications, monitoring and evaluation.			
All stakeholders, agencies and partners are committed to evaluating transfer so as to improve all aspects of provision impacting on pupil progress and wellbeing. School and settings across the locality work together to identify, develop and evaluate priorities for action.	All stakeholders, agencies and partners are aware of the planned priorities for transfer and transition. Good relations exist between the various partners allowing for common agreements about key priorities. Leaders ensure that there is effective transfer of data to support planning for good progress by learners.	Senior leadership have allocated time and resources to allow for the development of relationships with partner schools in order to reach agreement about teaching, learning and assessment, curriculum and individual needs. Governors are aware of the priorities for transfer and transition.	Transfer and transition has not been established as a priority for the school. Awareness at senior leadership level is not yet shared with the whole school or partnership schools.

Monitoring and evaluation includes a focus on the views of learners' parents and other stakeholders.			
School's evidence to support judgement:			

Overall judgement			
Outstanding	Good	Requires Improvement	Inadequate
Overall strengths			
Areas for Development			

Name of person completing the audit:

Date: