

## **Securing Cross-phase Aspiration Through Transition**

### **Overview**

The aims of the project were:

- To secure effective cross-phase partnership ensuring that KS3 teachers were better able to build on pupils' prior knowledge, understanding and skills.
- To address the dip in pupil achievement from KS2 to KS3 and beyond. To strengthen pupils' character and resilience.

The project aimed to deliver high impact by improving pupil outcomes and engaging schools currently outside the school system, through structured collaboration to improve transition from KS2 to KS3.

The well-established sub-regional primary teaching school network had developed a working party to implement and extend a proven, successful transition model. The project planned that System Leaders would network, liaise and develop an approach between schools including: training opportunities, coaching and mentoring, sharing excellence leading to consistently accurate learning outcomes.

Successful delivery of an initial project led to tangible positive outcomes. The project's aim was to replicate and develop opportunities for more pupils, including white British disadvantaged, in some of the most deprived Districts.

Effective Quality Assurance systems were established to ensure that the TS collaborative delivered against the stated project aims.

### **Good practice to share with others interested in running school improvement projects to ensure projects deliver the intended outcome.**

The key essential ingredients we would share are:

- Engage in effective planning and design to support the implementation.
- The decision to recruit a Project Lead and Business Administrator to the project ensured that activity was completed in accordance with identified KPIs.
- The Challenge Board were essential in terms of holding operational team members to account and assessing overall impact across the 12 projects. This secure Governance enabled the Project Lead to be robust in terms of the high expectations expected from the SLEs and Secondary Project Leads.
- Collaboration between secondary and primary was an essential ingredient and the time taken at the outset to win 'hearts and minds' created a culture where projects could thrive.

- Simple approaches to Feedback and Analysis including the use of a questionnaire package (survey monkey) saved time and effort in capturing and collating qualitative data.
- The scope of some of the projects exceeded initial expectations and this was enabled by the development of the 'generic action plan' which was a template to enable each partnership to 'own' their project.

### **What the project may do differently in the future**

- Consider the target schools with care. As this was a SSIF project all schools had to meet defined criteria. However, because the project required a level of school based ownership leaders required 'headspace' to effect change. In one school the School Improvement need was too great for this type of project and whilst there were positive benefits it was not possible to deliver the project as designed in this setting.
- Governance and Management were key strengths. A committed 'Challenge Board' with oversight and ownership of the Project retained momentum.
- Recognising and harnessing CPLD opportunities was vital. In some schools there was a need to support staff in understanding that great CPLD can be observation and structured reflection rather than (expensive courses). Leadership development in SLEs and PLs was evident throughout the Project.

### **Sustainability measures taken by projects to ensure improvement are sustained beyond the funding period.**

In terms of sustainability a number of actions were planned all of which have been successfully achieved:

(i) **Term 6 & 7 Action Plans** have been completed for 12/12 projects, these have been approved by the Project Lead and the Challenge Board Executive.

(ii) **Curriculum Change** has been made in all schools ranging from transitional units of work to a complete rewrite of the entire KS3 curriculum with implication for curricula in KS4 and KS2 in one partnership.

(iii) **Change in Assessment practices** has been made in all schools. These include a rewrite of assessment materials and ranged from writing common assessment for a single transitional unit to a Y5-Y9 assessment package in one partnership.

(iv) **Changes to Transition Process** have included huge change between leaders and teachers in the primary and secondary phases. This has led to a reduced emphasis on transition days or weeks and instead a deeper reflection on the need for a strategic continuum approach to curriculum and assessment.

(v) **Formal Evaluation with EEF:** A detailed evaluation was completed with Megan Dixon, Regional Lead with EEF. The outcomes of this work will include a web page and a peer reviewed article.

(vi) **Dissemination:** Our formal sharing of the learning 'Powerful Partnerships' Event was held in the Summer Term and attended by 58 delegates, 50% of whom had no prior engagement with the Project.