

# Education Leeds



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**REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS  
 REPORT TO SCRUTINY BOARD (CHILDREN'S SERVICES)  
 DATE: 12 OCTOBER 2006**

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**SUBJECT: Transition – primary to secondary school (response to Inquiry into Secondary Achievement)**

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**Electoral Wards Affected:**

**Specific Implications For:**

Ethnic Minorities  
 Women  
 Disabled People


**Please indicate that the following have been addressed within the report:**

**Resource Implications:**

Finance  
 Personnel  
 Accommodation/Buildings


**Policy Implications:**

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## 1. PURPOSE

- 1.1 To update members on the progress towards the recommendations on the transfer of pupils from Primary School to High School contained in the Officers response to the Report of Scrutiny Board (June 2006)

## 2. BACKGROUND

- 2.1 The issue of the transfer of pupils from Primary School to High School was part of the Inquiry into Secondary Achievement.

## 3. THE REPORT

- 3.1 The two part-time Transfer Consultants employed by Education Leeds in 2005-06 have consulted widely and have produced a draft document giving recommendations for good practice with regard to Transfer. Education Leeds has retained the services of the Transfer Consultants for the academic year 2006-07 so that they can finalise the document and disseminate its contents.

## 3.2 THE RECOMMENDATIONS

### 3.2.1 Recommendation 1

That the Chief Executive of Education Leeds ensures that the necessary infrastructure is in place to ensure that secondary schools receive timely and

accurate transfer data to for the September 2006 intake.

Response:

By July this year, all primary schools had uploaded data for local high schools to access. The importance of passing on information about children's progress and achievement is being heavily emphasised at all meetings between the consultants and clusters of schools. Attention is drawn to the guidelines in the draft document on this matter.

### 3.2.2 **Recommendation 2**

That the Chief Executive of Education Leeds considers how to evaluate the various transfer techniques and initiatives, in order to assist teachers in identifying the most appropriate and effective methods to use with specific groups of pupils.

Response

(a) A draft document has been written which sets out guidelines and principles for the transfer process. This has been based on evaluations of what works in the transfer process. There are 9 sections and 126 individual guidelines. Many of the guidelines are examples of good practice already embedded in individual Leeds High schools and their clustered Primary Schools. The main thrust of the guidelines is as follows:-

- Transfer is given priority and dedicated resources by all schools.
- It is seen as part of the education continuum 3-18.
- Schools collaborate in clusters and establish clear systems and communications networks.
- All parties have a corporate responsibility for every child and therefore individual needs are met.
- Smooth and successful transfer processes will contribute to the raising of KS3 achievement
- High Schools need to have a greater awareness of primary practice and standards and use this information to evaluate and modify their own practice in Y7.

The recommendations have been discussed at headteacher forum and were viewed as a very positive way forward. Consultation is now under way with every Family of Schools so that each headteacher is aware of the content of the document and able to make comment. It is intended to seek comment from the Secondary heads group in Leeds, from LARCH, the CofE diocese, Education Leeds Link Advisers and the School Improvement Partnership Board.

(a) The document will be accompanied by approximately 15 case studies of exemplary transfer practice in Leeds schools. Each area (wedge) of the city will hold a transfer conference during the Spring term that will be aimed at those people actively involved in the transfer process. Delegates will have the opportunity to hear directly from some of the schools involved in exemplary practice across the city.

- (b) Meetings with families of schools will also be used to encourage schools to work together in clusters on transfer activities. Education Leeds has agreed that 200 days of National Strategy consultant time can be used to support these activities and groups of schools will be required to establish their priorities so that the appropriate consultant can be attached to their group.
- (c) West Leeds CLC is supporting Intake High School in the development of a creative curriculum model for Y7 pupils which seeks to offer a bridge between primary practice and traditional KS3 teaching by offering a cross curricular approach for part of the week. This project began to be delivered to students in September 06.
- (d) Further support is targeted by West Leeds CLC at Farnley Park High School where an online questionnaire pilot is being modelled based on the experience of the transfer process by secondary pupils. Young people will share their experiences of the transfer process. This is aimed at Y6 pupils and will underpin the practices and impact of the transfer process. The 'Moving on' web site may well be used as the site for the transfer guidelines and case studies.

### 3.2.3 Recommendation 3

That the Chief Executive of Education Leeds commissions the production of a 'transfer entitlement' for pupils and parents.

Response:

- (a) A working group involving the Transfer Consultants and headteachers will draw up a transfer entitlement for consideration by clusters of schools.
- (b) The transfer consultants will present their report to a meeting of Link Advisers in November 2006
- (c) The pilots on the use of individual learners plans as a basis for 'learning conversations' are now completed. Education Leeds has recruited an Individual Learners Plan (ILP) development officer (Robert Hodgson) to produce a non-technical specification for ILPs by mid-November which can then be turned into a technical specification. Leeds City Council is appointing a strategic partner by October 2006 with the aim of creating a product for trialling by 2007.
- (d) All headteachers have been invited to speak to Robert Hodgson. As yet there is no agreement for an electronic ILP.

## 4. RECOMMENDATION

- 4.1 Scrutiny Board are asked to note the contents of the report