

### APPENDIX 3

#### Questionnaire sent to all primary schools in the authority

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL  
EDUCATION DEVELOPMENT SERVICE



TRANSITION SURVEY (KS2-3)

Name of school:

#### Questions for Year 6 teacher

What liaison activities currently take place with your partner secondary school?

- a) pastoral visits
- b) data transfer
- c) samples of work
- d) other – please specify

How aware are you of the programmes of study and level descriptors at KS3?

- a) very aware
- b) moderately aware
- c) limited awareness

Please describe any positive outcomes from liaison meetings that have taken place between KS2 and KS3?

What suggestions do you have for promoting good curriculum continuity links between KS2 and KS3?

Are you aware of any differences in teaching styles between KS2 and KS3?

- a) No
- b) Yes (please specify)

Do you do anything in particular to prepare your Yr 6 pupils for transfer to secondary school?

[Empty box]

What in your opinion are the most important aspects of meaningful transition (KS2-3)?

[Empty box]

### **Analysis of the Primary School Questionnaire**

All primary schools were circulated with a transition survey for headteachers/Y6 teachers to complete. The objective was to identify current practices within Neath Port Talbot and to evaluate their effectiveness or otherwise.

The return rate for the questionnaire was 69% and therefore was a large enough representative sample from which to draw conclusions on the objectives outlined above.

The questions drew a range of responses which are highlighted below.

What is clearly evident is the consistency of pastoral support. Thereby are obviously subtle variations in the type and quality of provision but all would agree it is taking place and that pupils in general are happy with movement to secondary school

Data transfer is also fairly uniform in nature although the range and effectiveness is varied

*What liaison activities currently take place with the KS3 teachers?*

- SAT results passed to H.O.Y. 7
- Pastoral visits
- Data transfer
- Samples of work
- Core subject meetings after school club sessions
- Joint projects
- SENCO meetings and visits of SENCO to discuss Y6 children
- Sports tournaments
- Induction days
- CATs project
- KS2/KS3 teacher observation
- “Waterwheel “ magazine
- ICT co-ordinator meetings
- Bridging packs (produced by schools and/or QCA)
- Cross-phase support by LSAs

- Spanish and French clubs funded by transition monies
- Joint INSET Y6/Y7 teachers
- D&T projects
- Smoke buster/ PSE projects

*How aware are you of the programmes of study and level descriptors at KS3*

1 very aware

2 moderately aware 2%

3 limited awareness 98%

These figures are obviously self explanatory

*Please describe any positive outcomes from liaison meetings that have taken place between KS2 and KS3.*

- Increased understanding of PoS and SoA in KS3
- Clearer understanding of Y7 setting
- INSET arrangements (cluster cross-phase)
- Ability to view pupils work in Y7
- Increased accuracy in placement of Y6 pupils
- Planning decision making on cross phase projects
- Empathy of KS3 teachers towards KS2 curriculum
- Greater awareness of KS2/KS3 overlap
- Pupils more enthusiastic to attend secondary
- KS3 observing KS2 colleagues teaching
- Liaison on homework
- Key skills days
- Primary children's GCSE results fed back to primary
- Recognition at last of need to know more regarding standards of achievement at Y6
- Promoting accelerated learning
- Release of co-ordinators

*What suggestions do you have for promoting good continuity links between KS2 and KS3?*

- More interaction for pupils throughout the year
- Greater focus on teaching and learning at Y6/7
- More Y6/7 projects especially in foundation subjects
- More time spent by Y6 pupils in Y7 environment at end of the year
- Share common agenda on teaching and learning styles
- Joint INSET sessions
- Access to specialist equipment in KS3
- Formulation of joint policy for transition

- Cross phase co-ordinator meetings for all areas
- Regular termly meetings
- More sharing of children's work
- LEA produced transition newsletter
- Teacher exchanges linked to special projects
- More opportunity for LEA wide closure days not just cluster meetings
- Y6 teachers shadow Y7 half day per term and vice versa

*Are you aware of any differences in teaching styles between KS2 and KS3?*

- KS3 appears more traditional in its approach
- Y6 teaching has also become more traditional
- Structure of maths lessons in KS3 does not appear to reflect guidance from LEA on numeracy strategy
- More emphasis on written work in KS3
- KS3 curriculum delivered in discreet areas
- Little cross curricular work evident in KS3
- More use of ability groupings in KS3
- Primary: child focused Secondary: subject focused
- More structured text book style learning
- Unaware of KS3 literacy strategy
- No practical work in science only demos by teacher

*Do you do anything in particular to prepare your children for transfer to secondary school?*

- Encourage and foster independence and research skills
- Use of Welsh transition packs
- Use of circle time
- Y7 teachers sometimes deliver lessons to Y6 pupils
- Y6 pupils attend secondary after school clubs
- Teach children how to read a timetable
- Arrange visits sports / academic
- Bridging projects
- Encourage note taking
- Plans for KS3 to teach French summer term
- Set regular homework
- Increased level of responsibility
- Induction days

*What do you see as the most important outcomes for Y6 pupils?*

- Well rounded confident individuals
- Positive attitudes, confident in transition

- Skilled to become independent learners responsible for their own achievement
- Received a broad and balanced curriculum
- Added value through curricular and extra curricular activities
- Good interpersonal skills
- To enjoy school and learning
- Engender familiarity and sense of security
- Awareness of school routines and rules
- Introduction to new teachers
- Greater knowledge of levels of attainment to avoid repeating work

#### **FURTHER READING**

- MOVING ON – Effective Transition from Key Stage 2 to Key Stage 3 (Estyn – January 2004) - [www.estyn.gov.uk](http://www.estyn.gov.uk)
- CROSSING THE BRIDGE – Case Studies in KS2 to KS3 transfer ( Association of Assessment Inspectors and Advisors) – [www.aaia.org.uk](http://www.aaia.org.uk)
- CHANGING SCHOOLS – Evaluation of the effectiveness of transfer arrangements at age 11 (Ofsted – June 2002) – [www.ofsted.gov.uk](http://www.ofsted.gov.uk)