



Every Child, Manchester

End of Programme Report

1 Sept 2019–31 August 2022

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Every child **understood**
Every child **included**
Every child **succeeds**



Foreword

For a generation, our most vulnerable and disadvantaged pupils have not achieved outcomes in line with their non-disadvantaged peers. Linked to these poor educational outcomes, there is clear evidence that educational inequalities between disadvantaged pupils and their peers widen during the first three years of secondary school ¹.

In 2019, almost 8000 pupils were permanently excluded from schools ² and almost 200,000 pupils experienced a combined total of 438,265 FTEs ³. Over-represented groups include children and young people with Special Educational Needs and Disabilities (SEND), from particular ethnic backgrounds and those living in areas of high deprivation ⁴.

In addition, there are additional school exclusion risks post-Covid-19 due to the undoubted turbulence with school attendance, connectedness and education for our most vulnerable pupils during this time.

The Every Child Project provides a unique opportunity for schools in Manchester to collaborate together, learn from differences, challenge perspectives and support each other to identify and respond flexibly to the needs of children, supporting them to achieve. We believe that through well-evidenced, effectively implemented, early intervention approaches, the needs of pupils, particularly those considered most at risk, can be more adequately met.

The project vision is simple:

Every child understood, every child included, every child succeeds.

The goal is therefore to develop sustainable change that identifies and responds flexibly to the needs of children, supporting them to achieve.

There is a strong sense of determination by all partners to achieve a robust understanding of, and commitment to, implementing strong inclusive, multi-agency practice and to work together towards a situation where every child can succeed.

This is ambitious; some of the issues have become intractable over recent years and this has been compounded further by the pandemic. However, we have gained a greater understanding of the complexities of the issues throughout the project, particularly around risk factors associated with school based exclusion and as a result, there are clear examples from all partner schools where school approach, policy and provision have changed. This has and can support the development of sustainable impact.

The programme has been complex. As a result of the pandemic, it has been challenging to robustly monitor comparative data with school closures, higher absence rates and de-established cultural norms within our schools all presenting variability. However, the constant throughout has been the effectiveness of schools in flexing their approach to support pupil need. We have not looked to make any excuses for any poor behaviour but we have sought to understand and use data intelligently to develop proactive approaches that are less reactive.

Through improved understanding of the impact of unmet needs and adopting an evidence based approach, we anticipate that more vulnerable young people will be able to realise their potential and engage purposefully both at school and in the community.

Whilst we see positive signs within our project schools, the work will never end. We have to be restless for change and seek to achieve an environment where all pupils can and will succeed.

John Rowlands, Executive Principal, GMAT
Every Child Project Senior Strategic Lead

References

1. *Disadvantage in early secondary school* (Will Cook (Manchester Metropolitan University) Bart Shaw (The Centre for Education and Youth) Stephen Morris (Manchester Metropolitan University))
2. Department for Education, 2019. "Provision for children and young people with special educational needs and disabilities, and for those who need alternative provision: How the financial arrangements work"
3. Department for Education, 2019. "Children not in school: Proposed legislation"
4. *Excluded Lives: Harry Daniels, Ian Thompson, Jill Porter, Alice Towell and Hilary Emery* Department of Education, University of Oxford, June 2020

Right to Succeed offer something groundbreaking I haven't seen in 20 years in education: a chance to change the narrative for children and bring about long-term, sustainable change."

**John Rowlands
Executive Principal, Greater Manchester
Academies Trust**



The Every Child Project is a collective impact project focusing on identifying the needs of pupils and working with schools to effectively implement strategies that remove barriers to learning.

Manchester City Council, six secondary schools including Manchester Secondary PRU, are committed to taking a collective, research-informed approach to inclusion in schools, working in partnership with Right to Succeed, supported by SHINE and Four Acre Trust. In addition, 7 primary schools joined the project in year 3 to support discovery and learning around the transition from primary to second.

This report outlines the key activity and impact for the across the three years of the project.

Our Aim To have scaled a systematic approach to reducing exclusions in Key Stage 3, based on accurate assessments of children's developmental needs, tailored interventions, and an effective process of implementation.

Our Key Priorities

1. Inclusion
2. Literacy
3. Transition

Our focus areas across priorities



Identify the complexity

What we did

- Assessed 3,577 pupils on Literacy and Attitudes to School
- Identified and further analysed pupils who fell in the bottom percentiles
- Collected school-level behaviour data, looking beyond exclusion numbers

Impact on schools

- 425 pupils with significantly low reading ages were identified and individually analysed to determine an intervention plan in 2021/22 academic year alone.
- Further analysis took into account other available data on those pupils, such as PASS indicators and behaviour data, as well as the interventions currently being accessed.
- Proxy indicators of exclusion were determined, which schools can now use to identify pupils who may be at risk of exclusion.
- Schools are more confident and effective at using the data to identify those needing support



Build capacity

What we did

Delivered training sessions on:

- Literacy
- Data and assessment
- Behaviour
- Nurture
- Implementation and Research-informed practice
- ACEs and Trauma Informed approaches

Impact on schools

- Schools now feel better equipped to implement research-informed approaches
- Nurture principles are being applied at a whole-school level by being integrated into school policies and procedures
- Data is being used more effectively to identify pupil need

2 2
0 0
2 2
1 2

16

primary and secondary schools

10

partner organisations

60

practitioners directly trained



Learn from each other

What we did

- Enabled data sharing between schools and sharing of practice around inclusion and behaviour
- Facilitated transition discussions between primary and secondary colleagues

Impact on schools

- Schools now have a network of professionals to collaborate with beyond the project
- The importance and power of professional dialogue and information sharing has been highlighted
- Schools now feel more willing to work together and share learning with other schools and organisations to improve outcomes for children and young people in Manchester



Achieve sustainable change

What we did

- Embedded whole school approaches to have the largest impact across schools
- Focused on determining the “why” we are doing what we are doing in schools
- Provided a shared measurement framework to identify need and determine literacy intervention impact

Impact on schools

- Processes for monitoring and evaluating behaviour, literacy and wellbeing now more standardised in project schools
- Project schools will carry on using NGRT beyond the scope of the project to identify pupils’ literary capabilities
- Schools feel more confident to match appropriate provision to need

500+

practitioners upskilled via whole-school training

51

training and community of practice sessions delivered

3,577

pupils assessed for literacy and wellbeing

CPD and training delivered

Over the three years of the project, we delivered training that supported robust implementation whole-school implementation in the following areas:

Year 1

ACEs Awareness and Impact Training, Manchester Healthy Schools Programme

- Introduction to Adverse Childhood Experiences
- Different types of trauma and impact on individuals
- Exploration of trauma informed practice

GL Assessment Training

- Support in using NGRT and PASS data and reporting

EEF Introduction to Research Training

EEF Behaviour Training Session

EEF Implementation Training Session, Manchester Communication Research School

- Series of bespoke training sessions focused on supporting research-informed practice and effective implementation of interventions

Year 3

EEF Secondary Literacy Training (continued)
National Nurturing Schools Programme (continued)

EEF Learning Behaviour Training

This 5 module training programme delivered with both primary and secondary school leads, focused on the following 5 elements of learning behaviours:

- Social Emotional Learning
- Parental Engagement
- Metacognition
- Behaviour
- Special Educational Needs

Dr. Jessie Ricketts' Literacy and Assessment Training

A bespoke training session for both primary and secondary schools, looking at literacy assessment, understanding the results, matching intervention to need, and how to determine if selected interventions are having the intended impact.

Year 2

EEF Secondary Literacy Training, Manchester Research School

- Oracy and structured talking
- Disciplinary literacy across the curriculum
- Developing pupils' ability to read academic texts

Alex Quigley's Literacy, Learning and Inclusion Training

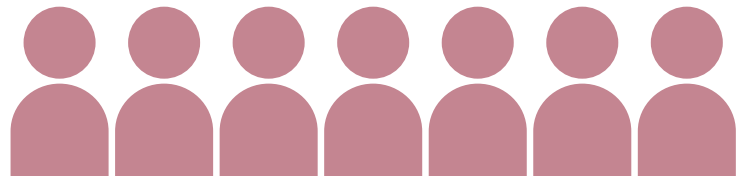
- Challenges at the heart of inclusion
- Developing Learning Behaviours
- Improving Literacy to Support Inclusion

ELKLAN Speech Language and Communication Needs (SLCN) training for practitioners

Working with the SEND Lead for Manchester City Council and the SALT Head of Service with the NHS to ensure that project schools fully use the SLCN training on offer.

National Nurturing Schools Programme

Project schools began the National Nurturing Schools Programme through NurtureUK in the Autumn Term of Year 2 and continued through Year 3.



60 practitioners attended training



500+
further practitioners upskilled through whole-school training

Investment in CPD and training has enabled project schools to improve staff’s capacity to respond to and manage the needs of all their learners, based on evidence- informed approaches.



Professional development that builds knowledge, motivates teachers, develops techniques and embeds practice is our best bet at ensuring that teachers are equipped to deliver the best outcomes for young people.

School improvement relies on change in teacher knowledge and behaviours. For this, high quality CPD is a non-negotiable.”
Susie Fraser, Director of Manchester Communication Research School



The personal leadership development is one thing I have valued most about being a part of the project. We have been doing a lot more with research, and this has encouraged others in the team to take on more a research- informed approach.

An example is a new member of staff who was interested in PASS so they developed a pilot and wrote their own implementation plan.”
Rachel Walsh, St. Matthew’s RC High School



Scaling training to whole-school approaches

Project schools scaled and embedded what they learned through training and CPD to whole-school approaches to inclusion. A key element of the project was to establish a collective effort to both understand and address the needs of the most vulnerable pupils through the robust implementation of whole-school approaches outlined below.

Intervention	Activity	Impact in schools
National Nurturing Schools Programme	<ul style="list-style-type: none"> Two members of staff per school trained through Nurture UK in five project schools Additional staff training on Boxall Profiles Whole staff CPD sessions on Nurture Principles Creation of Nurture materials for staff, pupils and parents/carers Re-envision and/or expansion of Nurture Groups in school Aligning key policies with Nurture Principles 	<ul style="list-style-type: none"> 300+ members of staff received training on Nurture and Nurture training Five project schools are in the process of being issued National Nurturing Schools Awards Schools capacity to match intervention to need is strengthened by regularly carrying out Boxall profiles to better understand pupils' wellbeing
Elklan Training	<ul style="list-style-type: none"> Two members of staff in each of the three project schools received Elklan Speech and Language Support for 11-16s. Further training cascaded to wider members of staff through train the trainer model pupils receive support and intervention in Speech, Language and Communication through trained practitioners 	<ul style="list-style-type: none"> Seven practitioners received Level 3 qualification Training on SEND friendly classrooms and communication friendly schools being rolled out with whole staff in MSPRU 40 pupils accessing SLCN support in St. Matthews
EEF Training	<ul style="list-style-type: none"> Six EEF Training courses offered to practitioners across 3 years of the project through the Manchester Communication Research School Trained practitioners then deliver school training and update sessions for wider staff on learning. 	<ul style="list-style-type: none"> Creation of a network of schools that support the use of evidence to support teaching practice All schools reporting they are more up to date with latest evidence about what works in interventions with children

What this means in schools

“Whole school understanding of communication needs and interventions through dissemination of learning from ELKLAN training.”

Project School Lead, taken from Culture Change Survey, Spring 2022

Adapting to the impact of COVID-19

COVID-19 had an undeniable impact on the original project plans, as it did on education as a whole. In the first year of the project, several adaptations were made to adjust to the current context while still focusing on impact across project schools.

Direct Impact of COVID-19

Incomparable datasets

The biggest direct impact of COVID-19 to the project was that the behaviour datasets collected from schools on a termly basis could no longer be compared across the three years.

Capacity challenges and impact on participation

Three of the initial schools chose to leave due to staff capacity issues and competing priorities within school.

Key adaptations

A more focused approach on project activity

Due to lower level of capacity within schools.

Implementation of whole-school approaches versus targeted pupil interventions

Due to significantly lower attendance rates as a result of bubbles, isolating and school lockdowns.

All project activities were moved online

March 2019 until September 2021.

Operated with increased flexibility

In regards to timelines and completion expectations for assessments.

Positive Outcomes

Continued focused on project priorities

Due to the perseverance and dedication of the professionals involved, the project was able to adapt and continue with the focused priorities.

Strengthened collective working

This in turn sustained and even strengthened the community of practice and high levels of collaboration and sharing.

Identification of transition as a project priority

Finally, it highlighted the importance of transition from Key Stage 2 to Key Stage 3, particularly in light of the lost learning time, online transition processes and difficulties facing many families as a result of the pandemic.



Priority 1: Inclusion



Creating more inclusive schools

The project collected the following data on a termly basis where available due to Covid and explored the corresponding themes in our collective meetings across the three years.

Data Collected	Themes Explored
<ul style="list-style-type: none"> • Permanent and fixed term exclusions • Attendance • Days lost through fixed term exclusions • pupils with two or more fixed term exclusions • Recorded behaviour incidents • Internal inclusion data • Managed moves • Alternative to permanent exclusions 	<ul style="list-style-type: none"> • Alternatives to exclusions • Use of internal provision • Behaviour leading to exclusion • Length of sanctions • Threshold for fixed term exclusions • Approach with pupils receiving multiple exclusions • Factors that indicate a child is at risk of permanent exclusion

Challenges to creating standardised measures

Upon taking a deeper dive into the data sets, there were several challenges that arose when comparing from school to school:

- Behaviour points are allocated differently in each school
- Use of different alternatives to suspension create the need for further analysis on individual school basis
- Lower attendance rates, both as a result of Covid and otherwise, could paint an inaccurate picture of a reduction in sanctions from year 1 to year 3 of the project

Why inclusion matters

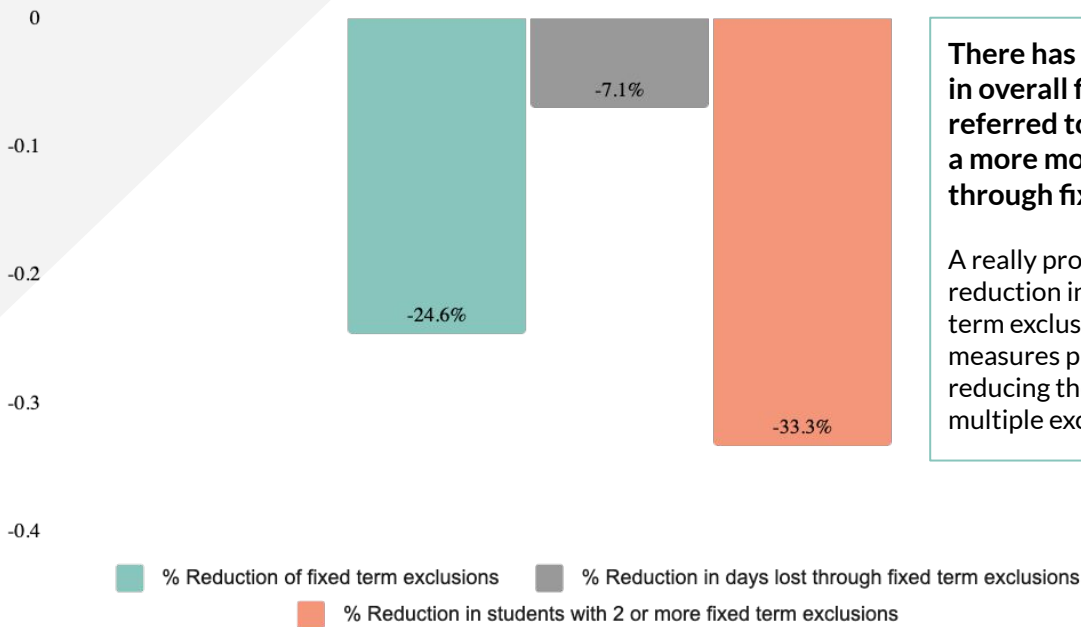
Children and young people who have a good start in life have significant advantages over those who have had missing or distorted early attachments. They tend to do better at school, **attend regularly**, and are significantly **less likely to offend** or experience physical or **mental health problems**.

Children and young people with greater literacy capability are **better able to access the curriculum** and **more likely to be engaged** in lessons.

This means **they are at less risk of exclusion**, as persistently disruptive behaviour is the main cause of both fixed-term and permanent exclusion.

Behaviour data

By taking an average of data from years 1 and 2 of the project, compared against the average from year 3, and adjusting for the days lost, the following highlights the positive progress made in project schools.

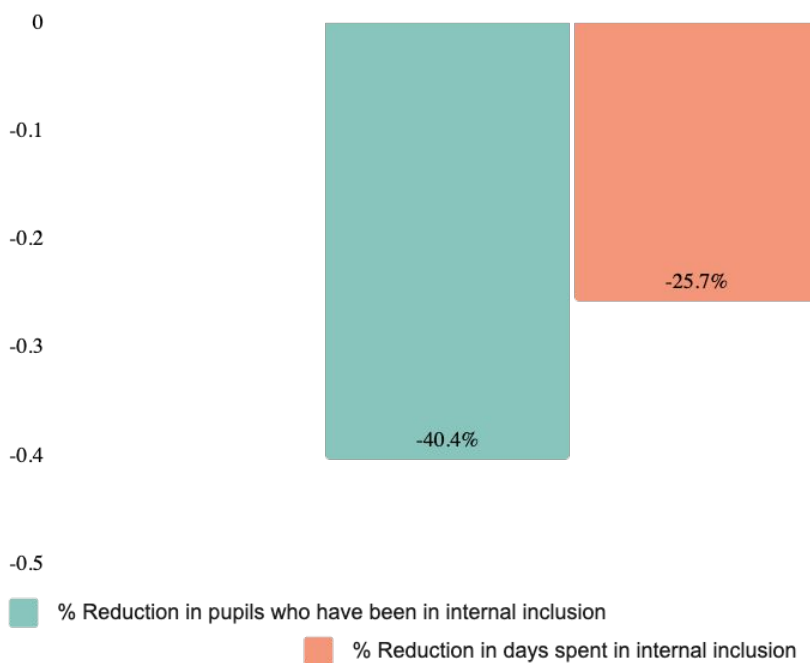


There has been significant reduction in overall fixed term exclusions, now referred to as suspensions, as well as a more modest reduction in days lost through fixed term exclusions.

A really promising sign is the 33.3% reduction in pupils with 2 or more fixed term exclusions, as it indicates that measures put in place by schools, are reducing the risk of pupils receiving multiple exclusions.

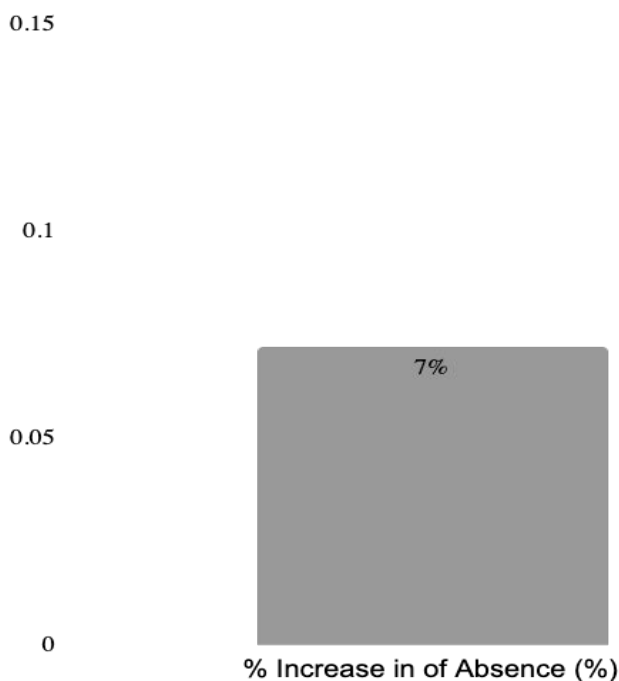
The overall behaviour points being recorded by project schools did not reduce significantly across the three years. A big focus for the project was thinking about why a specific tariff for a behavior was given for certain behaviours, and to look at the preventative measures that could be put in place to risk of exclusion.

The reduction in pupils with 2 or more fixed terms exclusions highlights the value of that work.



The project took a more in-depth look at not only fixed and permanent exclusions, but also internal inclusion/exclusion; including the offer within the provision, and the reason for pupils staying in there for longer periods of time.

The significant reduction in both percentage of pupils in internal inclusion, as well as those spending multiple days in the provision equates to pupils spending significantly more time in mainstream classrooms.



It is important to note that although progress across project schools has been achieved, there has been a 7% increase in absence in the current academic year, which follows the national trend of higher absences rates.

Although this has been taken into account in the data analysis, it must be noted that there is a possibility that some of the pupils who were receiving sanctions in 2019 have been absent from school, and therefore are not showing up within the dataset.



Further questions for consideration

- What behaviour constitutes a longer suspension? And, does a longer tariff have more impact?
- How are schools using internal isolation? Is it a restorative or punitive setting?
- How does a school ensure that learning loss is not exacerbated by time outside of mainstream classrooms?
- What indicators of risk of exclusion are being used to put in place preventative measures?
- What other alternatives to exclusions are being used and are they impactful?

What this means in schools

For the Co-op Academy North Manchester, it has meant developing an inclusion board, which uses assessment data to look at what provision each pupil needs, and the increase in support for SEN pupils.

As a result, there have been no permanent exclusions for pupils with SEN, which had occurred prior to the project.

Case study: intervening with a Year 11 at risk of exclusion

MANCHESTER COMMUNICATION ACADEMY

Pupil C was involved in a serious incident in Year 8, which triggered a significant decline in their attendance and ability to stay in school through KS3 and into KS4.

What we did

Completed a Boxall profile, applied for EHCP for the pupil, having previously been turned down and this was approved second time around with support of SENCO.

Integrated pupil into Home provision, travel plan implemented and curriculum shared with tutors.

Home was a new Learning Centre, established to improve SEMH support and reduce incidents of challenging behaviour at KS3. All pupils have an appropriate space and equipment to learn in an environment that supports them to regulate their behaviour before being supported back fully into mainstream.

Whole-school de-escalation training with behaviour profiles created for pupils and every child to have a pupil profile.

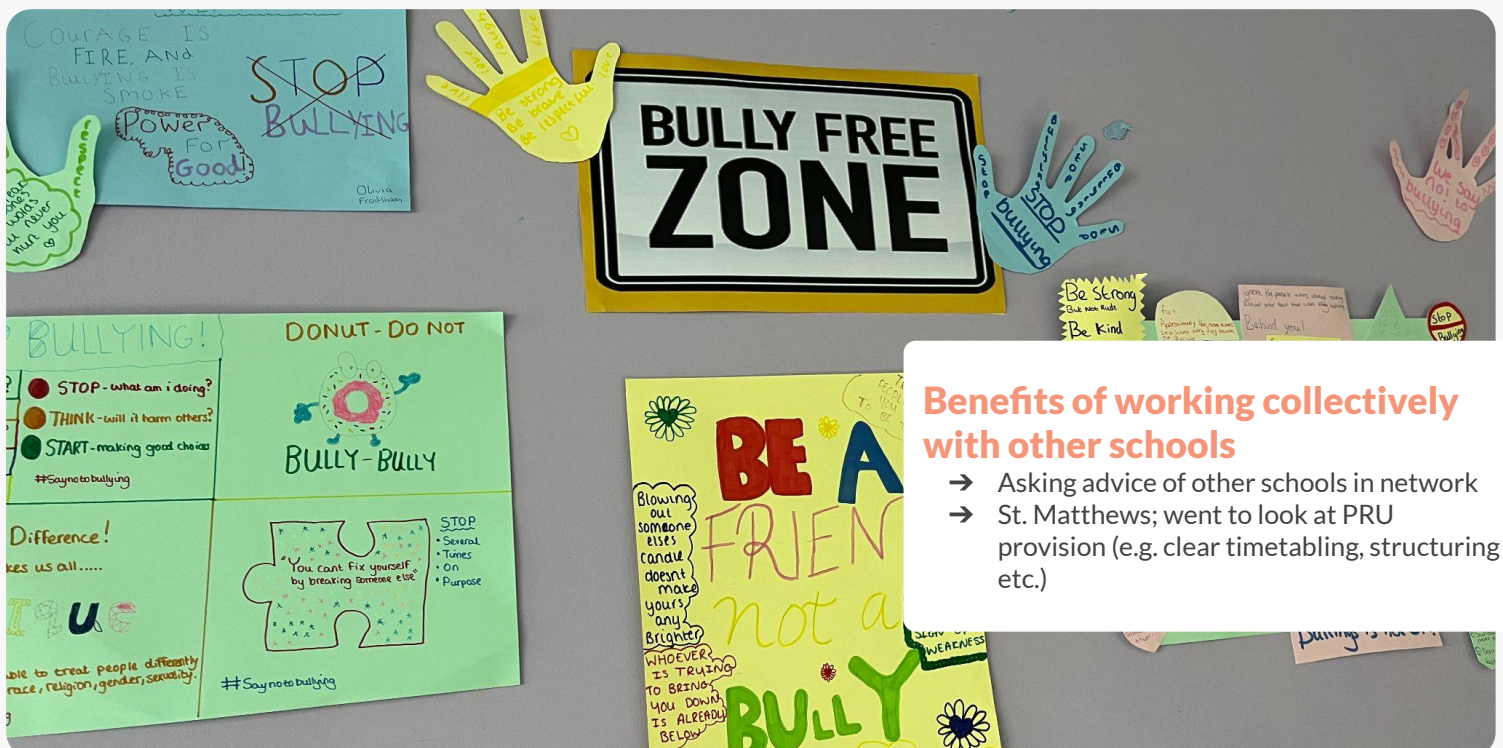
Nurture training embedded within staff training, including behaviour as communication and transition.

Impact

Pupil C:

- Sat all GCSEs
- No unauthorised absences,
- Reduction in behaviour points: 36 to 7
- Improved attendance
- Enrolled onto College course

Whole school: Nurture training allowed for reintegration of more pupils into the mainstream classroom.



Benefits of working collectively with other schools

- ➔ Asking advice of other schools in network
- ➔ St. Matthews; went to look at PRU provision (e.g. clear timetabling, structuring etc.)

Case study: a whole-school approach to nurture provision



ST MATTHEWS RC HIGH SCHOOL

Pupils present a range different issues that might lead them to be selected to be a part our Nurture Provision, and the academic range can vary greatly

What we did

Whole-school training with National Nurturing School:

- Two staff trained by NutureUK
- Trained staff delivered whole-school training to staff on nurture principles every half term

Four nurture groups across year groups

- Year 7 group already in practice
- Year 8, 9 and 10+11 starting September 2022

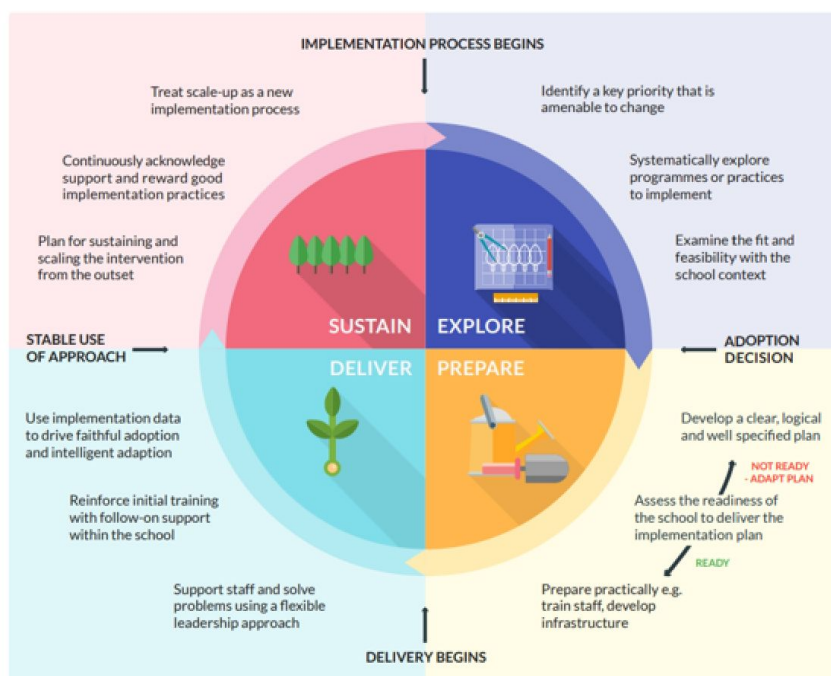
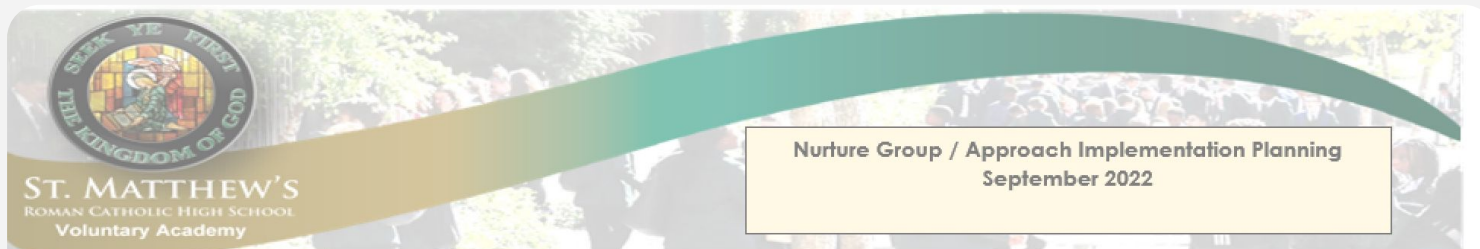
Using Boxall Profile to assess need and design interventions

- Close working with curriculum leads to ensure pupils in nurture groups are progressing and can transition back to the mainstream classroom

Impact

Year 7 nurture group:

- 0 exclusions
- ¼ pupils have transitioned back to mainstream classroom
- More capacity for other pupils



Importance of effective implementation planning

Problem / Why?

Changing context and culture of the cohort within school. Increase in SEMH and complex needs. Current LSC provision not having the desired impact to give pupils skills to reintegrate into mainstream

Current school system offers Nurture in YR7 but beyond, Yr8-11 no Nurture offer. Pupils struggle with transition from full nurture provision in YR7 to no provision beyond YR7.

Teachers – Lack of understanding of the current SEMH issues faced by large numbers of the cohort which impacts on their behaviour for learning and in turn progress.

Learners – Lack of engagement in learning due to large number of pupils NSSR, SEMH issues, Impact of pandemic

Attainment – 5 out of 11 YR7 classes with KS2 average scores below age related expectations. Support needed to enable smooth transition from KS2-KS3 and beyond.

Priority 2: Literacy



Improving literacy and ability to engage

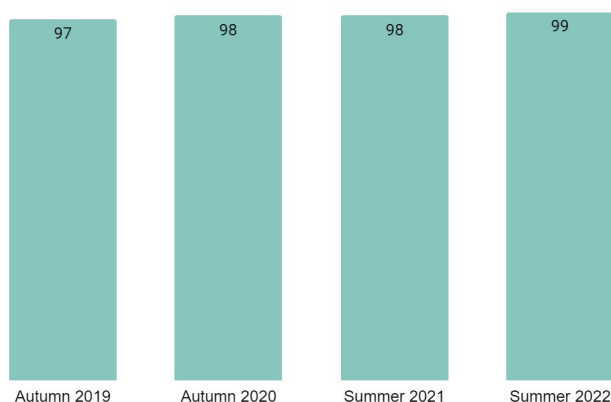
As part of the the shared measurement framework, the project schools used GL Assessment’s New Group Reading Test (NGRT) to identify pupil reading capability. Starting in Autumn 2019 and Summer 2020 with Year 7 pupils, and expanding to include Year 8 in 2020/21, as well as Years 5 and 6 Summer 2021 and Summer 2022, the reading capability of 3,577 pupils was assessed.

Our Aims:

- Developing high quality literacy teaching and learning as the bedrock of good intervention
- Identify the pupils with lowest reading capability and implement appropriate intervention

All schools

Average SAS at each Assessment Window - All Pupils



When looking at all pupils across all assessment windows of the programme, average SAS has increased year on year, despite the effects of COVID-19.

Why literacy matters

Children and young people with greater literacy capability are **better able to access the curriculum** and **more likely to be engaged** in lessons.

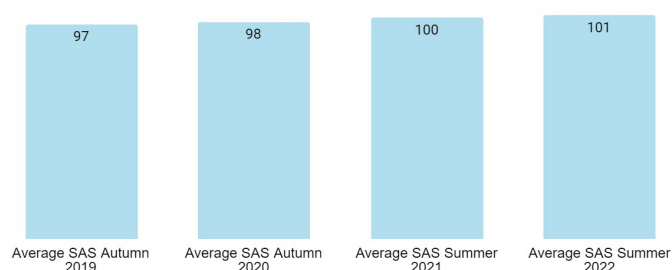
This means **they are at less risk of exclusion**, as persistently disruptive behaviour is the main cause of both fixed-term and permanent exclusion.

These children and young people are **more likely to leave school with key qualifications**, like GCSE English and maths, which **increases their chances of reaching a positive destination in education, employment or training** when they leave school.

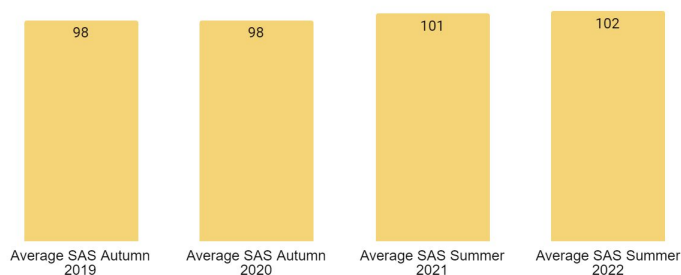
Individual school highlights

For some individual schools, this has meant more significant progress across the three years of the project

SAS progress for all pupils - Manchester Communication Academy

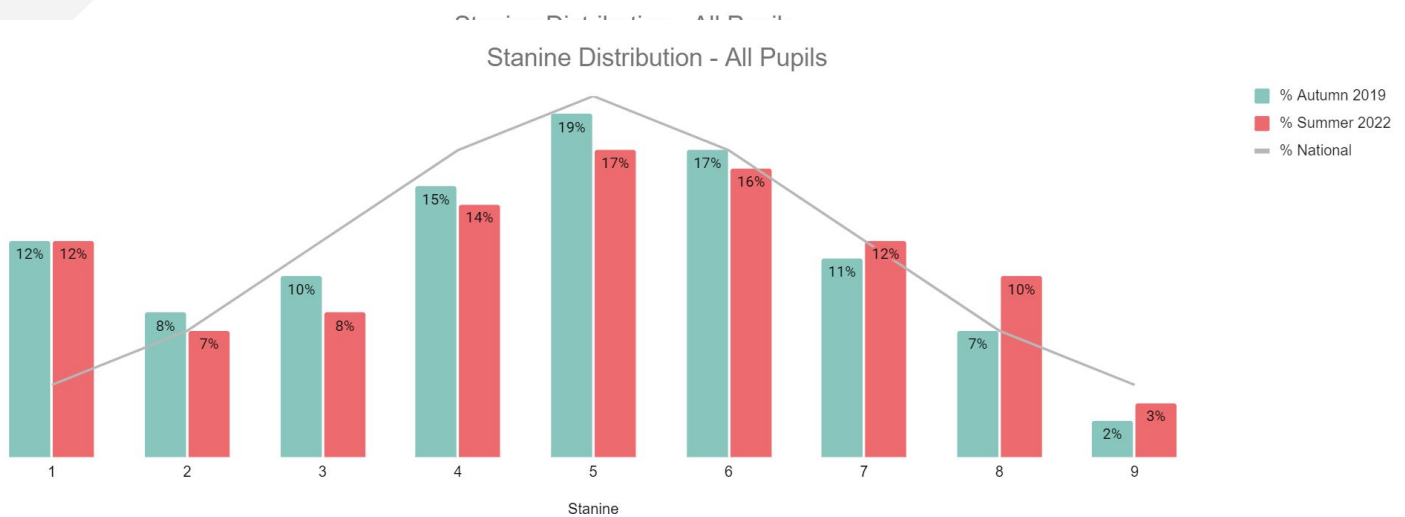


SAS progress for all pupils - Whalley Range High School



Identification of pupils with lowest reading capabilities

When looking at stanine distribution, the percentage of pupils in stanine 1 has remained constant across the programme, but the percentage of pupils in other lower stanines has decreased, and in higher stanines has increased:



Pupil Progress from Year 2 to Year 3

Looking specifically at the current Year 8s who were in stanine 1 or 2 during their baseline assessment in Autumn 2020 there is a positive picture in progress made.

Assessment Window	Average SAS	Average Stanine
Autumn 2020	75	2
Summer 2021	81	2
Summer 2022	82	3

These pupils have increased their average SAS by **7 points**, and their average stanine from 2 to 3.

Based on the data, it would appear that the focus on these stanine 1 and 2 pupils from project schools has resulted in intervention being put in place which has had a positive impact on these pupils' reading abilities. Pupils who fall into the lowest stanines on the NGRT are unlikely to be able to access a secondary curriculum due to their lower reading capabilities. This increase in reading abilities will help these pupils further engage with learning throughout all subjects, not just in English.

However, it must be noted that given the fact the overall distribution of pupils within stanine 1 has remained constant, it does mean that some pupils will have dropped from higher stanines into stanine 1. The cycle of continuously looking at the data to drive decisions is therefore highlighted as a key learning.

How schools are using the data

Pupils Attitude to Self and School (PASS)

In addition to the NGRT, the same cohort of pupils also took the Pupils Attitude to Self and School survey, to further explore pupils' social and emotional wellbeing. By combining the GL Assessment Every Child project baseline data, it has demonstrated a clear correlation between all pupils with low literacy capabilities and the potential negative impact of this on how they feel about school, the curriculum and themselves as learners when compared with their higher attaining peers or vice versa.



By comparing all pupils assessed to those in stanine 1 and 2 in the NGRT, schools could clearly see that, consistently, lower stanine pupils struggled with their attitudes to themselves as learners and their overall feelings about school

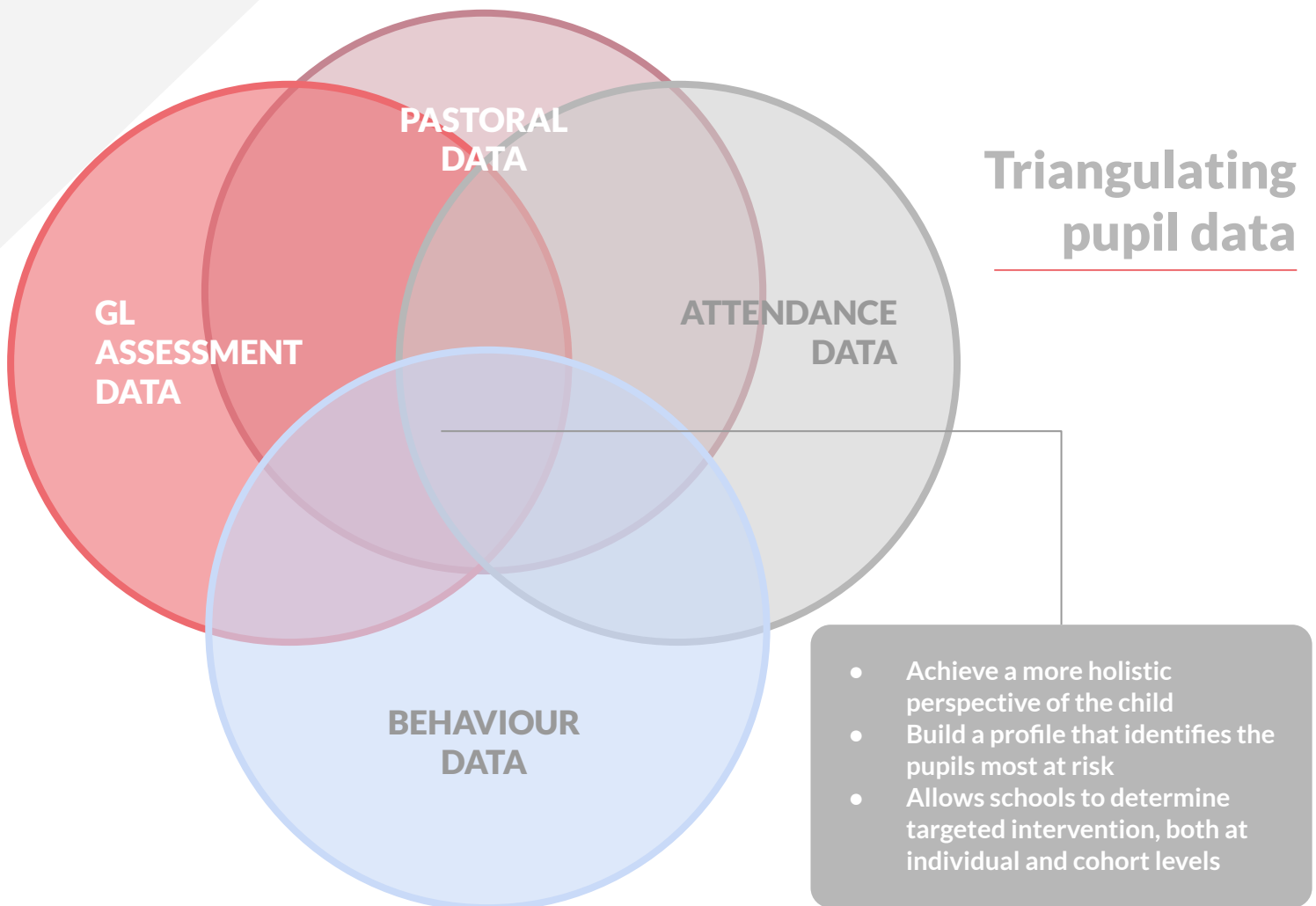
What this means in schools

“Use of whole school NGRT to be able to intervene more promptly and better support staff to adapt resources for individuals and groups of pupils. Use of PASS to better identify and support pupils who are disengaged and unmotivated. Whole school understanding of communication needs and interventions through dissemination of learning from ELKLAN training.”

Project School Lead taken from Culture Change Survey, Spring 2022

What have project schools done with all of this data to affect actual insight?

The schools have combined the NGRT and PASS data with Attendance, Behaviour Data or other available datasets held within school.



What this means in schools

“Through the use of the PASS data and triangulation of other data, alongside feedback from teachers we are able to gain a more holistic approach to supporting pupils”

Project School Lead, taken from Culture Change Survey, Spring 2021

Results of the literacy survey

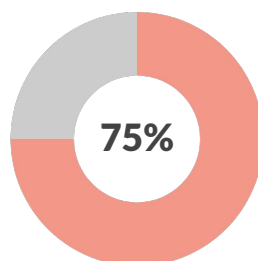
263 staff

surveyed in 2021/22

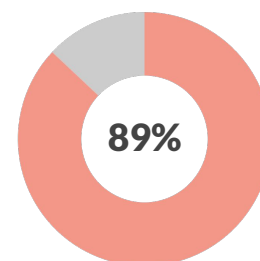
Overall Confidence with Literacy was 75%, which equals the result in Autumn 2020. Confidence was high in the area of School Prioritisation (89%), and more moderate for Self-Efficacy and Beliefs (81% agreement).

There were significantly lower levels of confidence in the area of Continued Professional Development (CPD) (54%).

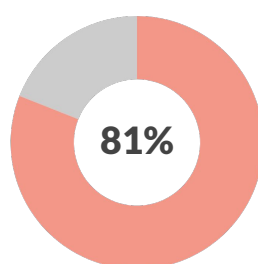
There has been significant increase in confidence since the initial literacy survey in Autumn 2019, which were maintained despite the challenges the schools faced during COVID-19.



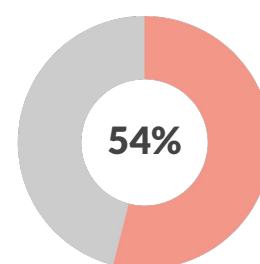
Overall confidence with literacy



Confidence in school prioritisation



Confidence with self-efficacy and beliefs



Confidence with continued personal development (CPD)

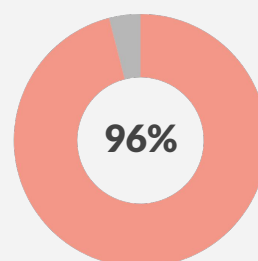
High recognition of the value of literacy

There was overwhelming agreement that addressing literacy barriers can impact positively on the outcomes of disadvantaged pupils regardless of their home environment (96%). This highly positive response was seen across staff roles and subject areas and demonstrates an almost unanimous understanding of the value for literacy support throughout school.

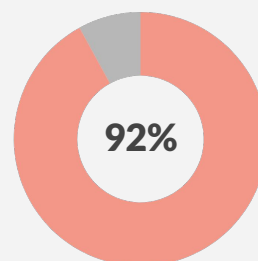
There was high agreement that staff confidently understand barriers to literacy faced by pupils (92%), again with a positive response seen across roles and subjects.

Despite a positive picture in regards to school prioritisation of literacy across the project schools, staff still feel there is a need for further CPD, which reflects the findings for the initial audit in 2019.

The schools are using their own individual data to address these needs, specifically in the departments or across roles where confidence is lowest.



Addressing literacy barriers has positive impact on disadvantaged children



Understand barriers to literacy

Priority 3: Transition



Better understanding of transition between primary and secondary

Transition between school settings can have a negative impact on the social and emotional wellbeing and educational outcomes of pupils, often linked to a decreased connectedness to school and decline in perceived school belongingness.

The transition from primary school to secondary school is a high-risk event for the most vulnerable children, who often need additional academic and pastoral support to adapt to the secondary school context.

The Every Child Project identified the primary-secondary transition as a priority for Year 3 of the project. We carried out in-depth research and consultation from April 2021-May 2022 with the Transition Working Group.

Our goals with the Transition Working Group were to:

- Listen to the practitioners in Manchester schools to understand the strengths and areas of development within the current transition structure
- Better understand the enablers and barriers that children, teachers and schools face in relation to transition
- Map current structures in schools around behaviour and communication
- Develop recommendations that could be used going forward for primary schools, secondary schools and the Local Authority

The Transition Working Group focused on:

- Relationships, communication and information sharing
- Assessment and curriculum
- Behaviour approaches

What the research says aids positive transition experiences:

- Better communication across sectors and with pupils and parents
- Transitional curriculums with shared pedagogical approaches that encourage problem based learning and the learning of social and emotional skills.
- Effective pupil tracking before and after the transition.
- Tailored transitions for pupils with SEND and/or SEMH

Why this matters

The first years of secondary school are challenging for many pupils, as exemplified by the **significant rise in school exclusions between primary and secondary**.

For **children with SEMH and SEND**, it can be more challenging if **their needs are not fully understood** and catered for in their new school.

Getting transition right depends on primary and secondary teachers **working together to bridge the gap** between the school environments and **tailored transition approaches for pupils with SEMH and SEND**.

Learning from focus areas in transition

Theme	Learning	Recommendations
<p>Relationships, communication & information sharing</p>	<p>Consistent information sharing is key There is inconsistent information sharing from school to school. This means that the transition experience for pupils can differ vastly depending on which school they are transferring to or from. The process can be arduous and frustrating for both primary and secondary colleagues, especially where there are a large number of feeder schools involved, or out of borough schools.</p> <p>Relationships between primary and secondary should be strengthened An overall lack of relationships between primary and secondary schools was reported by the teachers we spoke with. Although there are examples of feeder schools who have strong ties, the overall picture is that relationships between the two are limited, and in fact, certain levels of distrust can exist between the settings.</p> <p>Primary and secondaries need to better understand each other's contexts and challenges This runs through all activities and elements of transition including: why certain information is requested upon transition, the structure of the day, the different timelines and pressure points for the two settings, and staffing structures implications to name a few.</p>	<ol style="list-style-type: none"> 1. Use the common transfer sheet for transition 2. Ensure secondary transition leads have sufficient time to meet with and build relationships with feeder primary schools 3. Provide more opportunities for joined up working between the two phases, rather than separating everything into either primary or secondary
<p>Behaviour approaches</p>	<p>More consistency is needed in approaches to behaviour There are different behaviour approaches, in some cases dramatically different, particularly in relation to sanctions. In most cases suspensions were used only in the most severe situations in the primary schools, while in secondary a suspension can be issued for a building of behaviour points or sanctions within a particular time period. Additionally, in most cases, primary schools do not use detentions and do not operate isolation rooms in the way secondary schools do. There is no real graduated approach to behaviour slowly building over time for a young person, but rather a sharp line at which the system suddenly changes for them.</p> <p>There is a sudden shift in expectation of pupil self-regulation and personal responsibility upon transition They need to have the agency to get themselves around school independently, to read and understand their schedule, and come prepared to each of their lessons with appropriate supplies. This differs from the singular base of a primary classroom, where pupils are generally guided from area to area.</p>	<ol style="list-style-type: none"> 1. Both primary and secondary schools to consider a gradual approach to shifting expectations of pupils during transition 2. Primary schools to consider practice in Key Stage 2 which encourage more self-regulation and person responsibility 3. Secondary schools could use Nurture approaches to better support pupils' well being at transition

Theme	Learning	Recommendation
Curriculum and assessment approaches	<p>There is a lack of understanding between primaries and secondaries of each other's curriculum In particular, the differences in terminology are vast. The style and method can also vary both generally, and particularly, on a disciplinary level. Additionally, the curriculum expectations for pupils are not consistent. Due to not knowing the primary curriculum, the expectation of work in secondary school might be significantly less or more than what they were achieving in year 6. This leads to pupils not having a smooth continuum in their education journey.</p> <p>The approaches to literacy and reading are very different across the two phases As with the general curriculum expectation, expectation of reading does not necessarily lead naturally on from year 6. The expectation around time spent in an English lesson is also very different, with secondary schools often having much longer disciplinary lessons, particularly for English.</p>	<ol style="list-style-type: none"> More cross phase, subject level exchange between primary and secondary schools Share exemplar pieces of work with Year 7 pupils to showcase the level of work required



Further questions for consideration

- How is information being shared both about and with pupils with additional needs, both cross phase and within school?
- What is the real period of transition? When should it start for secondaries? When does it end for primaries?
- What are the current additional cross phase activities your school is undertaking with feeder schools?
- What activities can be undertaken to align curriculum between year 6 and year 7?
- How is assessment being used at both primary and secondary and how could that potentially support information sharing?

What this means for schools

“One of the things I have valued most about being a part of the project has been being able to work with primaries and have those honest discussions. Before the culture was much more closed and we weren't having those conversations with schools.”

Project School Lead, taken from Sustainability Survey, Spring 2022

Key learning and recommendations



What we learned

Learning

What this means for schools

The power of collective working & shared learning

- 1) Individual schools can't do it alone- key partners enhance the offer and take us closer to understanding the lived reality of our pupils
- 2) Sharing learning and best practice through open and honest conversations, without fear of judgement strengthens the offer we give to our children and young people
- 3) By working collectively to make change we accelerate the achievement of reaching our vision.

“Collective working has provided the evidence base to focus on what children need support with and how to best target this support to improve outcomes and life chances. Discussion and sharing of individual responses to common issues and strategies has enhanced understanding of what works to bring about positive impact.”

The need for early identification and asking ‘so what’ to gain a holistic picture of young people

- 1) Being a needs led system through early identification of child development and well-being needs enables earlier response from schools
- 2) Using key assessments consistently, and making the most of the data insights through the triangulation of data, supports matching need to the most effective provision
- 3) Continuously monitoring progress and impact of intervention choice allows schools to focus only on the most impactful provision, and eliminates adding on more out of uncertainty of what is actually working

“Being able to bring things back to see the bigger picture, look at the local evidence and data in comparison to national data and trends has been one of the things we have gained most from being a part of the project”

The importance effective implementation

- 1) There is no silver bullet when it comes to the ‘what’ in intervention. How it is implemented is more important than what is implemented
- 2) Being evidence informed and then applying it to a schools’ own context allows for impactful, purposeful decision making
- 3) By slowing down processes and doing less, but doing it well opens up staff capacity and creates quality over quantity

“Culture change has been embedded in school through the Implementation Training-stripping it back and slowing it down. We have really narrowed down the areas of focus in terms of school improvement. This means that staff aren't overwhelmed with initiatives, and the core things, Literacy, SEND are really getting a chance to be embedded”

All quotes taken from Culture Change Survey

Working collectively to effect change

Right to Succeed brings together residents, professionals and decision-makers to co-design a programme that is bespoke to the needs of the local community. We call this way of working “place-based change”.

The target beneficiaries are the children and young people living in the communities where we work.

Together with local residents, professionals and leaders, we:



The Collective Impact Conditions

We believe the following conditions are a prerequisite to effective collective working in communities, and we work to establish them. This is a way of working together that recognises we can achieve more together than we can individually.

- 01 A common agenda**

All the people involved in the project agree on what they want to achieve.
- 02 Shared measurement system**

Everyone agrees on what success will look like, and how progress is measured.
- 03 Mutually reinforcing activities**

Services and activities support and build on one another, making things run more efficiently.
- 04 Continuous communication**

Strong relationships are maintained through regular meetings and communications between programme stakeholders.
- 05 Backbone support**

One organisation keeps the project on track, coordinates the logistics, and makes sure everyone has the training, support and resources that they need.

John Kania & Mark Kramer, 2011, Collective Impact, Stanford Social Innovation Review

Thank you to our programme partners

Schools



Local partner organisations



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