



Building for Progression: A Foot on the Ladder

External Project Evaluation

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on behalf of ASDAN**

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Executive Summary

- *Building for Progression: A Foot on the Ladder* was an 18-month action research project designed to support learners to make the transition from primary school (Year 6) to secondary school (Year 7) by developing their non-academic skills and qualities through a series of participative challenges. The project was funded by the Paul Hamlyn Foundation and led by ASDAN in strategic partnership with The Progression Trust. One mixed, non-selective secondary school participated alongside three of its main feeder primary schools. The catchment area of the participating secondary school includes two lower super-output areas (LSOAs) that rank within the top 10% most deprived LSOAs nationally in the Education, Skills and Training domain of the index of multiple deprivation 2015.
- Tiller Research Ltd, in association with Dr Niall Galbraith from the University of Wolverhampton's Institute of Psychology, undertook an independent mixed-methods summative evaluation of the impact of the project on participating learners. Of particular interest was the extent to which the project supported learners to make a successful transition from primary to secondary school; how the project activities supported learners to develop key characteristics and skills, such as confidence, social skills and learning strategies; and the extent to which the project enabled schools to 'close the gap' between the success of the most disadvantaged learners and their peers.
- The quantitative element of the evaluation used a 32-item self-completion questionnaire, which learners undertook at three time points: before participation in the project (Year 5), immediately prior to transition (Year 6) and at the end of their first half-term in Year 7. The questionnaire was developed to identify learners' self-reported thinking, attitudes, beliefs and behaviours relevant to the project's challenge activities. In addition, measures were used to assess the key outcome areas of self-efficacy and self-esteem, including the independently validated Children's Hope Scale (Snyder *et al*, 1997). Questionnaires were also completed by a 'comparison group' of learners who did not participate in the project.
- The qualitative element of the evaluation consisted of discussion groups undertaken with both the intervention group and the comparison group immediately prior to transition, to establish learners' thoughts, feelings, and expectations about secondary school. Discussion groups were undertaken again at the end of learners' first half-term in Year 7, to examine their experience of the early stages of secondary school.

Key Findings

- Learners in the intervention and comparison groups expressed similar concerns and nervousness about their imminent move to secondary school. However, those learners who participated in the project were more likely than those in the comparison group to be confident at the end of Year 6 about their transition to secondary school, and to be looking forward to the new experience.

- Half a term into secondary school, there is evidence that this more positive starting position had a positive impact on learners' initial experience of their new school. Not only did the intervention cohort have a more positive view of their new school than the comparison group had done at the same stage, but they also demonstrated a greater level of engagement with the learning process.
- The quantitative data indicates that those in the intervention group generally showed a greater improvement in their questionnaire scores between Year 6 and Year 7 than their comparison group counterparts. A statistically significant difference was found on the Children's Hope Scale, with the intervention group showing a greater mean increase from Year 6 to Year 7 than the comparison group. This provides evidence that the project's approach and challenge activities were successful in enabling learners to identify and enact positive engagement with transition.
- Learners in the Year 6 intervention group discussed a range of practical and psychological strategies which they intended to use to make the most of their move to secondary school. This contrasted with the comparison group who did not display this level and range of strategic thinking towards their impending transition.
- Feedback from teachers supports the evidence from learners that the project challenges had enabled learners to develop key characteristics and skills. Several participating primary school teachers gave explicit examples of how learners in the intervention group were more prepared for secondary school than those in the comparison group had been.
- The quantitative data analysis shows those learners who had the lowest starting position showed the greatest level of improvement from Year 6 to Year 7. Those in the bottom quartile of overall attribute scores at the end of Year 6 made significantly greater improvements from Year 6 to Year 7 than those in the top quartile, in particular in attainment and self-esteem. This effect was much stronger for the intervention group, suggesting that participating in the challenges was effective in narrowing the gap between those learners with the greatest level of need and their peers.
- Learners with special educational needs and disabilities (SEND) who participated in the project showed improvements in attainment and self-efficacy a year earlier than SEND learners in the comparison group. In addition, the self-efficacy of those SEND learners in the intervention group was much lower than that of non-SEND learners in Year 5, but similar to that of non-SEND learners by the end of Year 6. This indicates that the challenges enabled SEND learners to 'close the gap' in self-efficacy with their non-SEND peers prior to transition, and maintain a level largely equivalent to their peers into Year 7.

Conclusion

- The indications are that the *Building for Progression: A Foot on the Ladder* project has had a positive impact both on supporting transition from primary to secondary school and on enabling a wider engagement with learning. The evidence shows that this pilot project has had a positive impact by enabling learners to develop their resilience and engage productively with their new school environment.

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Section 1- Background

1.1 Introduction

ASDAN commissioned Tiller Research Ltd to undertake an external evaluation of the *Building for Progression: A Foot on the Ladder* project, funded by the Paul Hamlyn Foundation. This 18-month action research project worked with three primary schools and one secondary school to support the transition of learners from Year 6 (primary) to Year 7 (secondary).

The project used ASDAN's *Learning to Learn* methodology to develop a set of 'challenge' activities to enable learners to develop a range of non-academic skills and qualities such as confidence, self-efficacy, collaboration and problem solving. The topics of the challenge activities were based on the *ProgressionSmart*® characteristics developed by The Progression Trust, which evidence suggests will, when displayed by individual learners in sufficient combination, support successful transition.

Tiller Research Ltd, in association with Dr Niall Galbraith from the University of Wolverhampton's Institute of Psychology, undertook an independent mixed-methods summative evaluation of the impact on learners of the *Building for Progression: A Foot on the Ladder* project. This included identifying:

- 1. The extent to which the project supported learners to make a successful transition from primary to secondary school;**
- 2. How the project activities supported learners to develop key characteristics and skills, such as confidence, social skills, and learning strategies;**
- 3. The extent to which the project enabled schools to 'close the gap' between the success of the most disadvantaged learners and their peers.**

This report analyses the impact of the project using quantitative outcome measures and qualitative data from a series of discussion groups undertaken with learners. The conclusion is that the *Building for Progression: A Foot on the Ladder* project had a clear positive impact on learners, with those who participated in the project experiencing a more positive transition from primary to secondary school than their peers.

1.2 Project Overview

The *Building for Progression: A Foot on the Ladder* project was an 18-month action research project designed to support learners to make the transition from primary school (Year 6) to secondary school (Year 7) by developing their non-academic skills and qualities through a series of participative challenges.

The project was funded by the Paul Hamlyn Foundation and led by ASDAN in strategic partnership with The Progression Trust. The work was informed by research including Sir Michael Marmot's epidemiological health and wellbeing findings on the widening gap between the most disadvantaged and the least disadvantaged learners at early stages of transition between primary and secondary education.¹

¹ Marmot M. (2010). *Fair Society, Healthy Lives: strategic review of health inequalities in England Post 2010*. London: Marmot Review

The project took place in Rugby, Warwickshire, which is a selective educational area. One mixed, non-selective secondary school participated alongside three of its main feeder primary schools, which together represent around half of the secondary school's annual intake of learners. The catchment area of the participating secondary school includes two lower super-output areas (LSOAs) that rank within the top 10% most deprived LSOAs nationally in the Education, Skills and Training domain, and one LSOA that ranks in the top 20% most deprived areas nationally on the index of multiple deprivation 2015.²

The project worked with whole class cohorts of learners for four terms prior to transition, with a particular focus on participative challenges that worked with learners to build self-esteem, confidence, resilience and personal skills including self-awareness, self-control, teamwork and problem solving.

Progression Theory³

Teachers designed and developed their own classroom activities to address the eighteen *ProgressionSmart*[®] characteristics within three areas, as developed by The Progression Trust:

- **Aspiration**, comprising self-worth, self-efficacy, self-control, purpose, resilience and determination;
- **Awareness**, comprising strengths, possibilities, challenges, routes, information and support;
- **Attainment**, comprising planning, communication, self-improvement, application, collaboration and problem solving.

Teachers helped learners to develop and explore skills related to these characteristics in discrete lessons, or in a cross-curricular approach, for example as part of PSHE and English lessons.

'Learning to Learn'

The activities utilised ASDAN's *Learning to Learn* methodology. This approach uses active learning challenges, where learners work collaboratively with their peers and teachers to explore a topic. A growth mind-set is fostered through the use of peer feedback, and a 'Plan-Do-Review' cycle that focuses on continuous improvement for the individual through reflection and learning from experience. This approach aims to develop resilience by treating 'failure' as an intrinsic part of the learning process, as it enables an individual to develop an understanding of what enables them to be most effective.

Iterative Development

Project networking sessions enabled participating teachers to discuss and share their activities, leading to the refinement of challenges and dissemination of the most successful activities to the other participating schools.

The development of the project was supported by a process of formative evaluation undertaken by The Progression Trust. An Appreciative Inquiry methodology was used, interviewing teachers and learners using an asset-based approach to find out what was 'right' about the project's structure and activities, and identifying examples of exceptional practice that could be built on. This process was central to the developmental nature of this project, providing clear actions for project partners to refine the later phases of challenge development.

² Warwickshire Observatory (2015), <http://www.warwickshireobservatory.org/files/2015/09/Warwickshire-Observatory-Briefing-Note.pdf>

³ Progression Equation: **Awareness + Aspiration + Attainment = Progression** © Philip Dent, 2006

Section 2- Evaluation Structure

2.1 Ethical Practice

The methodology and evaluation plan were approved by the Research Ethics Committee of the Faculty of Education, Health and Wellbeing at the University of Wolverhampton.

2.2 Data Collection Points

Data was collected for the external evaluation at the following time points:

| COHORT | DATA COLLECTION POINTS | | | |
|------------------|--|--|--|--|
| | June 2015 (Baseline Data) | October 2015 (Baseline Data) | June 2016 (Comparison data) | October 2016 (Comparison data) |
| A (intervention) | Year 5: Questionnaires | | Year 6: Questionnaires and Discussion Groups | Year 7: Questionnaires and Discussion Groups |
| B (comparison) | Year 6: Questionnaires and Discussion Groups | Year 7: Questionnaires and Discussion Groups | | |

Figure 1: Data Collection Time Points

The external impact evaluation involved two cohorts:

- **‘Cohort A’ (intervention group)** is the group of learners who undertook the project challenges during Year 6;
- **‘Cohort B’ (comparison group)** is a group of learners from the previous academic year, who did not undertake project challenges in Year 6.

2.3 Evaluation Components

The evaluation used a mixed-methods approach to identify the impact of the project on learners:

2.3.1 Quantitative evaluation of learner thinking, attitudes, beliefs and behaviours

A questionnaire was developed to identify learners’ self-reported thinking, attitudes, beliefs and behaviours. The questionnaire combined questions based on the *ProgressionSmart*[®] characteristics with additional questions to assess the key outcome areas of self-efficacy and self-esteem:

- Validated measures:
 - The Children’s Hope Scale (Snyder *et al*, 1997)⁴
 - Self-esteem scale (Pearlin & Schooler, 1978)⁵
- Questions based on the eighteen ProgressionSmart characteristics
- Questions based on a validated self-efficacy scale (Chen, Gully & Eden, 2001)⁶

⁴ Snyder, C. R., Hoza, B., Pelham, W. E., Rapoff, M., Ware, L., Danovsky, M., Highberger, L., Rubinstein, H. & Stahl, K. J. (1997) The Development and Validation of the Children’s Hope Scale. *Journal of Pediatric Psychology* 22 (3): 399-421.

⁵ Pearlin, L. I. & Schooler, C. (1978) The Structure of Coping. *Journal of Health and Social Behaviour* 19 (1) March: 2-21

Design of the Questionnaire

The research team designed a questionnaire which presented the question-set in five colour-coded sections, designed to create a visually engaging questionnaire for learners to complete. The questionnaire is provided in full in Appendix A. Questions in each section related to a specific theme:

- Red questions related to the learner’s **Aspiration** and attitude towards change and learning;
- Blue questions related to the learner’s **Awareness** of their own situation along with options available to them;
- Green questions related to strategies for effective learning to support **Attainment**;
- Pink questions related the learner’s display of **Hope and Self-Efficacy**;
- Orange questions related to the learner’s display of **Self-Esteem**.

For each statement on the questionnaire, respondents were asked to choose one of six categorical ratings based on how often they thought this statement applied to them. Rating options were presented as a Likert-type scale:

| | | | | | |
|--|--|--|---|--|---|
| None of the time <input type="checkbox"/> | A little of the time <input type="checkbox"/> | Some of the time <input type="checkbox"/> | A lot of the time <input type="checkbox"/> | Most of the time <input type="checkbox"/> | All of the time <input type="checkbox"/> |
|--|--|--|---|--|---|

Presentation

Two versions of the questionnaire were used which presented the sections in reverse order. Approximately half of the participants received each version of the questionnaire. This was to mitigate the effect that question order may have on the responses given.

Repeated Measures

The questionnaire was completed by learners who participated in the challenges (the ‘**intervention group**’) at three time points. The aim of these measurements was to evaluate the extent to which learners had developed the characteristics considered important to support successful transition over the course of the project, and once they started secondary school. Questionnaires were completed:

1. Before a learner’s involvement with the project challenges started (end of Year 5);
2. At the end of Year 6, immediately prior to transition;
3. At the end of their first half-term in Year 7.

Comparison Group

A ‘**comparison group**’ of learners from the previous academic year was used to establish a baseline. These learners completed the questionnaire at the end of Year 6, and again at the end of their first half-term in Year 7. This cohort did not undertake any project challenges.

⁶ Chen, G., Gully, S. M. & Eden, D. (2001) Validation of a New General Self-Efficacy Scale *Organizational Research Methods*, 4 (1): 62-83.

2.3.2 Qualitative evaluation of learners' experience of transition

Discussion groups were undertaken with both the intervention group and the comparison group at two time points:

1. At the end of Year 6, immediately prior to transition, to establish learners' thoughts, feelings and expectations about secondary school;
2. At the end of their first half-term in Year 7, to examine learners' experience of the early stages of their time at secondary school.

Discussion groups were undertaken in a school classroom with groups of 6-9 learners, and lasted for around 20 minutes. Two facilitators supported each group, with one facilitator leading the discussion. The second facilitator provided a supporting role, with specific emphasis placed on supporting the less vocal members of each group to make their contribution.

Discussion groups were recorded and transcribed. Written worksheets were also used, which participants were encouraged to complete alongside the discussion. The sheets included the key discussion topics, and were used as a means of capturing responses from less vocal participants. Example worksheets are provided in Appendices B and C.

2.3.3 Interviews with teachers

Semi-structured telephone interviews were undertaken with five teachers involved in the delivery of the project. These interviews were recorded and transcribed.

2.3.4 Secondary data

In order to assess the effectiveness of the project in 'closing the gap' between the success of the most disadvantaged learners and their peers, the evaluation utilised data supplied by the schools on:

- Learner attendance
- Learners with Special Educational Needs and Disabilities (SEND)
- Learner pupil premium status
- Learner attainment level (Maths, Reading, Writing)
- Attitude to Learning (Year 7 only)

2.4 Data Analysis

The external impact evaluation involved four key comparisons. For each comparison, in addition to examining the results for the complete cohort, effects were examined relating to learner needs (Pupil Premium status, learners with Special Educational Needs and Disabilities (SEND), Attainment level, Attendance):

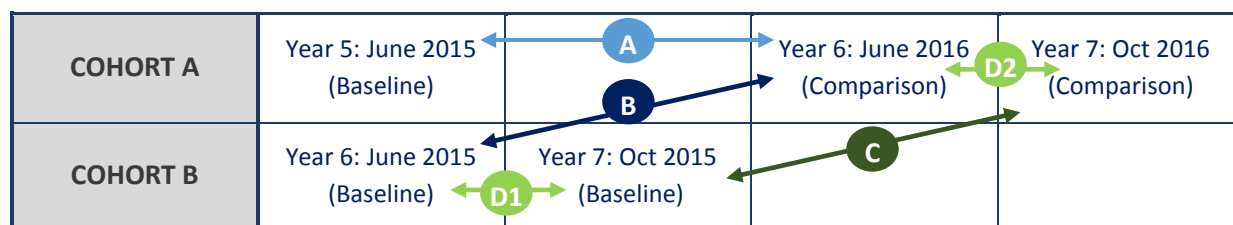


Figure 2: Data comparisons

- **Comparison A (within group- cohort A):** Comparing learners before and after they have received ‘Building for Progression...’ teaching;
- **Comparison B (between groups):** Comparing readiness for transition in learners who have and have not received ‘Building for Progression...’ teaching;
- **Comparison C (between groups):** Comparing post-transition situation of learners who have received ‘Building for Progression...’ teaching with those who have not;
- **Comparison D (between groups):** Comparing quality of transition for:
 - **D1 (within group cohort B).** Exploring quality of transition within a cohort who **have not** received ‘Building for Progression...’ teaching to support this period of change;
 - **D2 (within group cohort A).** Exploring quality of transition within a cohort who **have** received ‘Building for Progression...’ teaching to support this period of change.

2.4.1 Quantitative data analysis

The 32 scales of the questionnaire were divided into six attribute categories. Responses were converted into a numerical value from 1 (None of the time) to 6 (All of the time). Responses within each category were added together to provide a total score for each category as follows:

- Aspiration (42)
- Awareness (42)
- Attainment (42)
- Hope (30)
- Self-efficacy (18)
- Self-esteem (18)
- Total questionnaire score (192)

Comparisons between groups (e.g. between the intervention group and comparison group) were computed using one-way or factorial analysis of variance (ANOVA).

Relationships between combined attribute scores and other key variables were computed using multiple regression.

2.4.2 Qualitative data analysis

The worksheets and discussion group transcripts were analysed by two evaluators. Two types of qualitative analysis were undertaken in order to understand both the nature and the prevalence of learners' expectations and experiences of secondary school:

- **Content Analysis:** Worksheet data was analysed using a simple summative content analysis technique (Hsieh & Shannon, 2005⁷) to broadly summarise the direction of discussions. Qualitative responses were analysed and categorised as *positive*, *neutral* or *negative*, and a simple count was made of the quantity of statements in each category. Further analysis of learners' worksheet responses was then made to identify the specific *feelings* being expressed by responses (e.g. excitement, nervousness, reassurance, relief, etc.), and a count was undertaken of the number of responses falling into each identified '*feeling*' category.
- **Thematic Analysis** was used to undertake a depth-analysis of the verbal discussion transcript data, following the method outlined by Braun and Clarke (2006)⁸. All discussion groups were audio-recorded, with the prior assent of participants, and transcribed by the research team. Transcripts were coded line-by-line for meaning by two researchers. These codes were sorted into meaningful groups and sub-groups and finally combined into an overarching set of 'umbrella themes'.

⁷ Hsieh, H-F & Shannon, S. E. (2005) Three Approaches to Qualitative Content Analysis *Qual. Health Res.* 15: 1277

⁸ Braun, V. & Clarke, V. (2006) Using Thematic Analysis in Psychology. *Qual. Res. Psychol.* 3: 77-101

2.5 Profile of Participants

Intervention Group (Cohort A)

- A total of 174 Year 6 learners completed the questionnaire in June 2016. Of these, some 97 students (56%) were identified by their school as belonging to one or more 'special interest groups' that may indicate a level of socio-educational disadvantage. These were as follows:
 - Learners eligible for Pupil Premium: 44 (25% of cohort)
 - Learners working below age-related expectations: 62 (36% of cohort)
 - Reading 55 learners
 - Writing 22 learners
 - Maths 37 learners
 - Learners with attendance below 95%: 30 (17% of cohort)
 - SEND Learners: 37 (21% of cohort)
- A total of 55 Year 6 learners participated in a discussion group in June 2016. This included all learners from two schools (school A=27 participants, school B=10 participants) who were due to move to the associated secondary school, and a randomly selected sample from the third school (school C=18 participants). Follow-up discussion groups were undertaken in Year 7 with 46 learners, all of whom had participated in a Year 6 discussion group.

Comparison Group (Cohort B)

- A total of 101 Year 6 learners completed the questionnaire in June 2015. Of these, some 60 students (59%) were identified by their school as belonging to one or more 'special interest groups' that may indicate a level of socio-educational disadvantage. These were as follows:
 - Learners eligible for Pupil Premium: 36 (36% of cohort)
 - Learners working below age-related expectations: 23 (23% of cohort)
 - Reading 9 learners
 - Writing 12 learners
 - Maths 16 learners
 - Learners with attendance below 95%: 20 (20% of cohort)
 - SEND Learners: 12 (12% of cohort)
- A total of 53 Year 6 learners participated in a discussion group in June 2015, with equal numbers from each participating primary school selected randomly in each school (school A=18 participants, school B=17 participants, school C=18 participants). Follow-up discussion groups were undertaken in Year 7 with 57 participants, 31 of whom had participated in a June 2015 discussion group.

2.6 Limitations

This evaluation is of a real-world action research project, and as such is subject to some methodological limitations. Key limitations were:

- The sample size is relatively small, in particular when the cohorts are broken down to examine the 'special interest' groups. This means that the statistical power of much of the quantitative data analysis is limited. However, a good sample size was achieved for the qualitative data analysis;
- Although the proportions of each cohort in each of the 'special interest groups' were broadly similar, the profile of participants in the comparison and intervention groups were not fully matched. This means that it cannot be fully ruled out that observed differences between the two groups might be explained by factors other than the intervention;
- Practical limitations meant that it was not possible to collect Year 5 baseline data with the comparison group. This limits the strength of the conclusions that can be drawn from observed differences in the intervention group between Year 5 and Year 6;
- Practical limitations meant that it was only possible to collect data from learners half a term after they started secondary school. Although there is considerable value in looking at the impact of the project on supporting this immediate transition, it is not possible to deduce from this how the project may affect the long-term success of the participating learners.

Section 3- Questionnaire Data

3.1 Overview of attribute category scores pre and post transition

For those learners who completed a questionnaire in Year 6 and Year 7, the difference between their score for each of the six attribute categories was calculated. Scores above zero indicate improvement, scores of zero indicate no change, and scores below zero indicate deterioration. Table 1 shows the mean difference in scores for each attribute category for the comparison and intervention groups.

The mean scores for each category of attributes generally showed an improvement from Year 6 to Year 7 for both the intervention and comparison groups. Generally, the intervention group ($n=81$) made bigger improvements from Year 6 to Year 7 than the comparison group ($n=45$) (see Table 1). These improvements were evident on all attributes, although due to the small sample sizes, only the 'Hope' variable yielded a statistically significant difference ($F(1, 39)=4.41$; $p=.042$).

| | Aspiration | Awareness | Attainment | Hope | Self-efficacy | Self-esteem |
|---------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Intervention group | 2.43 (4.87) | 2.00 (5.02) | 2.79 (7.16) | 4.36 (5.43) | 0.29 (2.27) | 1.86 (4.26) |
| Comparison group | 1.17 (4.86) | 0.66 (6.27) | 0.83 (5.13) | 0.69 (5.27) | 0.28 (1.93) | 0.21 (3.76) |

Table 1: Mean increase in attribute category scores from Year 6 to Year 7 in the intervention and comparison groups (standard deviations in parentheses).

3.2 Comparing the top and bottom quartiles

The observed improvement from Year 6 to Year 7 is accentuated amongst those learners who are faring worst in Year 6. When comparing the bottom and top 25% of Year 6 learners in terms of their combined attribute scores, the bottom group of learners make greater improvements on attainment ($F(1, 12)=1.46$; $p=.064$) from Year 6 to Year 7 than the top group ($F(1, 28)=2.65$; $p=.115$). This is also the case with self-esteem; the bottom group are making greater improvements from Year 6 to 7 ($F(1, 13)=4.14$; $p=.063$) than the top group ($F(1, 30)=2.68$; $p=.112$). This pattern is far more evident in the intervention group than in the comparison group (see Table 2).

| | Quartile group | Attainment | Self-esteem |
|---------------------------|----------------|---------------------|---------------------|
| Intervention group | Bottom | 6.29 (8.83) | 3.63 (4.50) |
| | Top | -0.71 (2.14) | -0.29 (2.50) |
| Comparison group | Bottom | 2.36 (5.11) | 1.20 (4.51) |
| | Top | -0.56 (4.72) | -0.82 (2.24) |

Table 2: Year 6 to 7 improvement scores for attainment and self-esteem, comparing bottom and top quartiles from the intervention and comparison groups.

3.3 Comparing SEND and non-SEND learners

When comparing overall combined attribute scores at Year 6, non-SEND learners in the intervention group ($n=143$) have similar overall combined attribute scores to those in the comparison group ($n=89$) ($F(1, 228)<1$). However, SEND learners in the intervention group ($n=31$) are scoring significantly higher overall on the combined attribute score than SEND learners who did not have the intervention ($n=12$) ($F(1, 228)=4.018$; $p=.046$; $p\eta^2=.017$) (See Figure 3).

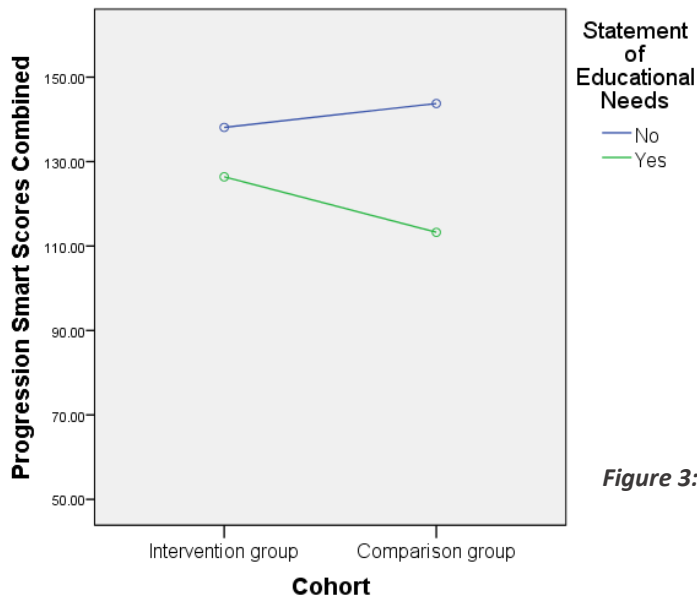


Figure 3: Combined mean attribute scores in SEND and non-SEND learners (Year 6), with and without the intervention.

Although the small sample size makes statistical analyses difficult, SEND learners ($n=9$) make improvements from Year 5 to Year 6 in awareness, attainment, self-esteem and in particular self-efficacy ($F(2, 56)=3.49$; $p=.037$; $p\eta^2=.11$). As shown in Figure 4, SEND students who received the intervention make improvements in self-efficacy between Year 5 and Year 6 which are largely stabilised in Year 7. The gap between the self-efficacy scores of SEND and non-SEND learners is much less evident after the intervention (Years 6 and 7) than before (Year 5).

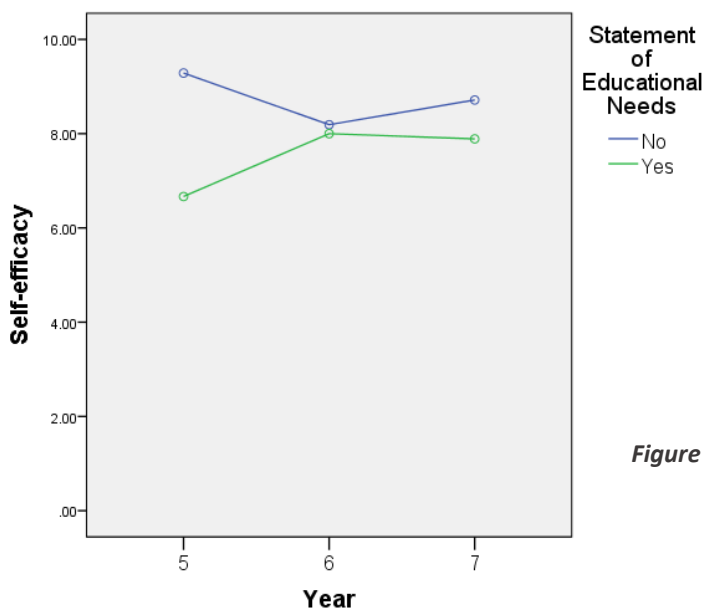


Figure 4: Self-efficacy scores of SEND and non-SEND learners from the intervention group pre-intervention (Year 5), post-intervention (Year 6) and post-transition (Year 7).

3.4 Self-efficacy and attainment of SEND learners

When comparing those learners who received the intervention with those who did not, the comparison SEND learners lag behind in self-efficacy at Year 6 (see Table 3). Similarly on attainment, SEND learners who have the intervention make improvements from Year 5 to Year 6 and these improvements are largely maintained in Year 7 (see Table 4). In those SEND learners who do not have the intervention, they lag behind the intervention group at Year 6.

In both cases, the comparison group do catch up in Year 7, but the intervention group benefits from these improvements a year earlier than those who do not.

| | Year 5 | Year 6 | Year 7 |
|--------------------------|--------------------|--------------------|--------------------|
| SEND Intervention | 6.67 (1.80) | 8.00 (2.00) | 7.89 (2.47) |
| SEND Comparison | / | 6.90 (1.66) | 7.60 (2.27) |

Table 3: Mean self-efficacy scores of the SEND students in the intervention and comparisons groups, across years (standard deviations are in parentheses).

| | Year 5 | Year 6 | Year 7 |
|--------------------------|---------------------|---------------------|---------------------|
| SEND Intervention | 24.33 (2.42) | 26.75 (2.22) | 26.63 (2.21) |
| SEND Comparison | / | 23.78 (2.10) | 26.22 (2.10) |

Table 4: Mean attainment scores of the SEND students in the intervention and comparisons groups, across years (standard deviations are in parentheses).

3.5 Relationships between attribute scores and performance measures

A multiple linear regression was conducted to test for relationships with combined attribute scores and the following variables:

- Learner attendance
- Learner pupil premium status
- Learner attainment level (Maths, Reading, Writing)
- Attitude to Learning (Year 7)

Only three of these variables were related to combined attribute scores: Attitude to Learning Score (Beta = 19.05; $t = 2.38$; $p = .019$; partial correlation = .23), Maths relative to Expectations (Beta = 19.05; $t = 2.38$; $p = .019$; partial correlation = .23) and Reading Level (Beta = 6.16; $t = 2.63$; $p = .010$; partial correlation = .25). These relationships were stable even when accounting for whether respondents were in the intervention group or not.

Section 4- Discussion Group Data

4.1 Comparison of 'pre-transition' discussion group themes

The 'pre-transition' discussion groups were undertaken towards the end of Year 6 with both the intervention and comparison group learners. Thematic analysis of these 'pre-transition' discussion groups identified nine themes. Of these, five themes were the same or similar between the intervention and comparison group. Three themes were only identified in the comparison group discussions, with one theme identified only for intervention group participants, as below:

Themes that were the same/ very similar between Year 6 comparison and intervention groups:

- 'New is Exciting'
- 'Mixed feelings'
- 'Growing-up, yet feeling very small'
- 'Stories and initial impressions of secondary school'
- 'Taking a positive attitude'

Themes found only in the Year 6 comparison group:

- 'Influence of feelings about primary school'
- 'Hard work and higher expectations'
- 'Dependency on existing social circle'

Themes found only in the Year 6 intervention group:

- 'Practical strategies to cope with change'

4.1.1 Pre-transition themes identified in both comparison and intervention groups

'New is Exciting'

Both the intervention and comparison group were excited by the "newness" of secondary school – of meeting new people, making new friends, doing new subjects, wearing new clothes, having new experiences and exploring a new school environment. Other feelings associated with the excitement of going to a new school were happiness and a sense of impatience for the new school term to start. Some learners had the sense of transition being a "new start", a chance to improve themselves or felt that they were about to embark on an exciting new stage of their journey to adulthood. Though both the intervention and comparison groups expressed this excitement, the sense of excitement and anticipation appeared somewhat greater in the intervention group discussions.

"High school will be something new to discover" (Comparison group)

"I get to turn up and just start everything afresh" (Comparison group)

"I'm feeling very excited about moving up in the world and, like, making new friends.

It's just going to be really exciting!" (Intervention group)

"I'm excited for a new start!" (Intervention group)

'Mixed feelings'

Both the comparison and intervention group described how they were experiencing a mix of positive and negative feelings in relation to the impending transition to secondary school, most frequently excitement mixed with nervousness or fear. Excitement often related to meeting new people and making new friends. Anxiety was frequently felt about getting lost on the way to class, or about struggling with new, unfamiliar schoolwork.

Despite the prevalence of mixed feelings for both the intervention and comparison groups, we found some differences in how these mixed feelings were expressed within the two groups. Mixed feelings in the comparison group were often described as strong emotions, like *"fear"*, *"anger"*, *"moody"*, *"sad"* or *"terrified"*. Several participants found it difficult to articulate exactly why they were feeling so *"mixed-up"* or *"weird"*. In contrast, the intervention group most often expressed a somewhat more uniform description of emotions, generally using the terms *"excitement"* combined with *"nervous"* or *"worried"*. Worries in the intervention group were generally quite specific and clearly articulated, for example, worry about finding it difficult to make friends, worry about getting lost, or worry about struggling with a particular academic area, such as maths or homework.

"It's going to be terrible!" (Comparison group)

"I'm not really that fussed about going up to secondary school but I'm a little bit worried as well... I don't really know why." (Comparison group)

"Getting to the school and losing where you're going to and getting lost and having to make new friends – that's difficult for me." (Intervention group)

"I think it's having to go to all different rooms that is terrifying..." (Intervention group)

'Growing-up, yet feeling very small'

Learners in both the comparison and intervention groups were worried that they would frequently become lost in the much larger secondary school building. Also daunting to both groups was the physical size of the older learners, often referred to as *'the big people'*. Both the comparison and intervention groups discussed their transition in terms of moving from being the oldest learners to the youngest in the school, which they anticipated would feel strange and possibly make them vulnerable both to deliberate bullying and to accidental injury when moving around the school.

Both the comparison and intervention groups also explained that secondary school teachers would expect more mature behaviour from them. They felt they would be expected to become newly responsible and self-organising which, both groups explained, they didn't really need to be at primary school where people organised activities and reminded them what needed to be done.

Similarly, both the comparison and intervention groups felt that secondary school represented a new stage in their journey towards adulthood, and told us that they would need to begin thinking about and planning their futures, which some found exciting and others found quite daunting. To learners in both the comparison and intervention group,

transition appeared to simultaneously emphasise both an inevitable point of growing up, and their relative immaturity and inexperience.

“I’m nervous... I’m going to be midget and I’m going have to look up at all these big people.” (Comparison group)

“We’ll be the little fish in a great big tank!” (Intervention group)

‘Stories and initial impressions of secondary school’

Both the comparison group and the intervention group had clearly listened to the information older friends and siblings gave them about secondary school, were influenced by the tone of these stories and never doubted the truth of what they were told. Both the intervention and comparison groups appeared eager to gather as much information as they could from people they already knew. The majority of learners in both the comparison and intervention groups had visited the school, and almost all seemed impressed, and often daunted, by the size of the school building.

“My sister says it’s horrible and she knows, she’s in year 10.” (Comparison group)

“My sister who used to go to Avon Valley... she said when you’re walking around the school you have to always have your blazer on.” (Comparison group)

“I can’t wait to go on that ginormous playground. And that field!” (Intervention group)

“I went to my cousin’s sports day there... It’s big!” (Intervention group)

‘Taking a positive attitude’

This theme was similar across the intervention and comparison groups, but with some notable differences. In the comparison group, a number of learners talked quite broadly about taking a positive attitude towards transition, with exhortations such as *“Try your best”* and *“you should enjoy yourself”*, with one person explaining that their mum had told them to enjoy it because *“school is the best time in your life.”* Some people also talked about the importance of positive behaviour towards others.

The same ideas were expressed in the intervention group, but a wider range of positive thoughts was revealed. Language often referred to ideas around confidence and self-esteem, which was rarely the case with the comparison group. Intervention group learners also suggested practical strategies around planning and organisation to make a positive start.

“You just have to look on the bright side and not worry about it.” (Comparison group)

“Be nice to others and they’ll be nice to you.” (Comparison group)

“Try always to stay on target... make a rota and be organised.” (Intervention group)

“Meeting new people is good, to improve your social skills.” (Intervention group)

“You should make sure you keep your self-esteem and always be confident.” (Intervention group)

4.1.2 Pre-transition themes identified only within the comparison group

'The influence of feelings about primary school'

Learners in the comparison group revealed how their attachment to primary school negatively affected their feelings about transition, as they didn't want to leave the school they enjoyed and were familiar with. Comments also revealed that some learners' experience of primary school had affected their expectations for their future at secondary school, with positive primary experiences leading to positive expectations, and negative primary experiences leading to negative expectations of the future.

"I'm happy and sad. I won't like it there because I don't like school anyway. I'm happy to leave this school though." (Comparison group)

"I love this school. You can find something good about every school as well. You should work hard and be positive and enjoy yourself." (Comparison group)

"I do think it's really going to be mostly the same." (Comparison group)

'Hard work and higher expectations'

Learners in the comparison group clearly felt that secondary school would demand harder work and that the work there would be more difficult. Homework was perceived to be arduous, and several anticipated problems managing this. Negative views about homework were clearly often influenced by warnings from siblings, friends and parents.

It was also commonly anticipated that teachers at high school were much stricter than at primary school, and that care should be taken to behave in class and not upset the teachers or get a detention. A number of learners also made reference to the higher expectations they would be subject to in terms of adhering to a strict uniform code, and behaving more sensibly. Several groups discussed the importance of staying away from other people who were distracting or behaved badly, so that they wouldn't get drawn into trouble.

"You're up all night doing [homework]. And you get set long essays." (Comparison group)

"The teachers, they'll be stricter and, like, it's harder to get around them." (Comparison group)

"When you go up to secondary school they expect you to do more and be better at things than they do in primary school." (Comparison group)

'Dependency on existing social circle'

A sense of dependency on their existing social circle was found to be a recurring theme in the comparison group discussions. Many learners were reassured by the knowledge that their primary school friends would be moving up to secondary school with them, and that at least some would be likely to be in the same class. Having older friends or siblings at the same school was also reassuring for many learners who felt these contacts would help them out if they got lost, needed to know something, or needed protection from bullies (which several had been warned about by the older learners in their social circle). The intervention group did not display the same dependency on their existing social circle for support in secondary school, though a few did mention that they had friends or siblings already there.

“I’ve just talked to my brother. He used to go there, so I got some advice from him. Just things like, be safe, be careful, you’ve got friends there if you need them. Be safe.”

(Comparison group)

“I’ve got a brother there, so I can hang around with his friends...” (Comparison group)

“Actually I don’t think I’ll be that nervous because quite a lot of my friends are going and I know friends up there.” (Comparison group)

“I’m excited because I know lots of year 8s and year 7s there and I’ve got loads of best friends in year 7 and they’ve said how they’ve always wanted me to go to that school and I can stay with them at lunchtime.” (Comparison group)

4.1.3 Pre-transition themes identified only within the intervention group

‘Practical strategies to cope with change’

Both the comparison and intervention groups identified similar potential difficulties with transition: concerns about social interaction, academic work, getting used to a new environment and new processes. However, learners from the intervention group differed in that they discussed a wide range of practical strategies to help them cope with transition, a topic almost entirely absent in discussion with the comparison group.

Some strategies were very practical, including buying any forgotten equipment or lost uniform items from the school shop, using maps and wall signs to navigate around the building, asking friends and relatives in higher year groups to give a tour. There was a consensus that asking teachers or other learners for help if lost or being bullied was a good idea. Joining clubs was a popular strategy for meeting new people and trying new activities. Various strategies for managing homework were suggested, such as joining a homework club, devising a rota and working with friends. Other strategies for managing work were asking teachers or other learners for help, joining subject-specific clubs, persevering and trying different solutions, learning new skills, trying to meet targets and aiming to get as much work finished in lessons as possible. Both the comparison and intervention groups felt staying away from troublemakers was important, and came up with several strategies to deal with people who are distracting in lessons.

The importance of having a positive mental attitude was discussed by both groups, but the intervention group, in contrast to the comparison group, also discussed strategies to manage emotional reactions like anger, and practical ways to keep a more positive mood during transition such as aiming to talk to new people every day, focussing on skills, looking at challenges as a way to learn, having self-confidence, trying to understand other people’s feelings and asking others for support.

“See if you can find someone else in your [tutor] group to sit by... And you can go and find them at break and, like, chill out with them.” (Intervention group)

“If people are naughty, you need to just ignore them.” (Intervention group)

“Make a rota and be organised.” (Intervention group)

“Take risks... So, if there’s a trip or something, that you’re nervous about, you should still try and go.” (Intervention group)

4.2 Content analysis of ‘pre-transition’ worksheets

A content analysis of the text on the discussion group worksheets was undertaken. The findings support those of the thematic analysis, showing that the intervention group displayed a greater confidence and pragmatism regarding transition to secondary school than had been displayed by the comparison group.

The table below shows the responses given to the question ‘How do you feel about going to secondary school?’ Responses were categorised as being either an ‘all positive’, ‘all negative’ or a ‘mixed’ response containing both positive and negative elements. Although half of the intervention group learners gave a ‘mixed’ response, their overall feelings appeared more positive. Just over 1 in 3 intervention group learners gave ‘all positive’ responses, contrasting with only 1 in 4 comparison group learners who did the same.

The feelings named in response to the question ‘How do you feel about going to secondary school?’ were also categorised and counted. The intervention group made more use of words and statements representing positive feelings about transition to secondary school than the comparison group. For example, 24% more of the intervention group learners using the word ‘excited’, and 57% more used the words ‘confident’ and/or ‘happy’. Three times as many intervention group learners wrote that they were ‘looking forward to learning new things’. Similarly, 18% of learners in the intervention group wrote that they were ‘looking forward to meeting new people’, something which was not written at all by learners in the comparison group. Overall, this seems to suggest a strong increase in the learners’ positive attitudes and feelings towards going to secondary school.

| How do you feel about going to secondary school? (response categories) | | | |
|--|--------------|-------|--------------|
| | All Positive | Mixed | All Negative |
| Comparison group | 25% | 58% | 17% |
| Intervention group | 36% | 49% | 15% |
| Percentage-point difference | +11 | -9 | -2 |
| Percentage difference | +44% | -16% | -12% |

| How do you feel about going to secondary school? (feelings) | | | | |
|---|------------------|--------------------|-----------------------------|-----------------------|
| | Comparison Group | Intervention Group | Percentage-point difference | Percentage difference |
| ‘Excited’ | 45% | 56% | +11 | +24% |
| ‘Confident’ / ‘Happy’ | 21% | 33% | +12 | +57% |
| ‘Looking forward to learning new things’ | 6% | 18% | +12 | +200% |
| ‘Looking forward to meeting new people / new friends’ | 0% | 18% | +18 | - |
| ‘Angry’ / ‘Moody’ / ‘Emotional’ | 6% | 2% | -4 | -67% |
| ‘Scared’ | 21% | 20% | -1 | -5% |
| ‘Nervous’ | 17% | 33% | +16 | +94% |

A minority of comparison group participants used words representing strong negative emotions, such as 'angry', but this strength of negative emotion was only very occasionally expressed by learners in the intervention group. However, negative emotions were not completely absent from the intervention group: the proportion of learners in the two cohorts using the word 'scared' was the same, and almost twice as many intervention group learners wrote that they were 'nervous'. These results may then represent a persistence of what might be termed 'healthy anxiety' or 'natural trepidation' towards undertaking a big life change. However, this is combined with an increase in positive feelings that mix with, and to some extent mitigate, nervousness about the move to secondary school.

This supports the findings from our thematic analysis of the discussion groups in which both the intervention and comparison groups identified similar themes of mixed emotions towards the changes transition would bring, but there was a difference in the response to these emotions. The comparison group appeared more concerned about maintaining the support of existing friendship groups, and more worried about building new relationships with peers and teachers, new routines and new workloads. In contrast, the intervention group seemed more excited, more likely to be thinking about new opportunities, and more likely to have thought of a range of strategies to help them to be successful in their new school.

4.3 Comparison of 'post-transition' discussion group themes

The 'post-transition' discussion groups were undertaken half a term into Year 7 with both the intervention and comparison group learners. Thematic analysis of these 'post-transition' discussion groups identified six themes that were similar across both the comparison and intervention groups, with some caveats. In addition to these six shared themes, one additional discrete theme was found within the comparison and intervention groups, as below:

Themes that were the same/ very similar between Year 7 comparison and intervention groups:

- **'Secondary school is better than expected'**
- **'Mixed feelings'**
- **'Feeling small'**
- **'Challenged by higher expectations, self-organisation and discipline'**
- **'The importance of friends, both old and new'**
- **'Taking a positive attitude'**

Themes found only in the Year 7 comparison group:

- **'Trying new things'**

Themes found only in the Year 7 intervention group:

- **'Actively engaged'**

4.3.1 Post-transition themes identified in both comparison and intervention groups

'Secondary school is better than expected'

Both the comparison and intervention groups reported that secondary school was a much more positive experience than they had expected it would be. However, there were some differences in the way this was explained. The comparison group described how secondary school was 'less scary' and intimidating than they had feared. The older learners and teachers seemed nicer, discipline was less strict than imagined and, for some, classwork and homework had been less difficult to manage than they had feared. Some explained that older secondary school learners, and some teachers in primary school, had told them worrying stories about secondary school which, in reality, now seemed exaggerated.

In contrast, the intervention group mostly described secondary school in terms of what was more interesting and engaging than imagined, rather than ways it was less scary or unpleasant than feared. This difference suggests that the intervention group had fewer negative expectations pre-transition than the comparison group and that, consequently, they felt a sense of engagement in contrast to the comparison group's relief.

"They said we'd get homework every night which was a complete lie 'cause we don't get it every night." (Comparison group)

"The teachers are not actually as horrible, not as strict as I thought. They're actually quite nice." (Comparison group)

"I find it fun and cool. My favourite bits are doing my homework and the new lessons." (Intervention group)

"I find it quite fun. I like it. I enjoy the lessons. I like walking my way to all the different classes instead of staying in just one place all day." (Intervention group)

'Mixed feelings'

Despite most learners across both groups having clearly settled into their new school, mixed feelings were frequently present. In the comparison group, some learners clearly missed their primary school and, in one discussion, all learners in the group said they definitely preferred their old school, despite enjoying aspects of secondary school. Some comparison group learners felt that secondary school work was much harder and that the teachers were stricter. A number of learners said they had made no or just a few new friends, while others described annoyance at constantly switching between classrooms and subject teachers.

For the intervention group, the overall reaction to secondary school seemed more positive than the comparison group, but some learners were clearly still adjusting to their new school. Issues causing problems included navigating around the new building, adjusting to a different level of schoolwork, and gaining trust in their new teachers.

"My new teachers they are nice [but] when I can't understand something... I'm really too nervous to say I don't understand it." (Comparison group)

"I've had, like, mixed emotions. Sometimes I'm nervous, then I'm happy and excited, then I'm stressed." (Intervention group)

'Feeling small'

Being the youngest, smallest learners was a theme within both the comparison and intervention groups. Older learners were clearly perceived as physically threatening by some Year 7s, due to their size and the force with which they moved around the school. Intervention group learners 'made light' of much of this unlike learners in the comparison group, but it was still clear that several had been hurt by pushing in the corridors and/ or did feel intimidated by the size of the older learners.

"What happened to me was, in the middle of changing classes, well it was a big disaster. Everyone pushes, and then once everyone pushes you, and then once, in this massive push at the bottom of the stairs, this like herd of people, they're pushing and shoving, you can't get up the stairs even, you feel, well, it's like an emotional rollercoaster... Everyone's on top of you..." (Comparison group)

"[We're] always getting pushed around in the corridors. And all the year 7s are blocking the stairs... I think we need to start sliding down the bannisters!" (Intervention group)

Both the comparison and intervention groups mentioned that they had found the older learners allocated to them as 'buddies' useful. Several learners in the comparison group mentioned that they had been surprised at how helpful some older learners were, and had found this really encouraging. Learners in the intervention group also talked about how useful older siblings could be as sources of reassurance and helpful information.

"You each have your buddies, year 10s and year 11s. And they come every Friday to talk to you about anything you've been struggling with throughout the week...They'll help you out." (Comparison group)

"Having someone who was here helped, and who then tells me that it's all going to be OK, so, like my cousin did." (Intervention group)

'Challenged by higher expectations, self-organisation and discipline'

Many learners in both the comparison and intervention groups felt that the work undertaken at secondary school was harder, and that teachers had greater expectations of the level and amount of work learners needed to do. Some found these greater expectations difficult or resented them, while others felt their efforts would be rewarded in the long run. The majority of learners in both groups complained that the amount of homework they were given was *'just too much'*. Similarly, a few learners from both groups described struggling to access a computer for long enough to get it done, though a few learners in the intervention group said they enjoyed using the online homework system and really enjoyed spending time doing their homework.

Learners in both the comparison and intervention groups felt organisation, thorough planning and time-management, was the key to coping with the quantity of classwork and homework they were given. Both groups talked about the importance of focussing in lessons instead of talking in order to keep track and complete the work set on time. Both groups mentioned that detention was the disciplinary measure taken if rules were broken or work was not done, and several groups had learners who admitted to having already

received detention. Though learners appeared to accept this measure, for some it added to the pressure they felt to work hard and keep up.

“If for instance you don’t hand in your homework at secondary school, that’s it, like, it’s game over.” (Comparison group)

“The lessons, they are quite hard sometimes. But you do learn a lot from each lesson.” (Comparison group)

“You need to hand homework in on the deadline otherwise you get detention.” (Intervention group)

‘The importance of friends, both old and new’

Friendship and peer acceptance seemed central to successful transition, and most of the learners we spoke to in both the comparison and intervention groups reported having quickly made new friends. Learners from both groups were also keen to point out the importance of choosing the right kind of friends who wouldn’t distract them or lead them into trouble.

A clear difference between the groups was a greater emphasis by the intervention group on the new friends being made, though some did say that they now had several circles of different friends, or had successfully combined their old and new friendship groups. Learners in the comparison group often mentioned having old friends around as a ‘safety net’ in case their new friendships failed, or to combat their loneliness in those lessons where they had made no new friends.

“It’s not only people from your tutor group that you’re going to get along with, we all get to know each other. That’s been really nice.” (Comparison group)

“You get the opportunity here of making new friends instead of being only friends with your old ones.” (Intervention group)

‘Taking a positive attitude’

Learners in both the comparison group and the intervention group discussed how positive thinking was helpful in the transition to secondary school, although there were differences in the nature of the positive thinking the two groups were engaging in. The comparison group listed positive ways of thinking which included focussing on the positive things about secondary school, not dwelling on memories of primary school, not worrying and giving themselves time to adjust to their new environment. Feelings of being more grown-up and ‘freer’ were mentioned, and one person talked about the importance of being yourself when meeting new people. In both groups, a sense of having settled-in often appeared related to acceptance by peers/ new friends, showing the importance of social success for young people’s self-esteem and successful transition.

Similarly, learners from the intervention group discussed how positive thinking could help them with the transition, and mentioned many positive thoughts similar to those expressed by the comparison group. However, they also used an increased range of language to

describe helpful thoughts and attitudes, as well as a set of associated behaviours. 'Self-esteem' and related attributes like 'confidence' were mentioned often. Learners described the necessity of being 'open' when meeting new people and trying new activities. A greater number of learners from the intervention group talked about the importance of 'being yourself' around new people, rather than trying to impress, 'fake' or 'hide' to fit in. 'Perseverance' / 'trying again' was often mentioned by the intervention group as being important when coping with challenges like getting lost, making new friends and tackling new subjects.

"Don't worry about the bad things, think about the good things, like think about inspiring things, like, so in English or something, think good things, like working well with people..."

(Comparison Group)

"Don't use a map, try and learn your way around, because if you always use a map or something you'll rely on it, but if you learn it by yourself you'll remember it easier. And you won't have to keep getting your planner out all the time."

(Comparison Group)

"I feel proud because I'm fitting in and that I've had no worries so far and I'm making new friends."

(Intervention group)

"Be yourself. And don't be afraid to stand out."

(Intervention group)

"Being confident in a new school makes it fun. Now I'm here I'm probably over-confident because I'll try anything!"

(Intervention group)

4.3.2 Contrasting post-transition themes

'Trying new things' vs. 'Actively engaged'

Approximately half of the learners in the comparison group talked about having joined clubs, often to try something they had never tried before but thought sounded interesting or fun. As well as being enjoyable, it was felt that clubs could be a good way to meet new people and gain a new skill.

The intervention group showed an even greater enthusiasm for joining clubs, which was a popular topic in almost every group, with most learners having joined or planning to join a club. The intervention group gave much more attention to the importance of actively engaging with activities and lessons in secondary school, rather simply saying they would be 'working hard' or 'joining in'. Intervention group learners talked about active engagement and participation and choosing to take an interest in things, rather than simply following rules or completing set tasks.

"Work hard... So like by, erm, keeping your grades up and listening to the teachers when they're trying to give you tips and stuff."

(Comparison group)

"When you're doing tests and that, make sure you concentrate so that you get the best score in your test and get the higher grades."

(Comparison group)

“Engage more with your learning. Listen more carefully and try and put your hand up as much as possible.” (Intervention group)

“I will try to make the most of it by learning. Like, learning new languages and like, learning more English, because I’m not great at that. So by trying to catch up.” (Intervention group)

“Get involved with different groups. And see what else [you] can get involved in. And make other friends from other groups, like, from all different clubs.” (Intervention group)

4.4 Content analysis of ‘post-transition’ worksheets

A content analysis of the text on the Year 7 discussion group worksheets was undertaken. The findings broadly reflect those of the thematic analysis, clearly showing that the intervention group have greater confidence and positive adaptation to secondary school than their comparison group peers.

The table below shows the responses given to the question ‘How would you describe your experience of secondary school so far?’ Responses were categorised as being either ‘all positive’, ‘all negative’ or a ‘mixed’ response containing both positive and negative elements. Learners’ feelings appeared more positive in the intervention group, with almost three-quarters providing an ‘all positive’ response, which was 25% higher than in the comparison group. In both groups, just one person gave an all negative response to this question.

The intervention group contained a higher proportion of learners who were making friends and enjoying meeting new people, which reflected the findings from the thematic analysis of the discussion groups. There was also a greater proportion of intervention group learners who felt that secondary school was better than primary school, which reflects the finding that ‘missing primary school’ was an issue for the comparison group but not the intervention group.

Around 1 in 10 learners in the intervention group were still adjusting to the new building, with a similar proportion describing the schoolwork as challenging, which was somewhat higher than for the comparison group. However, the intervention group, but not the comparison group, described secondary school as different (in a neutral way), and as a safe, supportive environment. Therefore, this demonstrates more positive feelings, even where some learners are still consciously adjusting to the major change half a term after their transition.

| How would you describe your experience of secondary school so far? (response categories) | | | |
|--|--------------|-------|--------------|
| | All Positive | Mixed | All Negative |
| Comparison group | 59% | 39% | 2% |
| Intervention group | 74% | 24% | 2% |
| Percentage-point difference | +15 | -15 | - |
| Percentage difference | +25% | -38% | - |

| How would you describe your experience of secondary school so far? (feelings) | | | | |
|---|------------------|--------------------|-----------------------------|-----------------------|
| | Comparison Group | Intervention Group | Percentage-point difference | Percentage difference |
| Made friends / enjoying meeting new people | 14.3% | 21.7% | +7.4 | +52% |
| Better than primary school | 14.3% | 19.6% | +5.3 | +37% |
| Still feels big / getting lost | 8.9% | 10.9% | +2 | +22% |
| Challenging work / tests | 8.9% | 10.9% | +2 | +23% |
| Enjoying new subjects / classes | 23.2% | 23.9% | +<1 | No change |
| Quickly settled in | 17.9% | 17.4% | +<1 | No change |
| Described as different (not in negative way) | 0% | 6.5% | +6.5 | n/a |
| Feels supported / safe | 0% | 8.7% | +8.7 | n/a |

4.5 Analysis of interviews with teachers

Semi-structured telephone interviews were undertaken with five teachers who had been involved in developing and delivering challenges. This section provides a brief summary of their responses.

4.5.1 Key Impacts of the challenge teaching on learners

Teachers named several key areas of impact they had noticed from participation in the project, including an increase in self-awareness, aspiration, determination, independence and self-control. This was supported by our discussions with learners, who recalled challenge teaching they had done around self-control, emotions, self-esteem, future-planning and work on routes:

Increased self-awareness: Several teachers felt that learners' self-awareness had increased in terms of their self-esteem, self-worth, self-efficacy and self-confidence, as well as their awareness of other people. For many learners, the language had been initially unfamiliar to them, but in learning the vocabulary, teachers felt that increased self-awareness had been embedded and would hopefully be retained for the future.

Increasing aspiration: Most of the teachers interviewed felt work on routes and future aspirations was important, as many of the learners lacked a range of role-models and/or awareness of the different future possibilities open to them:

“Routes was something that was really interesting because the children don’t have big ambitions for themselves because of where they come from. So now when we talked about what job they’d like to do, things like that, they were looking at their own role models, in terms of their families. So we started to look a bit wider to things they were more interested in. And then they looked at the routes they needed to take.”

Increased determination and independence: Several teachers felt that the project had enabled learners to think independently about their own future, what they wanted to achieve and what they needed to do for themselves to reach that goal. They felt this had increased determination and a sense of independence in learners who were often very dependent on the support and guidance of adults.

Improved self-control: Several teachers felt improving self-control would increase learners' ability to handle the stress and change of transition, and would improve behaviour and attainment. One primary school teacher described witnessing the impact of a learner's increased reflection and control of their own behaviour:

"They were able to see and think and reflect on what had happened to them previously and then start to think about what they're going to do in order to control their emotions and think about those impacts. So in terms of our behaviour policies, in terms of one particular child in our class, he's reducing his behaviour and his time penalties by 50%."

4.5.2 Impact on readiness for transition

One primary school teacher felt she had noticed a change in those learners who had taken part in the project, who seemed more prepared for transition:

"A lot of my children last year weren't ready to go to secondary school, they had lots of anxieties, whereas this year, though I don't necessarily think they're all ready... a lot more of them this year are understanding what they're going to face when they get there, and have different things that can support them in terms of their understanding of self-control and things like that. They're thinking about their self-esteem and about their routes already. So they know the sorts of things that they need to focus on."

Importance of self-control: One class teacher explained that self-control could be very important in the transition to secondary school as learners will no longer be in a single class "with that one secure teacher."

Importance of an awareness of routes: Several teachers felt understanding routes and thinking about where they wanted to go in the future would be helpful for learners who now choose their GCSE subjects in Year 9. Having routes in mind was also felt to increase learners' aspiration, focus and determination which it was felt could help them settle down and focus on the future at secondary school.

Importance of resilience: Several teachers felt anything that increased learners' personal resilience would be very helpful to them when coping with the changes and challenges of transition.

4.5.3 Practical considerations

Teachers gave some insight into how the programme could be most easily incorporated into a busy curriculum:

Relevance to SMSC: Teachers felt the programme was very relevant to SMSC, but that thinking about progression characteristics could be embedded within other areas of the curriculum too. One teacher felt it related strongly to the Key Habits taught throughout their primary school.

Age-appropriateness: All of the interviewed teachers felt that Year 6 learners were ready for this kind of curriculum. Several teachers suggested it may be useful to begin learning these concepts in Year 5, so that they were strongly embedded at the point of transition, with the caveat that some language may need to be simplified for use with younger learners.

Parental involvement: One teacher had particularly enjoyed the opportunity to involve parents in the 'Strengths' challenge and felt learners had really appreciated their parents' involvement too.

Networking: Several teachers stated that they had enjoyed the opportunity to work with their colleagues from other schools, feeling that the project had provided a rare opportunity for this type of interaction.

Manual-based course: Teachers felt that the programme would be most useful in a pick-up manual form, with resources included which could be quickly photocopied. Several teachers commented that devising and making resources was the most time-consuming element of the teaching, so a pre-written manual including resources would be most pragmatic.

Retention: Clearly, a key challenge for teachers/ course managers is to create a set of engaging challenges with memorable learning outcomes.

4.5.4 Retained learning

All teachers said they really hoped that learners would remember what they had learnt and be able to apply it in a wide range of situations in the future. All felt that learners had retained some of the challenge learning. This is reflected in evidence from intervention group learners, who recalled some of the challenge teaching in the group discussions. This supports the teachers' observations on the engagement of learners with these topics, and the relevance of this teaching to transition:

Learners on Emotions and Self-control:

"I remember things about when you get angry, having your self-control. If we've got anger, keeping it within ourselves and not getting angry with the other people around us." (Year 7, intervention group)

"Self-control. So even if your friends get in with a really bad group, still try not to get in with that group. Make sure you stay out of it." (Year 7, intervention group)

Learners on self-esteem:

“If you have like low self-esteem when you get [to secondary school], you can hold on to [the challenge workbook], and keep it, and look back on it and see what everybody thinks about you. You might think you’re not good at stuff, but loads of other people think you are.” (Year 6, intervention group)

Learners on future-planning / routes:

“We did ‘My Dream Job’. Then we went online, and we read up to see how are you going to be able to get this dream job. And we also did a poster, or a timeline, I did a timeline... I thought it was helpful because it showed me that if I want to be a primary school teacher when I’m older I really have to strive and work hard at school, so that I know enough to become a teacher.” (Year 6, intervention group)

“It made me feel a lot more determined because, so you know what you need to do now. I know that I need to learn and do my work to achieve my goal.” (Year 6, intervention group)

Section 5- Key Findings

The evaluation data indicates that the *Building for Progression: A Foot on the Ladder* pilot project had a positive impact on preparing learners for transition to secondary school. The project enabled learners to develop strategies to be resilient, effective and engaged with their learning both before and after transition.

Key findings in relation to each of the research questions are considered below.

5.1 The extent to which the project supported learners to make a successful transition from primary to secondary school

- **Learners who participated in the project were more likely than those in the comparison group to be confident at the end of Year 6 about their transition to secondary school, and to be looking forward to the new experience.** Although the two groups shared similar concerns and nervousness about their imminent move to secondary school, those learners in the intervention group demonstrated a confidence that they knew how to succeed and were excited by the prospect of new opportunities. This was a distinct contrast to the comparison group, whose thoughts about making the move to secondary school often appeared defensive and emotion-focussed.
- **Half a term into secondary school, there is evidence that this more positive starting position had a positive impact on learners' initial experience of their new school.** Not only did the intervention cohort have a more positive view of their new school than the comparison group had done at the same stage, but they also demonstrated a greater level of engagement with the learning process. Whereas the comparison group were largely relieved that secondary school was much less 'scary' than they had feared it would be, and were generally enjoying themselves, the intervention group focussed far more on discussing how they had already engaged with the new activities, friends and opportunities found at secondary school.
- **The quantitative data indicates that those in the intervention group generally showed a greater improvement in their attribute category scores between Year 6 and Year 7 than their comparison group counterparts.** Despite the small sample size, the effects form a consistent pattern that indicate that further investigation with a larger cohort would be worthwhile, to build on the statistically significant effects that were found showing:
 - Those learners who had the lowest starting position had the greatest level of improvement from Year 6 to Year 7;
 - Attribute scores were positively correlated with teacher-assigned Attitude to Learning scores and levels achieved in Reading and Maths. This indicates that the general pattern of the intervention group scoring higher than the comparison group on these characteristics may be linked to improved attitude to learning and academic success.

5.2 How the project activities supported learners to develop key characteristics and skills, such as confidence, social skills, and learning strategies

- **A significant difference was found on the 'Hope' attribute scores, with the intervention group showing a greater mean increase from Year 6 to Year 7 than the comparison group.** This variable used the independently validated Children's Hope Scale, which combines children's thoughts that they can initiate and sustain action towards a desired goal with their perceived capability to produce routes to these goals. This reflects key elements of the project: ASDAN's *Learning to Learn* methodology aims to enable learners to develop an understanding of how they can be most effective; the project challenges were designed to develop learners' skills in the three areas of Aspiration, Awareness and Attainment, which together aim to support learners to identify, plan and achieve goals. This statistical result provides evidence that the project's approach and challenge activities were successful in enabling learners to identify and enact positive engagement with transition.
- **The intervention group articulated a wide range of positive practical strategies at the end of Year 6 to enable them to make the most of secondary school, something largely absent from the comparison group.** Learners in the Year 6 intervention group discussed a range of practical and psychological strategies which they intended to use to make the most of their move to secondary school. This contrasted with the comparison group who did not display this level and range of strategic thinking towards their impending transition. Learners in the intervention group were mostly able to identify memorable project challenges, and reflect on what they had learned from these. In the majority of cases, challenges had not been undertaken with an explicit reference to transition to secondary school, but had been presented in a more general context. Nevertheless, learners were able to apply their learning by giving examples of how they could use the skills they had developed or things that they had learned from the challenges within the context of succeeding in the new environment of secondary school.
- **The intervention group demonstrated a greater awareness of their emotional reactions than the comparison group, and articulated how they could manage these to achieve positive outcomes.** Specific challenges focusing on strengths, perseverance and self-control were discussed most often by the Year 6 intervention group learners. Many said that this was the first time that they had thought about what was good about themselves, what caused their emotions, and how they could control how they behaved rather than their behaviour being controlled by their emotional reaction. Many Year 7 intervention group learners could still recall specific challenge activities, with several giving examples of how they had applied this learning during their first half term of secondary school.
- **Feedback from teachers supports the evidence from learners that the project challenges had enabled learners to develop key characteristics and skills.** Several participating primary school teachers gave explicit examples of how learners in the intervention group were more prepared for secondary school than those in the comparison group had been. All of the teachers who were interviewed confirmed that the project challenges had introduced topics that had not previously formed part of their school curriculum, but had provided benefits to learners that extended beyond the time spent on the challenges, for example by improving general behaviour in school and engagement with learning.

5.3 The extent to which the project enabled schools to ‘close the gap’ between the success of the most disadvantaged learners and their peers

- **The quantitative data analysis shows those learners who had the lowest starting position showed the greatest level of improvement from Year 6 to Year 7.** Those in the bottom quartile of overall attribute scores at the end of Year 6 made significantly greater improvements from Year 6 to Year 7 than those in the top quartile, in particular in attainment and self-esteem. This effect was much stronger for the intervention group, suggesting that participating in the challenges was effective in narrowing the gap between those learners with the greatest level of need and their peers.
- **SEND learners who participated in the project showed improvements in attainment and self-efficacy a year earlier than SEND learners in the comparison group.** In addition, the self-efficacy of those SEND learners in the intervention group was much lower than that of non-SEND learners in Year 5, but similar to that of non-SEND learners by the end of Year 6. This indicates that the challenges enabled SEND learners to ‘close the gap’ in self-efficacy with their non-SEND peers prior to transition, and maintain a level largely equivalent to their peers into Year 7.

Section 6- Concluding Remarks

This evaluation has identified that those Year 6 learners who participated in the *Building for Progression: A Foot on the Ladder* pilot project had very similar emotions, worries and concerns about their transition to secondary school to those expressed by the comparison group. However, there was a notable difference in how they responded to and handled these emotions: the intervention group displayed a greater sense of agency, articulating positive strategies that suggested they felt more ‘in control’ than their comparison group peers.

These qualitative findings are supported by a statistically significant difference between the intervention and comparison groups on the improvement made on the Children’s Hope Scale. This independently validated scale combines children’s thoughts that they can initiate and sustain action towards a desired goal with their perceived capability to achieve these goals. This reflects the underlying principles of the project; and so the result indicates that the project was successful in its objective of enabling learners to develop skills that support their resilience and effectiveness.

It is too early to be able to evaluate the long-term academic success of those learners who participated in the project. However, there is strong evidence that the intervention group were equipped with a greater awareness of their own agency which, coupled with skills and strategies introduced and developed by the project challenges, enabled their immediate experience of transition to be more positive than that of their comparison group peers. Attribute scores were positively correlated with teacher-assigned Attitude to Learning scores and levels achieved in Reading and Maths. When combined with the intervention group showing greater increases in attribute scores than the comparison group from Year 6 to Year 7, this suggests that the project may have created the foundation for increased academic success.

The challenge activities received a positive response from learners and their teachers, with both identifying key links between challenge activities and wider benefits for learners. These benefits included greater engagement with learning beyond the project activities, in addition to being more prepared for transition and having a positive initial experience of secondary school. Particular benefits were identified for SEND learners and those in the lowest quartile of attribute scores, indicating that the approach of supporting academic attainment through the development of complementary skills has significant potential value in enabling those learners with the greatest need to ‘close the gap’ with their peers.

The small sample size of this evaluation limits the strength of the conclusions that can be drawn at this stage, but the pattern of positive effects identified indicate that further evaluation of this curriculum with a larger cohort of learners would be worthwhile. There would also be value in examining the longitudinal impact of the project, for example by looking at attitude to learning and academic achievement up to GCSE level, in order to understand the extent to which benefits for learners are sustained.

In conclusion, the indications are that the *Building for Progression: A Foot on the Ladder* project has had a positive impact both on supporting transition from primary to secondary school and on enabling a wider engagement with learning. The evidence shows that this pilot project has had a positive impact by enabling learners to develop their resilience and engage productively with their new school environment.

Appendix A- Example Learner Questionnaire

We are researchers looking at how to develop useful learning materials for children.

We would like you to answer some questions for us about what you think about learning, about yourself and about the future.

All the questionnaires will be given back to the researchers, and they are the only people who will read what you have written.

There are no right or wrong answers. Don't discuss your answers with anyone else, just put what you think yourself.

If you are not sure what a question means, put a circle around the question number. We can then explain the question to you.

**Please tick how much of the time you think each statement is true of you.
Only choose one box for each question.**

NAME: _____

DATE OF BIRTH: _____

SCHOOL: _____

CLASS: _____

DATE: _____



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 **Tiller**
research

ORANGE QUESTIONS

1. I feel there are a number of good things about me...

| | | | | | |
|--|--|--|---|--|---|
| None of the time <input type="checkbox"/> | A little of the time <input type="checkbox"/> | Some of the time <input type="checkbox"/> | A lot of the time <input type="checkbox"/> | Most of the time <input type="checkbox"/> | All of the time <input type="checkbox"/> |
|--|--|--|---|--|---|

2. I feel that I am a person of worth, I am worth as much as others...

| | | | | | |
|--|--|--|---|--|---|
| None of the time <input type="checkbox"/> | A little of the time <input type="checkbox"/> | Some of the time <input type="checkbox"/> | A lot of the time <input type="checkbox"/> | Most of the time <input type="checkbox"/> | All of the time <input type="checkbox"/> |
|--|--|--|---|--|---|

3. I take a positive attitude towards myself...

| | | | | | |
|--|--|--|---|--|---|
| None of the time <input type="checkbox"/> | A little of the time <input type="checkbox"/> | Some of the time <input type="checkbox"/> | A lot of the time <input type="checkbox"/> | Most of the time <input type="checkbox"/> | All of the time <input type="checkbox"/> |
|--|--|--|---|--|---|

PINK QUESTIONS

1. I think I am doing pretty well...

| | | | | | |
|--|--|--|---|--|---|
| None of the time <input type="checkbox"/> | A little of the time <input type="checkbox"/> | Some of the time <input type="checkbox"/> | A lot of the time <input type="checkbox"/> | Most of the time <input type="checkbox"/> | All of the time <input type="checkbox"/> |
|--|--|--|---|--|---|

2. I can think of many ways to get the things in life that are most important to me...

| | | | | | |
|--|--|--|---|--|---|
| None of the time <input type="checkbox"/> | A little of the time <input type="checkbox"/> | Some of the time <input type="checkbox"/> | A lot of the time <input type="checkbox"/> | Most of the time <input type="checkbox"/> | All of the time <input type="checkbox"/> |
|--|--|--|---|--|---|

3. There are things that I can do just as well as other kids my age...

| | | | | | |
|--|--|--|---|--|---|
| None of the time <input type="checkbox"/> | A little of the time <input type="checkbox"/> | Some of the time <input type="checkbox"/> | A lot of the time <input type="checkbox"/> | Most of the time <input type="checkbox"/> | All of the time <input type="checkbox"/> |
|--|--|--|---|--|---|

4. When I have a problem, I can come up with lots of ways to solve it...

| | | | | | |
|--|--|--|---|--|---|
| None of the time <input type="checkbox"/> | A little of the time <input type="checkbox"/> | Some of the time <input type="checkbox"/> | A lot of the time <input type="checkbox"/> | Most of the time <input type="checkbox"/> | All of the time <input type="checkbox"/> |
|--|--|--|---|--|---|

5. I think the things I have done in the past will help me in the future...

| | | | | | |
|--|--|--|---|--|---|
| None of the time <input type="checkbox"/> | A little of the time <input type="checkbox"/> | Some of the time <input type="checkbox"/> | A lot of the time <input type="checkbox"/> | Most of the time <input type="checkbox"/> | All of the time <input type="checkbox"/> |
|--|--|--|---|--|---|

6. Even when others want to quit, I know that I can find ways to solve the problem...

| | | | | | |
|--|--|--|---|--|---|
| None of the time <input type="checkbox"/> | A little of the time <input type="checkbox"/> | Some of the time <input type="checkbox"/> | A lot of the time <input type="checkbox"/> | Most of the time <input type="checkbox"/> | All of the time <input type="checkbox"/> |
|--|--|--|---|--|---|

7. I believe that I can succeed at most things to which I set my mind...

| | | | | | |
|--|--|--|---|--|---|
| None of the time <input type="checkbox"/> | A little of the time <input type="checkbox"/> | Some of the time <input type="checkbox"/> | A lot of the time <input type="checkbox"/> | Most of the time <input type="checkbox"/> | All of the time <input type="checkbox"/> |
|--|--|--|---|--|---|

8. I will be able to successfully overcome many challenges...

| | | | | | |
|--|--|--|---|--|---|
| None of the time <input type="checkbox"/> | A little of the time <input type="checkbox"/> | Some of the time <input type="checkbox"/> | A lot of the time <input type="checkbox"/> | Most of the time <input type="checkbox"/> | All of the time <input type="checkbox"/> |
|--|--|--|---|--|---|



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Foundation



GREEN QUESTIONS

1. I plan, do and review...then plan again...

| | | | | | |
|--|--|--|---|--|---|
| None of the time <input type="checkbox"/> | A little of the time <input type="checkbox"/> | Some of the time <input type="checkbox"/> | A lot of the time <input type="checkbox"/> | Most of the time <input type="checkbox"/> | All of the time <input type="checkbox"/> |
|--|--|--|---|--|---|

2. I express myself clearly in appropriate ways...

| | | | | | |
|--|--|--|---|--|---|
| None of the time <input type="checkbox"/> | A little of the time <input type="checkbox"/> | Some of the time <input type="checkbox"/> | A lot of the time <input type="checkbox"/> | Most of the time <input type="checkbox"/> | All of the time <input type="checkbox"/> |
|--|--|--|---|--|---|

3. I reflect on my growth and develop myself...

| | | | | | |
|--|--|--|---|--|---|
| None of the time <input type="checkbox"/> | A little of the time <input type="checkbox"/> | Some of the time <input type="checkbox"/> | A lot of the time <input type="checkbox"/> | Most of the time <input type="checkbox"/> | All of the time <input type="checkbox"/> |
|--|--|--|---|--|---|

4. I engage in, direct and apply my own learning...

| | | | | | |
|--|--|--|---|--|---|
| None of the time <input type="checkbox"/> | A little of the time <input type="checkbox"/> | Some of the time <input type="checkbox"/> | A lot of the time <input type="checkbox"/> | Most of the time <input type="checkbox"/> | All of the time <input type="checkbox"/> |
|--|--|--|---|--|---|

5. I work flexibly with others...

| | | | | | |
|--|--|--|---|--|---|
| None of the time <input type="checkbox"/> | A little of the time <input type="checkbox"/> | Some of the time <input type="checkbox"/> | A lot of the time <input type="checkbox"/> | Most of the time <input type="checkbox"/> | All of the time <input type="checkbox"/> |
|--|--|--|---|--|---|

6. When I work with others, we do things better together...

| | | | | | |
|--|--|--|---|--|---|
| None of the time <input type="checkbox"/> | A little of the time <input type="checkbox"/> | Some of the time <input type="checkbox"/> | A lot of the time <input type="checkbox"/> | Most of the time <input type="checkbox"/> | All of the time <input type="checkbox"/> |
|--|--|--|---|--|---|

7. I use many approaches to find solutions...

| | | | | | |
|--|--|--|---|--|---|
| None of the time <input type="checkbox"/> | A little of the time <input type="checkbox"/> | Some of the time <input type="checkbox"/> | A lot of the time <input type="checkbox"/> | Most of the time <input type="checkbox"/> | All of the time <input type="checkbox"/> |
|--|--|--|---|--|---|

BLUE QUESTIONS

1. I know what my strengths are...

| | | | | | |
|--|--|--|---|--|---|
| None of the time <input type="checkbox"/> | A little of the time <input type="checkbox"/> | Some of the time <input type="checkbox"/> | A lot of the time <input type="checkbox"/> | Most of the time <input type="checkbox"/> | All of the time <input type="checkbox"/> |
|--|--|--|---|--|---|

2. I make the most of my strengths...

| | | | | | |
|--|--|--|---|--|---|
| None of the time <input type="checkbox"/> | A little of the time <input type="checkbox"/> | Some of the time <input type="checkbox"/> | A lot of the time <input type="checkbox"/> | Most of the time <input type="checkbox"/> | All of the time <input type="checkbox"/> |
|--|--|--|---|--|---|

3. I actively investigate new possibilities...

| | | | | | |
|--|--|--|---|--|---|
| None of the time <input type="checkbox"/> | A little of the time <input type="checkbox"/> | Some of the time <input type="checkbox"/> | A lot of the time <input type="checkbox"/> | Most of the time <input type="checkbox"/> | All of the time <input type="checkbox"/> |
|--|--|--|---|--|---|

4. I understand the challenges I face...

| | | | | | |
|--|--|--|---|--|---|
| None of the time <input type="checkbox"/> | A little of the time <input type="checkbox"/> | Some of the time <input type="checkbox"/> | A lot of the time <input type="checkbox"/> | Most of the time <input type="checkbox"/> | All of the time <input type="checkbox"/> |
|--|--|--|---|--|---|

5. I understand my options and the routes to my goals...

| | | | | | |
|--|--|--|---|--|---|
| None of the time <input type="checkbox"/> | A little of the time <input type="checkbox"/> | Some of the time <input type="checkbox"/> | A lot of the time <input type="checkbox"/> | Most of the time <input type="checkbox"/> | All of the time <input type="checkbox"/> |
|--|--|--|---|--|---|

6. I know where to find the information I need...

| | | | | | |
|--|--|--|---|--|---|
| None of the time <input type="checkbox"/> | A little of the time <input type="checkbox"/> | Some of the time <input type="checkbox"/> | A lot of the time <input type="checkbox"/> | Most of the time <input type="checkbox"/> | All of the time <input type="checkbox"/> |
|--|--|--|---|--|---|

7. I know what help I need and where to find it...

| | | | | | |
|--|--|--|---|--|---|
| None of the time <input type="checkbox"/> | A little of the time <input type="checkbox"/> | Some of the time <input type="checkbox"/> | A lot of the time <input type="checkbox"/> | Most of the time <input type="checkbox"/> | All of the time <input type="checkbox"/> |
|--|--|--|---|--|---|

RED QUESTIONS

1. I know I am valuable...

| | | | | | |
|--|--|--|---|--|---|
| None of the time <input type="checkbox"/> | A little of the time <input type="checkbox"/> | Some of the time <input type="checkbox"/> | A lot of the time <input type="checkbox"/> | Most of the time <input type="checkbox"/> | All of the time <input type="checkbox"/> |
|--|--|--|---|--|---|

2. I can change my situation by my own efforts...

| | | | | | |
|--|--|--|---|--|---|
| None of the time <input type="checkbox"/> | A little of the time <input type="checkbox"/> | Some of the time <input type="checkbox"/> | A lot of the time <input type="checkbox"/> | Most of the time <input type="checkbox"/> | All of the time <input type="checkbox"/> |
|--|--|--|---|--|---|

3. I am excited by what is possible and I 'think big'...

| | | | | | |
|--|--|--|---|--|---|
| None of the time <input type="checkbox"/> | A little of the time <input type="checkbox"/> | Some of the time <input type="checkbox"/> | A lot of the time <input type="checkbox"/> | Most of the time <input type="checkbox"/> | All of the time <input type="checkbox"/> |
|--|--|--|---|--|---|

4. I work hard...

| | | | | | |
|--|--|--|---|--|---|
| None of the time <input type="checkbox"/> | A little of the time <input type="checkbox"/> | Some of the time <input type="checkbox"/> | A lot of the time <input type="checkbox"/> | Most of the time <input type="checkbox"/> | All of the time <input type="checkbox"/> |
|--|--|--|---|--|---|

5. I do my best...

| | | | | | |
|--|--|--|---|--|---|
| None of the time <input type="checkbox"/> | A little of the time <input type="checkbox"/> | Some of the time <input type="checkbox"/> | A lot of the time <input type="checkbox"/> | Most of the time <input type="checkbox"/> | All of the time <input type="checkbox"/> |
|--|--|--|---|--|---|

6. I bounce back from set-backs.....stronger...

| | | | | | |
|--|--|--|---|--|---|
| None of the time <input type="checkbox"/> | A little of the time <input type="checkbox"/> | Some of the time <input type="checkbox"/> | A lot of the time <input type="checkbox"/> | Most of the time <input type="checkbox"/> | All of the time <input type="checkbox"/> |
|--|--|--|---|--|---|

7. I press on to achieve my goals...

| | | | | | |
|--|--|--|---|--|---|
| None of the time <input type="checkbox"/> | A little of the time <input type="checkbox"/> | Some of the time <input type="checkbox"/> | A lot of the time <input type="checkbox"/> | Most of the time <input type="checkbox"/> | All of the time <input type="checkbox"/> |
|--|--|--|---|--|---|

Thinking about Secondary School



Name: _____ School: _____

1. Write down how you feel about going to secondary school

2. What do you expect to be the same as your current school.....

..... and what do you expect will be different?

3. Can you think of three things that you can do to make the most of secondary school?

- _____
- _____
- _____

Thinking about my first half term
at Secondary School



Name: _____ Which primary school did you attend?: _____

1. How would you describe your experience of secondary school so far?

2. What have you found to be the same as your primary school.....

..... and what have you found is different?

3. What helpful tip would you give someone in Year 6 that will help them when they start secondary school?



4. Can you think of three things that you can do to make the most of secondary school?

- _____
- _____
- _____