**Norwich Opportunity Area**

**Diagram

Description automatically generated**Transitions

Development Tools

**Audit Workbook 1**

**Current context and needs**

  
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# The audit tool

The resources in the audit tool are designed to be used to help school transitions leaders to conduct an evidence-based review of current support for transitions activities as well as planning for future development. However, they will also be helpful and transferable beyond this context.

## Introduction

This is the first of four workbooks designed to support ongoing evaluation and development. This workbook focuses on understanding the current context and needs of your school and pupils. The aim of this workbook is to help you to identify areas of need and to generate evidence to help you to draw conclusions about these areas of need in relation to school transfer and transition in your school community. If you have never considered transitions activities before in detail, this is probably the place to start. The workbook contains sets of questions that can be used as prompts to help with the process of reviewing your provision. They have been grouped into what we think are helpful themes which will help to guide your focus and plan your audit processes. Please remember that the questions are not exhaustive.

## Audit workbook 1 - Current context and needs

The aim of this workbook is to help you to identify areas of need and to generate evidence to help you to draw conclusions about these areas of need in relation to school transfer and transition in your school community.

*Audit workbook 1 action steps*

* **Step 1: contextual information.** This step helps you to create an evidence-based understanding of your current context in a holistic way.
* **Step 2: years six and seven.** This step helps you to create an evidence-based understanding of your current context focusing specifically on the transfer from year six to year seven.
* **Step 3: bringing it together.** This step is to help you to make judgements about provision for the needs identified in your contextual analysis, set priorities, and draw these priorities together in a way that identifies realistic opportunities for development.
* **Step 4: planning.** This will step help you to develop a set of actions that will guide the continuation and development of any existing provision and that will support the growth of new provision.
* **Step 5: summary action plan.** In this step, you will pull out the key aspects of your planning that need to be communicated to a wider audience. This step provides the overview of the capacity needed for implementation, as well as monitoring (and potentially reporting) deadlines.

# Step 1: contextual information

In this step you will identify areas of need and generate evidence to help you to draw conclusions about these areas of need in relation to school transfer and transition in your school community.

Use the following table (Table 1) to help you to create an evidence-based picture of your current context. The intention of each question is to highlight different possible areas for consideration. If it is not relevant you can leave it blank. If you think of other areas that are relevant, then add them to the bottom of the list. Please complete Table 1 as follows:

* ***Questions****: List relevant questions here. One per table row. Some are added for you.*
* ***This year****: Write your answer to the question for this year.*
* ***Last year****: Write your answer to the question for last year.*
* ***2 years ago****: Write your answer to the question for 2 years ago.*
* ***3 years ago:*** *Write your answer to the question for 3 years ago.*
* ***Note any changes over time****: Note significant differences across columns 2-5 that were planned.*
* ***Note any unplanned outcomes/changes****: Note significant differences across columns 2-5 that were unplanned.*
* ***Needs identified****: Write down any student transitions needs that arise from the situation this year (column 2) and changes over time (columns 3-5).*
* ***Evidence 1****: note down where you found the evidence to support your statement in columns 2-5*
* ***Evidence 2****: note down where you found the evidence to support your statement in columns 2-5*
* ***Evidence 3****: note down where you found the evidence to support your statement in columns 2-5*

## Key contextual information questions in Table 1

The questions in the table below seek to support your thinking as you complete Table 1. It is not an exhaustive list. Neither do they all need to be answered. You may wish to go through each question in turn, pick out some key questions, add your own or group them differently. Remember that the intention is to help you to understand your school context and to think about areas of need and development that you may or may not have considered before. It is a good idea to speak with colleagues as you develop your answers.

## Table 1: contextual information

\*An example is given in row 1

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Question** | **This year** | **Last year** | **2 years ago** | **3 years ago** | **Note any change over time** | **Note any unplanned outcomes/changes** | **Needs identified** | **Evidence 1** | **Evidence 2** | **Evidence 3** |
| \*What are your destination secondaries/feeder primaries | Main:  Secondary X  Secondary Y  Secondary Z  Some:  Secondary A,  Secondary B  Secondary W | Main:  Secondary W  Secondary X  Secondary Y  Secondary Z  Some:  Secondary B | Main:  Secondary W  Secondary X  Secondary Z  Some:  Secondary Y  Secondary B | Main:  Secondary X  Secondary Z  Secondary A,  Some:  Secondary W  Secondary Y  Secondary B | Secondaries W and A less significant  Secondary Y more significant | We still work closely with secondary W but there were few pupils involved this year. | Consider stronger links with Secondary Y  Review links with secondary W  Sustain links X, Y, Z | Student destinations table 2021 (central filesystem) | Parent conversations at consultation evenings | Pupil conversations in school |
| What are your destination secondaries/feeder primaries? |  |  |  |  |  |  |  |  |  |  |
| How many pupils do you have moving from year 6 to year 7? |  |  |  |  |  |  |  |  |  |  |
| What percentage of the school are year 7 pupils? |  |  |  |  |  |  |  |  |  |  |
| What is the gender split of the school? |  |  |  |  |  |  |  |  |  |  |
| What is the school’s class size average? |  |  |  |  |  |  |  |  |  |  |
| How many pupils are at the school who receive free school meals? (Raw number) |  |  |  |  |  |  |  |  |  |  |
| How many pupils are at the school who receive free school meals? (As a % of the school) |  |  |  |  |  |  |  |  |  |  |
| How many pupils are at the school who have special educational needs and/or disabilities? (Raw number) |  |  |  |  |  |  |  |  |  |  |
| How many pupils are at the school who have special educational needs and/or disabilities? (As a % of the school) |  |  |  |  |  |  |  |  |  |  |
| How many pupils are at the school who are looked after children? (Raw number) |  |  |  |  |  |  |  |  |  |  |
| How many pupils are at the school who are looked after children? (As a % of the school) |  |  |  |  |  |  |  |  |  |  |
| How many pupils are at the school for whom English is an additional language? (Raw number) |  |  |  |  |  |  |  |  |  |  |
| How many pupils are at the school for whom English is an additional language? (As a % of the school) |  |  |  |  |  |  |  |  |  |  |
| How many pupils are at the school who find good behaviour challenging? (Raw number) |  |  |  |  |  |  |  |  |  |  |
| How many pupils are at the school who find good behaviour challenging? (As a % of the school) |  |  |  |  |  |  |  |  |  |  |
| How many pupils are at the school who are considered disadvantaged? (Raw number) |  |  |  |  |  |  |  |  |  |  |
| How many pupils are at the school who are considered disadvantaged? (As a % of the school) |  |  |  |  |  |  |  |  |  |  |
| What are the school absence figures? (As a %)  If relevant, what was the school attainment 8 score? (As a %) |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| If relevant, what was the school disadvantaged progress 8 score? (Between +1 and -1) |  |  |  |  |  |  |  |  |  |  |
| If relevant, what was the school Progress 8 score? (Between +1 and -1) |  |  |  |  |  |  |  |  |  |  |
| If relevant, how many pupils stay in education after leaving? (As a %) |  |  |  |  |  |  |  |  |  |  |
| If relevant, what was the school progress score for reading? (Usually between -5 and +5) |  |  |  |  |  |  |  |  |  |  |
| If relevant, what was the school progress score for writing? (Usually between -5 and +5) |  |  |  |  |  |  |  |  |  |  |
| If relevant, what was the school progress score for maths? (Usually between -5 and +5) |  |  |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| If relevant, how many disadvantaged pupils achieved the expected standard in reading, writing and maths? (As a %) |  |  |  |  |  |  |  |  |  |  |
| How many fixed term exclusions occurred? (Raw number) |  |  |  |  |  |  |  |  |  |  |
| How many different pupils did this involve? (Raw number) |  |  |  |  |  |  |  |  |  |  |
| How many permanent exclusions occurred? (Raw number) |  |  |  |  |  |  |  |  |  |  |
| How many different pupils did this involve? (Raw number) |  |  |  |  |  |  |  |  |  |  |
| How many children are identified as being at risk of exclusion at the start of the year? (Raw number) |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| How many children are identified as being at risk of exclusion at the start of the year (as a % of the school)  How many pupils left school in the last year? (Raw number) |  |  |  |  |  |  |  |  |  |  |
| How many pupils left school in the last year? (As a % of the school) |  |  |  |  |  |  |  |  |  |  |
| How many managed moves were (in or out) there in the last year? (Raw number) |  |  |  |  |  |  |  |  |  |  |
| How many managed moves were (in or out) there in the last year? (As a % of the school) |  |  |  |  |  |  |  |  |  |  |
| What are any other key school characteristics that may help to inform student support and transitions work? |  |  |  |  |  |  |  |  |  |  |
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\*\*Add extra table rows as needed.

# Step 2: years six and seven

In this step you will create an evidence-based picture of your current needs. The intention of each question is to highlight different possible areas for consideration. If it is not relevant you can leave it blank. If you think of other areas that are relevant, then add them to the bottom of the list. Please complete Table 2 as follows:

* ***Questions****: List relevant questions here. One per table row. Some are added for you.*
* ***This year****: Write your answer to the question for this year.*
* ***Last year****: Write your answer to the question for last year.*
* ***2 years ago****: Write your answer to the question for 2 years ago.*
* ***3 years ago:*** *Write your answer to the question for 3 years ago.*
* ***Note any changes over time****: Note significant differences across columns 2-5 that were planned.*
* ***Note any unplanned outcomes/changes****: Note significant differences across columns 2-5 that were unplanned.*
* ***Needs identified****: Write down any student transitions needs that arise from the situation this year (column 2) and changes over time (columns 3-5).*
* ***Evidence 1****: note down where you found the evidence to support your statement in columns 2-5*
* ***Evidence 2****: note down where you found the evidence to support your statement in columns 2-5*
* ***Evidence 3****: note down where you found the evidence to support your statement in columns 2-5*

## Key year 6 and Year 7 questions in Table 2

The questions in the table below seek to support your thinking as you complete Table 2. It is not an exhaustive list. Neither do they all need to be answered. You may wish to go through each question in turn, pick out some key questions, add your own or group them differently. Remember that the intention is to help you to understand your school context and to think about areas of need and development that you may or may not have considered before. It is a good idea to speak with colleagues as you develop your answers.

## Table 2: Year 6/Year 7 needs information

\*An example is given in row 1

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Questions** | **This year** | **Last year** | **2 years ago** | **3 years ago** | **Note any change over time** | **Note any unplanned outcomes/changes** | **Needs identified** | **Evidence 1** | **Evidence 2** | **Evidence 3** |
| What are the key groups of pupils | SEND: Dyslexia, Autism, Epilepsy, ADHD, Anxiety | SEND  Dyslexia, Autism, Epilepsy, Tourette's syndrome,  Dyspraxia | SEND  Dyslexia, Tourette's syndrome,  Dyspraxia | SEND  Dyslexia, Epilepsy, Tourette's syndrome,  Dyspraxia | More pupils with Dyslexia, ADHD, and anxiety. | N/A | Support for anxiety | Student records | Parent conversations at consultation evenings | Pupil conversations in school |
| What are the key groups of pupils in year 6 and/or year 7, how many are there and what are their needs? |  |  |  |  |  |  |  |  |  |  |
| What are the key groups of parents of pupils in year 6 and/or year 7? |  |  |  |  |  |  |  |  |  |  |
| What are the key groups of Staff at your school who are involved with year 6 and/or year 7 pupils? |  |  |  |  |  |  |  |  |  |  |
| What other areas of need are there which may be specific to the context of your school? |  |  |  |  |  |  |  |  |  |  |
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\*\*Add extra table rows as needed.

## Note on the key questions

As you complete the table, you may like to consider the following:

1. What are the key groups of pupils in year 6 and/or year 7, how many are there and what are their needs?

*Consider SEND, behaviour, socioeconomic status, postcode, free school meals, specific needs, age, gender, race, dropout-rates, average grades, standardized test scores, predicted grades, attendance, family involvement, physical health, mental-health, caring responsibilities English as an additional language, religion as relevant*

1. What are the key groups of parents of pupils in year 6 and/or year 7?

*Consider socioeconomic status, income, gender, race, religion, involvement, first language, postcode as relevant*

1. What are the key groups of Staff at your school who are involved with year 6 and/or year 7 pupils?

*Consider Teachers, Teaching assistants, leadership, subjects, faculties, intake, pastoral responsibility as relevant*

1. What other areas of need are there which may be specific to the context of your school?

*Consider employment, social mobility, local infrastructure, local economy, local area planning, local health, local social care, local policing.*

# Step 3: bringing it together

This step is to help you to make judgements about provision for the needs identified in your contextual analysis, set priorities and draw these priorities together in a way that identifies realistic opportunities for development.

## Analysis of needs

1. Table 3 (below) is designed to help you to make judgements about provision for the needs identified above.
2. Transfer details from the two green needs columns from Tables 1 and 2 above into the first (green) column of the table below.
3. Then complete the table as follows:

* ***Areas where needs have been Identified****:* *This will be the details from the green ‘Needs identified’ columns in the tables above.*
* **Level of need:** Make an initial judgment about the severity of the need (the degree to which specific intervention is essential to support effective educational progress). Draw on your evidence from above. Answer = High/medium/low
* ***Number of pupils involved:*** *In each row, you may use RAW numbers or choose to categorize as follows: Over 90%, Between 75% and 90%, Between 50% and 74, Between 25% and 49%, Between 10% and 25%, Less than 10%,*
* ***Strength of evidence:*** *Make a judgement on the strength of your evidence - do you think your evidence is Strong, Moderate or Weak*

1. Now use the blue columns as follows:

**High need column****: c**heck this box if the ‘Level of need’ column (column 2) is **HIGH** and you have *either* three pieces of evidence or *at least* two pieces of evidence that are **moderate** or **strong**.

**High impact column: c**heck this box if the ‘Number of pupils involved’ column (column 3) involves the **highest numbers of pupils** (compared to other areas of need)and you have *either* three pieces of evidence or *at least* two pieces of evidence that are Moderate or strong.

**School priority column:** check this box if after steps A and B above the row is not checked and you feel that this should still be a priority. If you check this box, you should provide a clear rationale for inclusion of this area in Table 4. For example, this area may be a school priority but be low need, involve low numbers or have a low evidence score.

## Table 3: context and needs analysis

\*Examples are given in rows 1 – 5

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Areas where needs have been Identified** | **Level of need** | **Number of pupils involved** | **Strength of evidence 1** | **Strength of evidence 2** | **Strength of evidence 2** | **How many forms of evidence?** | **Is this high need** | **Is this high impact** | **Is this a school priority?** |
| Consider stronger links with Secondary Y | High | 25 | Strong | Strong | Moderate | 3 |  |  |  |
| Review links with secondary W | Low | 2 | Strong | Moderate | Weak | 3 |  |  |  |
| Sustain links X, Y, Z | High | 48 | Strong | Moderate |  | 2 |  |  |  |
| \*\*\*Support for new staff | N/A | N/A | N/A | N/A | N/A | N/A |  |  |  |
| Support for anxiety | High | 17 | Strong | Moderate | Moderate | 3 |  |  |  |
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\*\*Add extra table rows as needed.

\*\*\* See School Priority note above for instructions that relate to this example row

## Table 4: rationale for making a school priority

\*An example is given in row

|  |  |  |
| --- | --- | --- |
| **Number** | **Details** | **Rationale** |
| *\*Example* | Support for new staff | We have several new staff starting next year and with help to understand our provision they will be able to support pupils more effectively. |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |

\*\*Add extra table rows as needed.

## Analysis for development

In Table 3 (above) you now have a table of evidence-based needs and priorities. At this stage you will decide what you ARE able to change within your current capacity, and what you are NOT able to change in this development cycle. Draw on your evidence from above to help inform your decisions.

1. Transfer the first (green) column of Table 3 columns into the first (green) column in Table 5.
2. Transfer the blue columns from Table 3 into the blue columns 2, 3, and 4 in Table 5.
3. Consider the risk and opportunity for each, and check each (yellow) column as follows
4. **Current provision (potential risk):** check this box if this need is met by current provision.
5. **Current provision (opportunity for growth): c**heck this box if this need can be is met using current provision.
6. **New provision (potential risk):** check this box if this need cannot be met by current provision and capacity will not allow for new provision.
7. **New provision (opportunity for growth): c**heck this box if this need cannot be met using current provision and you have capacity and resources to support new activities.

## Table 5: transition provision risk and opportunity matrix

\*Examples are given in rows 1-4

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Areas where needs have been Identified** | **Is this high need** | **Is this high impact** | **Is this a school priority?** | **Current provision (potential risk)** | **Current provision (opportunity for growth)** | **New provision (potential risk)** | **New provision (opportunity for growth)** |
| Consider stronger links with Secondary Y |  |  |  |  |  |  |  |
| Support for anxiety |  |  |  |  |  |  |  |
| Sustain links X, Y, Z |  |  |  |  |  |  |  |
| \*\*\*Support for new staff |  |  |  |  |  |  |  |
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\*\*Add extra table rows as needed.

# Step 4: planning

This step will help you to develop a set of actions that will guide the continuation and development of existing provision and that will support the growth of new provision. You may want to include several actions for each area. Try to be specific about your next steps. Keep going until you feel you have reached capacity. If there are areas still left to add at that point, you may need to go back to the previous exercise and move some into the New Provision/Risk category. Complete Table 6 as follows:

* **Area of need:** Transfer this from provision/risk/opportunity matrix green column 1
* **Action steps:** What task will be done?
* **Who will be responsible:** Who will do it?
* **Deadline for completion or review:** By when?
* **Resources needed:** What do you need to complete this step? (People, money, tools, etc.)
* **Potential barriers:** What could get in the way of task completion? How will you overcome them?
* **Result:** What will be the outcome of the task? How will you know it is done?

There are two additional columns that you will not complete at this stage. These will be revisited after the action steps have been taken and you have gathered evidence to evaluate their success:

* **Was the result achieved?** Complete after date in column 4 Yes/No
* **Unplanned effects:** Complete after date in column 4. Give details.

## Table 6: planning to address new and developing areas of need

\*Examples are given in rows 1-3

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Areas where needs have been Identified** | **Action steps** | **Who will be responsible** | **Deadline for completion or review** | **Resources needed** | **Potential barriers** | **Result** | Was the result achieved? | Unplanned effects |
| Support for anxiety | Set up support club (art & craft) | Mr Gogh | April 2022 | Art materials, Room | Lunchtime space, clean up. | Reduced student anxiety incidents |  |  |
| Consider stronger links with Secondary Y | N/A (No capacity) | N/A | Sept 2022 | - | - | - |  |  |
| Sustain links X, Y, Z | Continue transitions projects a, b, c, d, e. | Overseen by Ms Van | Sept 2022 | See project details | Timetabling | See project details |  |  |
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\*\*Add extra table rows as needed.

# Step 5: summary action plan

In this step, you will pull out the key aspects of your planning that need to be communicated to a wider audience. This step provides the overview of the capacity needed for implementation, as well as monitoring (and potentially reporting) deadlines. The aim of this step is to present an overview of development actions in relation to areas of need to support school transfer and transition in your school community. This table should be shared with the wider school leadership team to help with monitoring, support, resource allocation and appraisal.

To construct your summary report and action plan, gather together the action plans from the reviewing step of Table 6 (red columns) and put them onto Table 7 below. You will need the information from the ‘Area of need’, ‘Who will be responsible’, ‘Resources needed’, and Deadline for completion or review’ columns. This will give you a good overview of the capacity needed for implementation, as well as monitoring (and potentially reporting) deadlines.

## Table 7: summary of context and needs actions

\*An example is given in row 1

|  |  |  |  |
| --- | --- | --- | --- |
| **Areas where needs have been Identified** | **Who will be responsible** | **Deadline for completion or review** | **Resources needed** |
| Support for anxiety | Mr Gogh | April 2055 | Art materials, Room |
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\*\*Add extra table rows as needed.

# Notes pages

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