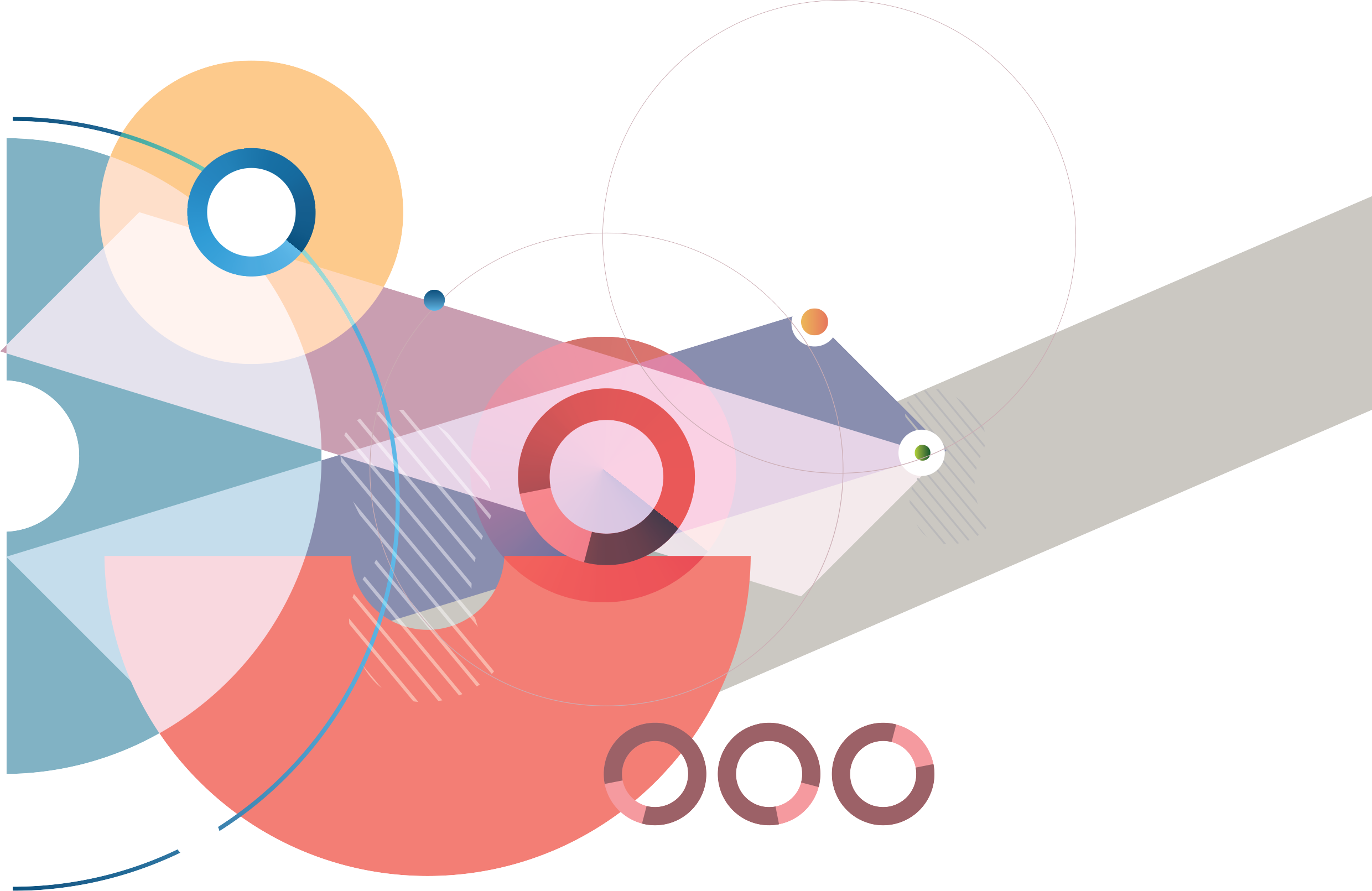
**Norwich Opportunity Area**

Transitions

Development Tools

**Evaluation Workbook 1**

**Current coverage**



P Kirkman, L Hamilton, S Tsegay,



E van Deventer

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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 third of four workbooks designed to help support ongoing evaluation and development. This workbook focuses on evaluating the current coverage of your transitions programme and identifying any gaps in your provision. The aim of this workbook is to bring together an understanding of the coverage of provision across the range of activities that you run. It will help you to generate evidence to help you to draw conclusions about strengths and gaps in your provision and will help to identify areas of provision that would benefit from further development, or which require a disproportionate amount of the available resources. If your transitions activities have been running for some time and you have a good understanding of the areas of need and the organisation of your transitions activities, then this workbook is likely to be the most useful for you. 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.

## Evaluation workbook 1 – Current coverage

The aim of this workbook is help you to identify areas of provision that would benefit from further development, or which require a disproportionate amount of the available resources.

*Evaluation workbook 1 action steps*

* **Step 1: activity coverage.** This section will help you to draw together an evidence-based picture of your current activity coverage (areas on which you focus your transitions activities). This section draws attention to the key areas of challenge and opportunity when developing effective transitions support activities.
* **Step 2: bringing it together.** This section is to help you to make judgements about the effectiveness and gaps in your current suite of transitions activities. In this section you will be guided to set priorities and draw these priorities together in a way that identifies realistic opportunities for development.
* **Step 3: planning.** This will section help you to develop a set of actions that will guide you in addressing gaps in current provision and that will help you to focus efforts to improve existing provision.
* **Step 4: summary action plan:** In this section, you will pull out the key aspects of your planning that need to be communicated to a wider audience. This section provides the overview of the capacity needed for implementation, as well as monitoring (and potentially reporting) deadlines.

# 

# Step 1: activity coverage

In this step you will create an evidence-based picture of your current activity coverage (areas on which you focus your transitions activities). This will later help you to draw conclusions about strengths and gaps in your provision.

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. 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 transitions coverage questions in Table 1

The questions in the table below seek to support your thinking as you complete the table. 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. These questions are about the extent and quality of transitions activities.

## Table 1: activity coverage

\*An example is given in row 1

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Details** | **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** |
| To what extent do school activities offer a range of support for student resilience? | Resilience support provided through:  1to1 support,  Young minds,  Peer mentoring,  Target placement of pupil in friendship groups,  Common transition week | Resilience support provided through:  1to1 support,  Peer mentoring,  Target placement of pupil in friendship groups,  Common transition week, | Resilience support provided through:  1to1 interventions,  Target placement of pupil in friendship groups,  Transition week, | Resilience support provided through: Target placement of pupil in friendship groups,  Transition week | Increase in support | Reduced funding available for training and 1to1 interventions. | Maintain current projects. Rationalise to safeguard support where possible. Increase uptake of peer mentoring. | Meeting minutes (4 years). | Project evaluation documents. | Budget spreadsheet. |
| **Support for what?** | | | | | | | | | | |
| To what extent do school activities offer a range of support for student resilience? |  |  |  |  |  |  |  |  |  |  |
| To what extent do school activities offer a range of support for student behaviour? |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| To what extent do school activities offer a range of support for student academic attainment? |  |  |  |  |  |  |  |  |  |  |
| To what extent do school activities offer curriculum support across English, Maths and science? |  |  |  |  |  |  |  |  |  |  |
| To what extent do school activities offer curriculum support beyond English, Maths, and science? |  |  |  |  |  |  |  |  |  |  |
| To what extent does current provision offer a range of opportunities to build inclusive shared values and positive relationships? |  |  |  |  |  |  |  |  |  |  |
| To what extent does current provision offer support with organisation to students and parents during the transitions process? |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| To what extent does current provision offer support to students and parents with administrative processes during the transitions process? |  |  |  |  |  |  |  |  |  |  |
| To what extent does current provision offer a range of psychosocial support? |  |  |  |  |  |  |  |  |  |  |
| **Who offers the support?** | | | | | | | | | | |
| To what extent do school activities offer support in collaboration with peer schools? |  |  |  |  |  |  |  |  |  |  |
| To what extent do school activities offer support in collaboration with destination/feeder schools? |  |  |  |  |  |  |  |  |  |  |
| To what extent do school activities offer support in collaboration with other local agencies? |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| To what extent does current provision draw on support from the local community? |  |  |  |  |  |  |  |  |  |  |
| **When and where is the support offered?** | | | | | | | | | | |
| To what extent do school activities offer extracurricular support? |  |  |  |  |  |  |  |  |  |  |
| To what extent do school activities offer support during the school day? |  |  |  |  |  |  |  |  |  |  |
| To what extent do school activities offer support across the school year? |  |  |  |  |  |  |  |  |  |  |
| To what extent does current provision offer school-based support? |  |  |  |  |  |  |  |  |  |  |
| **Who is involved in the support activities?** | | | | | | | | | | |
| To what extent do school activities offer support involving the whole school (staff)? |  |  |  |  |  |  |  |  |  |  |
| To what extent do school activities offer support involving whole school (students)? |  |  |  |  |  |  |  |  |  |  |
| To what extent do school activities offer support with parents/carers? |  |  |  |  |  |  |  |  |  |  |
| To what extent does current provision offer a range of support for teacher continuous professional development and support? |  |  |  |  |  |  |  |  |  |  |
| To what extent does current provision offer a range of targeted support for key groups of pupils (which groups)? |  |  |  |  |  |  |  |  |  |  |
| To what extent does current provision offer support for key individuals? |  |  |  |  |  |  |  |  |  |  |
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\*\*Add extra table rows as needed.

# Step 2: bringing it together

This step is to help you to make judgements about the effectiveness and gaps in your current suite of transitions activities. It will also help you to set priorities and draw these together in a way that identifies realistic opportunities for development.

## Analysis of needs

1. Table 2 (below) is designed to help you to make judgements about provision for the needs identified above.
2. Transfer details from the green needs column from your Table 1 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 table 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 2: context and needs analysis

\*Examples are given in rows 1 – 4

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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?** |
| Maintain current projects. | High | 100% | Moderate | Moderate | Strong | 3 |  |  |  |
| Rationalise to safeguard support where possible. | Moderate | 60% | Moderate | Moderate | Strong | 3 |  |  |  |
| Increase uptake of peer mentoring. | Moderate | 90% | Moderate | Moderate | Strong | 3 |  |  |  |
| *\*\*\*We would like to get a more diverse range of parents involved in transitions activities* | N/A | N/A | N/A | N/A | N/A | N/A |  |  |  |
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\*\*Add extra table rows as needed.

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

## Table 3: rationale for making a school priority

\*An example is given in row 1

|  |  |  |
| --- | --- | --- |
| **Number** | **Details** | **Rationale** |
| *\*Example* | *We would like to get a more diverse range of parents involved in transitions activities* | We tend to see the same parents at events, and we think that some parents and pupils are missing out. Widening parent engagement is a school priority on the school development plan. |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |

\*\*Add extra table rows as needed.

## Analysis for development

In Table 2 (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 2 columns into the first (green) column in Table 4.
2. Transfer the blue columns from Table 2 into the blue columns 2, 3, and 4 in Table 4.
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 4: 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)** |
| Maintain current projects. |  |  |  |  |  |  |  |
| Rationalise to safeguard support where possible. |  |  |  |  |  |  |  |
| Increase uptake of peer mentoring. |  |  |  |  |  |  |  |
| *\*\*\*We would like to get a more diverse range of parents involved in transitions activities* |  |  |  |  |  |  |  |
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\*\*Add extra table rows as needed.

# Step 3: 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 5 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 4Give details.

## Table 5: 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** |
| Maintain current projects. | Continue 1to1 support,  Young minds,  Peer mentoring,  Target placement of pupil in friendship groups,  Common transition week | Ms Adams, Ms Ball | April 2050 | Funding for 1to1, Young Minds.  Time and space for peer mentoring, Time to coordinate and transport for transition week. Time for grouping. | Multiple changes in staff. Staff time. Pupil absences. Budget. | Current transitions projects are maintained. |  |  |
| Rationalise to safeguard support where possible. | Combine some 1to1 support and peer mentoring. Target high need for ongoing 1to1. | Ms Adams, Ms Ball | Sept 2050 | Finding for 1to1s (reduced from current levels). Support for peer mentoring. | Pupil absences. Budget. Space for 1to1s. | Reduction in costs but maintain quality. |  |  |
| Increase uptake of peer mentoring. | ‘Peer mentoring week’ at the start of term to publicise. Ongoing monitoring by Ms Ball. Link to CPOMS recording via admin team and pupil feedback cards for each session. | Overseen by Ms Ball | Sept 2050 | Design feedback cards (small, checklist with names). Admin time. Publicity for launch week. Staff time to plan. | Pupil absence, engagement. Staff understanding/ support, Time. Private space. | Peer mentoring uptake up to 60% of pupils by July. |  |  |
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\*\*Add extra table rows as needed.

# Step 4: summary action plan

In this section, you will pull out the key aspects of your planning that need to be communicated to a wider audience. This section provides the overview of the capacity needed for implementation, as well as monitoring (and potentially reporting) deadlines. The aim of this section 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 section of Table 5 (red columns) and put them onto Table 6 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 6: summary of context and needs actions

\*An example is given in row 1

|  |  |  |  |
| --- | --- | --- | --- |
| **Area of need** | **Who will be responsible** | **Deadline for completion or review** | **Resources needed** |
| Maintain current projects. | Ms Adams, Ms Ball | April 2050 | Funding for 1 to 1, Young Minds.  Time and space for peer mentoring, Time to coordinate and transport for transition week. Time for grouping. |
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\*\*Add extra table rows as needed.

# Notes pages

Use this page for any additional notes you would like to attach to your audit.

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