



Moving On Well Award

OBJECTIVE 2: INFORMATION SHARING

ACCREDITATION GUIDANCE

The school receives and disseminates the information needed for effective transition. Primary schools have a wealth of information collated over a number of years for individual pupils. By the time a child reaches Year 6 they have potentially spent up to eight years at a single Primary school. School staff have data evidencing progress and tracking, a familiarity with children's behavioural tendencies, and an insight into their family situations. On top of this, primary staff are likely to have journeyed with a child and their family through identifying and meeting special educational needs including those that are gifted and talented, have EAL needs or are deemed 'at risk'. Transferring this depth of knowledge from one school team to the next plays a crucial part in successful transitions. The effective dissemination of this information provides teachers and staff with further tools in supporting pupils' success in their new school environment.

This objective sits within the Ofsted focus area of Leadership, demonstrating that schools are providing structures which ensure transition to Secondary school receives high status, reputation and leadership across school.

To be successful in the **Bronze award** schools must have a transition lead who is an identified member of staff with clear communication channels with Primary schools. This communication must include detailed information, that staff have confidence in, on all pupils who have additional needs and vulnerabilities. Data must be provided on all pupils, and information sharing take place in face to face or in online meetings with transition leads. As a minimum this data sharing includes SATS data headlines, and safeguarding concerns.

In **Silver and Gold award** schools personal and social factors impacting the pupil would be shared. Standardised measures for these areas provide qualitative information to schools with less risk of bias. Bagnall et al.'s (2024) *Primary-Secondary School Transitions Emotional Wellbeing Scale (#P-S WELLS)*¹ is a newly developed scale,

¹ Bagnall, C. L., Jindal-Snape, D., Panayiotou, M., & Qualter, P. (2024). *Design and validation of the Primary-Secondary School Transitions Emotional Wellbeing Scale (P-S WELLS); the first scale to assess children's emotional wellbeing in the context of primary-secondary school transitions*. *International Journal of Educational and Life Transitions*, 3(1), Article 4. <https://doi.org/10.5334/ijelt.79>

informed by extensive consultation with key stakeholders (including transition-aged children, educational practitioners, researchers, policy influencers and makers) to measure children's emotional wellbeing across the social, academic, environmental and personal domains of primary-secondary school transitions. Scores calculated across the specific primary-secondary school transition domains of *#P-S WELLS* in primary school, can be transferred to secondary school to help inform educational practitioners in secondary school of (a) *which* aspects of moving to secondary school children may need more support with, and *when*, (b) *who* might be particularly vulnerable and (c) *what* support could be useful, on a universal, whole-class basis, but also on a targeted 1:1 or group basis.

In **Silver award** schools and above, transition has a high profile across school. An agreed transition policy outlines the information sharing which will take place in form and content, other agreed processes (e.g. shared induction days, shared CPD days), specific pathways for pupils with additional requirements and the main contacts regarding transition in both Secondary and Primary phases, Multi-Academy Trust or Local Authority as appropriate (see sample in Resources).

Gaining the support and views of parents, in addition to their consent for information sharing, is vital to successful transitions for young people. Providing parents with key dates, uniform expectations, finance information and key contacts for the process, empowers and engages them in secondary school life from an early stage. This aligns with the research with parents/carers, which has shown the importance of shared information exchange and communication between systems and stakeholders, to improve home-school relationships.² Parent and pupil information sharing is a requirement of the Bronze award, rising to their involvement in shaping transition experiences in a **Gold award** school.

² Bagnall, C. L., Skipper, Y., & Fox, C. L. (2020). 'You're in this world now': Students', teachers', and parents' experiences of school transition and how they feel it can be improved. *British Journal of Educational Psychology*, 90(1), 206–226. <https://doi.org/10.1111/bjep.12273>