First questionnaire analysis

	1st questionnaire		1st questionnaire		1st questionnaire		1st questionnaire		1st questionnaire				
Pupil initials	**Q1: How confident do you feel about starting secondary school? (1–10)**		**Q2: How much information have you been given or found out about your secondary school? (1–10)**		**Q3: Have you had time in your school to learn about moving to your new school? (1–10)**		**Q4: Have people asked you about how you feel about moving to secondary school and what would help you? (1–10)**		**Q5: How much contact have you had with your new secondary school so far (e.g., open days, visits, meetings)? (1–10)**		**1st questionnaire total number**		**1st questionnaire average score**
A	8		3		2		2		7		22		4
B	5		5		7		3		8		28		6
C	8		5		5		7		7		32		6
D	4		9		9		1		9		32		6
E	5		6		3		8		7		29		6
F	7		3		5		1		8		24		5
G	5		8		7		8		9		37		7
H	8		6		8		6		5		33		7
I	5		6		6		4		7		28		6
J	5		7		3		3		8		26		5
											291		6
Total number per question	60		58		55		43		75				
Average score per question	6		6		5.5		4		7.5				

Whole cohort findings

- Children feel **moderately prepared for the transition to secondary school**, with an overall cohort score of **291 out of 500** and an average score of **6/10**.
- The strongest area is **contact with the receiving secondary school**, which achieved an average score of **7.5/10**. This suggests that most children have already engaged with their new schools by the time of the first questionnaire.
- The area with the lowest scores is **opportunities to discuss feelings about transition and identify what support would help**, which achieved an average score of **4/10**. This suggests that many children feel they have not yet been heard or involved in conversations about their move to secondary school.

Question-level analysis

Q1: How confident do you feel about starting secondary school?

Average score: 6/10
Children report moderate levels of confidence about the move to secondary school. Whilst some children appear very confident, others score considerably lower, indicating that confidence levels vary across the cohort. Additional reassurance and targeted transition support may benefit some children e.g. **pupils B, D, E, G I & J**.

Questions for consideration

- What factors are contributing to lower confidence levels for some children?
- Do more activities need to be carried out to improve confidence or will the school's universal offer already support this?
- What additional activities can the school carry out to help improve confidence?

Q2: How much information have you been given or found out about your secondary school?

Average score: 6/10
Children generally feel they have received some information about their new school. However, the average score suggests there is still scope to improve children's understanding of school routines, expectations, support systems, and day-to-day life at secondary school. **Pupils A & F** may require additional support.

Questions for consideration

- What information do children feel they still need?
- Are children aware of the support available at their new school?
- How can information be made more accessible and meaningful?
- Does more information need to be provided or will the school's universal offer already support this?

Q3: Have you had time in your school to learn about moving to your new school?

Average score: 5.5/10
Opportunities to learn about transition have so far been limited for some children. More structured preparation activities will be beneficial in helping children understand what to expect when they move to Year 7. **Pupils A, G & F** may require additional support.

Questions for consideration

- Will children have sufficient opportunities to learn about secondary school life in the school's universal offer?
- What additional targeted transition support and activities could be provided?
- Will the children have opportunities to ask questions and explore any concerns they have?

Q4: Have people asked you about how you feel about moving to secondary school and what would help you?

Average score: 4/10

This is the lowest scoring question. Many children do not yet feel they have had adequate opportunities to discuss their feelings, worries, or support needs relating to transition. **Pupils A, B, D, F, I and J** may require additional support.

Questions for consideration

- How can the school strengthen pupil voice during transition?
- Do children feel listened to and involved in planning support?
- Are there opportunities for one-to-one, group and whole class discussions?

Q5: How much contact have you had with your new secondary school so far?

Average score: 7.5/10

This is the highest scoring area, suggesting children have generally experienced positive engagement with their new secondary schools.

Questions for consideration

- Which forms of contact do children find most helpful?
- Are there opportunities to increase meaningful interactions with staff and peers?
- How can successful transition activities be sustained in future years?

Individual Pupil Progress

Children demonstrating a high level of readiness for secondary school.

Pupil G Total score: **37** Average score: **7/10** and **Pupil H** Total score: **33** Average score: **7/10.**

Children requiring additional support

Pupil A

- Total score: **22**
- Average score: **4/10**

Pupil A reports a relatively high level of confidence about starting secondary school and positive levels of contact with the receiving secondary school. However, lower scores are recorded in relation to information about the secondary school **(3),** opportunities to learn about the transition process **(2),** and opportunities to discuss feelings and support needs **(2).**

Pupil F

- Total score: **24**
- Average score: **5/10**

Pupil F reports high scores for contact with the secondary school and level of confidence about starting secondary school. However, lower scores are recorded in relation to opportunities to discuss feelings and support needs **(1)** and information about the secondary school **(3).**

Pupil J

- Total score: **26**
- Average score: **5/10**

Pupil F reports good levels of information about their new school and contact with the receiving secondary school. However, lower scores are recorded for confidence about starting secondary school (**5**), opportunities to learn about the transition (**3**), and opportunities to discuss their feelings and support needs (**3**).

Based on these findings, it may be beneficial to provide **Pupils A, F and J** with targeted transition support through a small-group intervention, alongside the universal transition offer. This could include enhanced information sharing about their receiving secondary schools, individual conversations to explore any concerns or support needs, and structured transition activities designed to increase confidence and preparedness for Year 7.

Providing additional opportunities for pupil voice, discussion, and personalised support may help these children develop a greater understanding of the transition process and ensure that appropriate strategies are in place to support a successful move to secondary education.