The purpose of the Yr6 transition pupil questionnaire

The pupil questionnaire can be completed at both the beginning (Autumn 2 as stated in the **KS2-KS3 transition timeline**) and end of Year 6 to help evaluate the effectiveness of transition support provided throughout the year. Comparing responses over time enables schools to track changes in pupil's confidence, recognise positive outcomes, and identify areas where further development may be needed.

The questionnaire also offers a meaningful way to capture pupil voice, providing insight into pupil's experiences, perceptions, and needs. This information can be used to inform decision-making, shape future transition planning, and enhance the support and opportunities available to pupils.

In addition, the information gathered can be used to inform and evidence the Assess, Plan, Do, Review (APDR) cycle, helping schools to evaluate the impact of support provided, identify any further actions required, and ensure that provision remains responsive to pupil's needs and experiences.

Instructions for using the Yr6 pupil transition questionnaire

1. Complete the questionnaire with all pupils in Autumn term.

- This can be carried out as a whole-class activity, in small groups, or individually, depending on the needs of the pupils.

2. Analyse the results.

- Consider whether the school's universal transition support offer will meet pupil's needs or whether some pupils would benefit from targeted support.
- Use the findings to identify and plan any additional group or individual support and/or interventions required.
- Where appropriate, complete an individual or group transition action plan.
- Monitor progress and keep track of support and/or interventions provided throughout the year.

3. Repeat the questionnaire at the end of Year 6.

- This can be carried out as a whole-class activity, in small groups, or individually, depending on the needs of the pupils.

4. Review and evaluate the data.

- Analyse and compare the results from both questionnaires to evaluate the impact of transition support for individual pupils, identified groups, and the whole class.
- Where a pupil's score has remained the same or decreased, consider the factors that may have contributed and identify any additional support, interventions, or actions that may be required as they move to secondary school. Where applicable, carry out further pupil voice.

- Use the overall cohort data to evaluate the effectiveness of the school's transition practice and provision. Consider whether the outcomes achieved were in line with expectations and identify patterns, strengths, and areas for development. Reflect on what has worked well, what could be improved, and any changes that could be made to strengthen transition support, planning, and provision for future cohorts.

4. Liaise with the receiving secondary school.

- Where concerns have not already been identified and communicated through existing transition arrangements, ensure appropriate information is passed on and any additional support, interventions, or transition strategies are planned and implemented to meet the pupil's needs.

Documents for the pupil questionnaire:

- **Pupil questionnaire** – pupils to complete in Autumn 2 and at the end of the academic year.
- **KS2-KS3 Pupil Questionnaire Scores BLANK** – An EXCEL document to insert the scores from the pupil questionnaires.
- **KS2-KS3 Pupil Questionnaire Scores EXAMPLE** – An example of how the pupil questionnaire scores are presented.
- **First questionnaire analysis EXAMPLE** – An example analysis of the results divided into whole cohort findings, question-level analysis and Individual Pupil progress.
- **Second questionnaire analysis EXAMPLE** – An example analysis of comparing the two questionnaires. One carried out in the autumn term and the second at the end of the summer term.