Pupil questionnaire analysis

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W
1	Total number per questior	60	76		58	84		55	85		43	80		63	80		279	405	126		55.8	81	
2	Average score per question (rounded to the	6	7.5		6	8.5		5.5	8.5		4.5	8		6.5	8		28	40.5	12.5		5.5	8	
3																							
4		1st questionnaire	2nd questionnaire		1st questionnaire	2nd questionnaire		1st questionnaire	2nd questionnaire		1st questionnaire	2nd questionnaire		1st questionnaire	2nd questionnaire								
5	Pupil initials	Q1: How confident do you feel about starting secondary school? (1–10)	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)	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)	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?	Q4: Have people asked you about how you feel about moving to secondary school and what		Q5: How much contact have you had with your new secondary school so far (e.g., open days, visits,	Q5: How much contact have you had with your new secondary school so far (e.g., open		1st questionnaire total number	2nd questionnaire total number	Difference in number		1st questionnaire average score	2nd questionnaire average score	Difference in average score
6	A	8	10		3	10		2	10		2	10		7	10		22	50	28		4.4	10	5.6
7	B	5	10		5	7		7	10		3	10		8	8		28	45	17		5.6	9	3.4
8	C	8	8		5	9		5	9		7	7		7	4		32	37	5		6.4	7.4	1
9	D	4	5		9	7		9	9		1	10		9	7		32	38	6		6.4	7.6	1.2
10	E	4	6		6	10		3	8		8	9		7	9		28	42	14		5.6	8.4	2.8
11	F	7	10		3	5		5	10		1	10		8	5		24	40	16		4.8	8	3.2
12	G	5	8		8	9		7	8		8	7		9	9		37	41	4		7.4	8.2	0.8
13	H	8	9		6	10		8	8		6	9		5	9		33	45	12		6.6	9	2.4
14	I	5	7		6	8		6	8		4	7		2	9		23	39	16		4.6	7.8	3.2
15	J	6	3		7	9		3	5		3	1		1	10		20	28	8		4	5.6	1.6
16																	0	0	0				
17																	0	0	0				

Whole cohort findings

Measure	First Questionnaire	Second Questionnaire	Change
Total Score	291 out of 500	408 out of 500	+117
Average Score	6/10	8/10	+2
Number of Pupils	10	10	No change

- Total scores increased from **291 to 408**, representing an increase of **117 points (40%)** across the cohort.
- Average children scores increased from **6/10 to 8/10.**

Question-level analysis

Q1: Confidence about starting secondary School

- First questionnaire average: **6/10**
- Second questionnaire average: **8/10**
- Improvement: **+2 points**

Confidence improved noticeably across the cohort. Several children moved from moderate confidence levels to very high confidence scores, suggesting that transition preparation activities helped reduce uncertainty about moving to secondary school.

Q2: Information about secondary school

- First questionnaire average: **6/10**
- Second questionnaire average: **8/10**
- Improvement: **+2 points**

Children reported having **significantly more** information about their new schools by the second questionnaire, indicating that schools successfully shared transition information and helped children gain a clearer understanding of what to expect.

Q3: Learning about the move

- First questionnaire average: **5.5/10**
- Second questionnaire average: **8.5/10**
- Improvement: **+3 points**

This shows **one of the strongest improvements**. Children felt they had much more opportunity within school to learn about transition and prepare for the move. This suggests that transition-focused teaching or activities were effective.

Q4: Opportunities to discuss feelings

- First questionnaire average: **4/10**
- Second questionnaire average: **8/10**
- Improvement: **+4 points**

This was the **largest area of improvement**. Initially, children felt they had limited opportunities to discuss their concerns and identify what support would help them. By the second questionnaire, scores had doubled, suggesting that pupil voice was actively sought and that support conversations increased significantly.

Q5: Contact with secondary school

- First questionnaire average: **7.5/10**
- Second questionnaire average: **8/10**
- Improvement: **+0.5 points**

This area **started relatively high and remained positive**. Children generally reported good levels of contact with their new secondary schools throughout the transition process. The smaller increase is likely because scores were already comparatively high at the outset.

Reflective questions

- What aspects of the transition support appear to have had the greatest impact?
- Which transition lessons or activities contributed most to increased confidence/had the greatest impact?
- Are there children whose confidence/scores remains relatively low despite support? Why? What could the school have done differently? What additional support might help those children?
- What information did children find most helpful?
- Are there gaps in the information provided by secondary schools?
- How can information-sharing be improved further?
- How could transition preparation begin earlier?
- What aspects of secondary school did the children still feel unprepared for? How can the school improve this for next year's Year 6?
- What changed that made children feel more listened to?
- How often were children given opportunities to discuss worries? Was this enough for some children?
- Did particular groups of children benefit more than others? Why?
- Which types of contact were most valued by children?
- Is there a relationship between contact levels and overall transition readiness?
- Which question appears to be the strongest predictor of successful transition?
- Are there children whose scores improved significantly in one area but not others?
- Which transition strategies should be retained next year?
- Which children would benefit from more targeted support?
- What should be measured in future questionnaires to provide even richer evidence of impact?

Individual Pupil Progress

Highest Improvements

Pupil	Score Increase
A	+28
B	+17
E	+16
F	+16
H	+12
I	+11

These children demonstrated particularly strong improvements, suggesting that transition interventions had a significant impact on their preparedness and confidence.

Moderate Improvements

Pupil	Score Increase
D	+6
C	+5
G	+4
J	+2

These children also improved but the change was less marked. Some may have already felt relatively prepared at the outset, while others may benefit from additional support or monitoring following transition.

Reflective questions

The aim is to understand **what worked well** and identify successful strategies that could be replicated for other children. School should reflect on their own practice but also gather pupil voice to inform future transition support for Year 6 cohorts.

Pupil voice

What has helped you feel more positive about moving to secondary school?
Which transition activities did you find most useful?
What information helped you feel more prepared?
Do you feel ready to start? Why?
Which contact with your new school helped you the most?
What have you learned about secondary school that has reassured you?
What preparation activities would you recommend to other children?
If schools could only keep one transition activity, which should it be?
What made the biggest difference to your experience?

School consideration

Why did these children respond so positively to the support or interventions?
What specific experiences or support contributed to the group of children making the highest improvements?
Can these successful approaches be offered to more children next year?

Pupil J

The data suggests a very different pattern from the rest of the cohort. Their total score only increased from **26 to 28 (+2)**, compared with the cohort average improvement of **+11.7 points**. Some individual scores also decreased between questionnaires, including **Q1 confidence (5 to 3)** and **Q4 feeling listened to (3 to 1).**

Questions to explore with Pupil J

The purpose of asking follow-up questions to **Pupil J** is to gain a deeper understanding of the factors that may be limiting the positive impact of transition support, particularly where their progress differs from that of their peers. Exploring the child's views, concerns, and experiences will help identify any ongoing barriers to a successful transition and provide valuable information to inform targeted support and planning by the receiving secondary school. This will enable secondary staff to better understand the child's needs, address any remaining concerns, and put appropriate support and strategies in place to support a positive start to Year 7.

- What is making you feel less confident about starting secondary school now than when you completed the first questionnaire?
- Are there any specific worries about secondary school that are still on your mind?
- Is there anything about moving schools that feels particularly difficult or uncertain?
- What would help you feel more confident?
- The questionnaire suggests you feel less listened to than before. Can you tell me more about that?
- Do you feel that adults understand your concerns about moving to secondary school?
- Is there someone in school you feel comfortable talking to?
- What support would you like from adults?
- Do you know who to go to if you need help when you start Year 7?
- Is there any information about your new school that you still need?
- Do you have any concerns about making new friends?

Strengths-based questions

- What are you looking forward to at secondary school?
- What do you think will go well when you start?
- What has helped you most so far?
- What advice would you give another pupil about moving to secondary school?

Questions for staff

- Why has Pupil J not shown the same improvement pattern as most other children/the group they were in?
- Were there any significant events or changes between the two questionnaires?
- Has Pupil J consistently expressed concerns about transition?
- Has pupil voice been sought in a way that is meaningful for them?