**Springvale Primary School**

**Steps to Secondary Action Plan**



Key issues:

Pupils- worry about the size of the school, the amount/experience of travel, discipline being stricter

Y7/8 pupils had the same worries as the above when they started and said within a few weeks their concerns had settled

Parents- the new discipline system at PGS, homework systems being so different to Springvale

Positives:

Pupils- exciting curriculum, wider experiences, quality facilities, meeting new people

Y7/8 pupils said that the size and number of pupils quickly became a positive as they could meet so many new people and make friends

Parents- Greater independence for pupils

Key Actions:

1. Feedback to PGS that pupils, staff and parents would benefit greatly from an extended transition or an early role over to Y7. Maybe 1 full week and then the end of Y6 isn’t too rushed? This would address their worries about uniform, travel, expectations and most importantly, make them familiar with the geography/staff of the school and stop any Summer worries about the move to PGS
2. Springvale to draw up a steps to secondary plan, see below.

Springvale Y6- from January (introduced to all parents at Y6 information evening for SATS/Robinwood)

* Pupils to have stricter standards around uniform, homework, organisation (having reading records, PE kits, etc)
* Pupils to receive a mock version of the PGS diary or an actual example for familiarisation purposes (final 4 weeks at Springvale)
* Pupils to receive more responsibility in school- leadership of activities, etc
* Parents to ask more of their children in terms of organisation and independence and avoid communicating with school unless absolutely necessary
* After SATS we will…
	+ Set a programme of homework from each area of the curriculum and ask that children log the requests and prioritise when to do them and when they need to be handed in
	+ Have a short lunchtime detention for children who do not have the correct kit/homework, etc- a ‘no excuses’ culture
	+ Pupils to have different staff for different curriculum areas
	+ Some additional clubs offered without excessive communication for parents- to see if children can sign up, organise what they need and inform parents of their involvement/what time they will be home, etc
	+ Lots of additional circle time and PHSCE time for pupils to discuss their worries

Evaluation- only 3 children had a line after 7 weeks. None had lines for repeated issues. All were happy and settled and acknowledged that the programme had supported their transition. 5 parents were canvassed for opinions…all spoke very positively and appreciated the ‘gear change’ at the end of Y6. Foundation subject specialists all spoke positively about the Springvale pupils and their abilities in their subject area.