

Project Brief – Newport LIVE

Project Name: Transitional Support Programme

Project Start Date: August 2018

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Seamless Learning Pathways and Newport Live – Transitional Support Programme Brief:

The transition from Key Stage 2 to 3 is something that Newport Live Sports Development has long been an active partner from either a primary or secondary perspective. The department has supported the transition by supporting the traditional school resources by providing additional staff, activities and interventions. Using a refined version of the 2017 project, the St Julians Cluster (Glan Usk and St Julians Primary School) were interested in the programme and felt it could offer an additional enhancement to existing provision.

Project Aim:

To provide a summer-based transition intervention for groups of identified pupils. Identifiable characteristics were those that may struggle to settle, have additional social and emotional needs, or may have expressed apprehension regarding the transition throughout the year.

Structure:

Following consultation with senior leadership teams, teachers and other support staff, a 1-week intervention was agreed to take place Monday to Friday during the week commencing 20th August based at St Julians High School.

A pupil engagement programme was developed to coincide with the peer mentoring programme with post 16 pupils from St Julians High School. This consisted of the group attending a Q&A with pupils in which they discussed school life and addressed any of the misconceptions that pupils naturally hear during this time. This format allowed an insight to some of the concerns that were affecting wellbeing and provided an evidence base in which to structure the programme around.

Additional consultation took part with parents to brief them on the project but also allow them to have input and choice on the content that would be delivered each day. 2 consultation sessions were held with the project being well received and thoughts provided relating to overall structure but also personal requests.

The project was delivered by staff from Newport Live, Families First Family Wellbeing Team, Learning Support Staff, Head of Wellbeing For SJHS, Senior Leaders, and post 16 pupils.

	Monday 20 th	Tuesday 21 st	Wednesday 22 nd	Thursday 23 rd	Friday 24 th
9.00 – 10.00	Breakfast, Daily overview & Leadership Team visit	Breakfast, Healthy Eating and Cooking Workshop (Families First Team)	Breakfast, Leadership Team visit & Treasure Hunt (paired activity of timetable reading)	Breakfast, Daily overview & Leadership Team visit	Breakfast, Daily overview & Leadership Team visit
10.00 – 11.00	Team Building & Getting to know you		Transitional Activities Wellbeing Focused (small groups)	Transitional Activities (group activity)	Transitional Activities Wellbeing Focused (small groups)
11.00 – 11.20	Break time School Tour (Post 16 Students)	Break time	Break time	Break time	Break time
11.20 – 12.20	Transitional Activities (small groups)	Sports (Confidence Building)	Structured Sports	Structured Sports	Family Visit – Tour of the School (pupil led)
12.30pm	Pupil Departure	Pupil Departure	Pupil Departure	Pupil Departure	Pupil Departure
Staffing	Newport Live Anne Adlam Jason Rees (Snr) Leigh Price	Newport Live Anne Adlam Nick King (Snr)	Newport Live Anne Adlam Mike Anthony Rhys Evans (Snr)	Newport Live Anne Adlam Mike Anthony Sarah Hook (Snr)	Newport Live Mike Anthony Rhys Evans (Snr)

Outcomes and Impact:

- 16 pupils engaged out of a targeted 30 from across the cluster. Of the 16 pupils there were: 13 Males & 3 females. A further 6 parents had expressed interest but couldn't attend due to family holidays.

	Mon 20 th	Tues 21 st	Wed 22 nd	Thur 23 rd	Fri 24 th	Totals
Participations	16	15	15	16	16	78
Male	13	13	13	13	13	65
Female	3	2	2	3	3	13

- Open engagement and willingness from schools, families and young people to shape the content whereby ensuring that personal and social needs of the individuals are considered.
- Family engagement on the programme was excellent with all parents attending final day workshop with the Head Teacher and having a tour of the school hosted by their child. This included showing them around following a replica timetable and opportunity to meet other key staff within the school.
- Learning support staff were able to engage with several pupils whom would be apart of BOOST in the coming September. This allowed them to develop an early relationship and discuss some wider needs.
- Breakfast was available every morning upon arrival to ensure that all pupils were in a good state to participate, engage and learn. This proved to be a very positive addition to the programme as several school staff and members of leadership team joined the pupils and used this time to engage and converse with them.
- Provide an activity that was inclusive to the individual needs and circumstances of parents and families.
- Greater collaboration between Education and partners to share and enhance the responsibility to strengthen pupils social, emotional and physical wellbeing in an innovative way.
- A good combination between practical workshops, theory lessons, team work tasks and self-guided learning.
- The provision was supported by 7 current post 16 pupils whom had been apart of the peer mentoring programme. This allowed for a great insight and sense of inspiration for the attending pupils as they were able to ask questions relevant to themselves.

Feedback snapshot (n=32 inc parents)
100% of participants enjoyed the transition programme
100% of participants currently felt either "excited" or "happy" in their new school
All participants gave their current enjoyment factor of school as greater than 8/10.
All participants felt the activities delivered reflected a school day
Parent: "My children have loved every minute"
Parent: "I feel a lot less anxious about X starting, knowing he's excited and comfortable in the school"
Pupil: "It's been brilliant"
Pupil: "I really enjoyed the timetable treasure hunt; the school is quite easy to get around"

Limitations & Improvements

- Future consultation and planning will take place starting from Easter and coincide with existing transition pathway activities. This will allow us to capture questions, ideas and concerns raised by pupils following their pre-arranged day visits to the high school.
- As this was the first time St Julians High School had run such a project (during the summer) in several years, the focus was on the immediate primary schools of St Julians and Glan Usk. Subsequent conversations with (StJHS) Headteacher Rhys Evans there are a desire to extend the provision to wider schools within the cluster. Planning for next year will involve the admissions team within Newport City Council Education to identify any pupils from wider schools which may benefit from the provision as they may be within the minority attending from their school.

Summary:

Following the previous years programme at Llanwern this was a huge success in terms of the level of willingness and proactive nature of St Julians High School and both feeder primaries. They were great to work with and supportive in terms of financial commitment but also to creativity and building a positive environment for their pupils. The support provided by all schools and staff was excellent and was always focussed towards ensuring that the pupils gained the most benefit. The structure of the programme worked very well and while there will always be changes to fit the needs of the individuals attending it had an effective blend of staffing and content. The ability to have access to school-based staff was excellent and provided an opportunity engage with the group and answer any school related questions that Newport Live staff may not have been aware. The support from the peer mentoring team was good especially during the consultation phase while hosting Q&A sessions. This helped staff to plan a programme which mirrored personal needs which could then be discussed with parents during their consultation.

The project will be offered again with discussion already underway as to the structure and format ready for August 2019.