

**Scrutiny Review Narrowing the Gap of Educational Attainment – Appreciative Inquiry Recommendations Action Plan**

***Recommendation Lead: Amit Law***

***Recommendation: Strengthening Transition Arrangements.***

***Accountability: CYP Committee Meeting dates: 12.02.2025***

**This plan is linked to Priority one in the Council’s Plan: The best start in life to achieve big ambitions.**

- Giving children and young people the best possible start, in an inclusive community where everyone can thrive.
- A safe community for all children and young people.
- Preventing children and families from experiencing the impact of poverty and taking a targeted approach to reduce the number of children in poverty.
- Support children in our care.
- A bright future and sense of belonging.

**Overview:**

Four ‘stages’ of Transitions have been identified to track the process of a young person throughout the education system. The first is from Early Years to Primary School, the second from Primary to Secondary School. These focus in the first two stages is on the change in social setting for the young persons, how this change can be planned with care and clarity to ensure that the adjustment for students is as seamless as possible. The third stage targets the development of students into the assessment stage of their education as select qualifications towards the end of Year 9 and progress to examinations in Year 10 and 11. The fourth stage is the Transitions from Secondary School to Post-16 settings. Whilst the social aspect of these stages remains a focus, here an aspect of planning for future qualifications and employment is introduced, to ensure that a holistic attempt to prepare young people for adulthood is being undertaken.

General			
Proposed Action	Success Measures	Responsibility	Date
<p><b>Strategic plan internally – Powering our future:</b></p> <ol style="list-style-type: none"> <li>1. Review the current picture of Transitions at each identified stage, identifying both positives and negatives.</li> <li>2. Create an internal Transitions function that provides clarity in advance for young people and staff.</li> <li>3. Track Children from 14 years old applying a person-centred plan at key stages of the transitions process.</li> <li>4. Review health needs. A Young Person’s Care and Health Lead role has been created at SBC to track and respond to any potential health needs. The postholder will be a qualified Nurse identifying health needs early within education and social care.</li> <li>5. Develop independent travel training program. In line with the aim to promote independence for young</li> </ol>	<ol style="list-style-type: none"> <li>1 – Establish what is a successful and where there is weakness in our current Transitions procedures. Appraise the best examples of Transitions across the area.</li> <li>2- Approval by PoF Board, implementation of new process, ultimately improved service experience for users and financial savings.</li> <li>3- Clear Transitions plan for all children into adulthood.</li> <li>4- Staff feel confident in making referrals and challenging ICB decisions. Seamless transitions into new settings for children with health needs.</li> <li>5- Increase from current levels in independent travel.</li> <li>6- Holistic Transitions planning process that encompasses commissioning, housing, education, independence support etc. In addition, improved appreciation of when ICB / Health funding would be appropriate.</li> </ol>	<p>Amit Law, Luke McGurn, Angela Connors</p>	<p>Present to Powering our future Board April 2025</p>

<p>people at the earliest possible stages.</p> <p>6. Integration of Education and Social Care Planning with Commissioning decisions.</p>			
<p><b>Transition from Earlier Years to Primary (EY-1):</b></p> <ol style="list-style-type: none"> <li>1. Review current arrangement and identify good practice.</li> <li>2. Work with educational institutions to identify the causes of issues, and what can be done to cushion any difficulties.</li> </ol>	<p>1&amp;2 -Develop a framework and then work with schools to establish what the key gaps are in Transitions, and what may already be taking place that forms good practice.</p>	<p>Elizabeth James, Nicola Coverdale and Rachel Tait</p>	<p>May 2025</p>
<p><b>Transition from Primary to Secondary (Year 6-7):</b></p> <ol style="list-style-type: none"> <li>1. Identify good practice</li> <li>2. Develop a Stockton approach to primary to secondary Transition.</li> <li>3. Promote links between Primary and Secondary institutions, encourage pre-planning and cooperation.</li> </ol>	<p>3- Strengthen the working relationship between Primary and Secondary institutions.</p> <p>Enhance framework for transition with better information to support transition.</p>	<p>Amit Law – Claire Tiffney and Janet Wilson</p>	<p>May 2025</p>
<p><b>Transition from Development to Assessment Years (Year 9-10):</b></p> <ol style="list-style-type: none"> <li>1. Work with educational institutions and alumni networks to inform young people on the choices</li> </ol>	<p>1,2&amp;3- Evidence from Schools, Parents / Carers and Students that choices are being presented clearly and made with the best information available.</p>	<p>Post 16 Group</p>	<p>May 2025</p>

<p>available and what those choices may mean going forward.</p> <ol style="list-style-type: none"> <li>2. Engage with parents and carers to inform pupil decision making</li> <li>3. Partner with local employers to think creatively about presenting post-16 opportunities.</li> </ol>			
<p><b>Transition from Secondary to Post-16 (Year 11-12):</b></p> <ol style="list-style-type: none"> <li>1. Develop a Post 16 strategic plan, with emphasis on the flexibility of choice for young people into education, employment or further training.</li> <li>2. Develop a strategy to promote post 16 providers to all Stockton secondary schools and key stage 4 students</li> <li>3. Work with institutions to review and enhance Marketing plan for Stockton colleges to increase local retention.</li> <li>4. Review Transitions arrangements between secondary and post 16 options. Linking secondary and post-16 institutions with one another to cooperate on student plans pre-arrival.</li> </ol>	<p>1&amp;2 – Increased local retention of Stockton students in post-16 pathways.</p> <p>3&amp;4 – Feedback from Schools / Colleges / Parents &amp; Carers that students are making informed and conscious choices on post-16 opportunities.</p> <p>Success in improved communication of Stockton post 16 offer</p> <p>Success in sharing this in all secondary schools and engagement with Stockton post 16 providers</p>	<p>Post 16 Group</p>	<p>May 2025</p>

<p>5. Engage with parents and carers to impress on home networks the importance of decisions at this stage.</p> <p>6. Partner with local employers to think creatively about presenting post-16 opportunities.</p>			
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Communication				
Transition Stage	Proposed Actions	Success Measures	Responsibility	Date
Post -16	Review marketing plans / tools for Stockton post-16 institutions.	Increased local retention of Stockton students in post-16 pathways.	Post 16 Group	March 2025
Secondary to post-16	Review websites and promotional material for Stockton colleges.	Increased local retention of Stockton students in post-16 pathways.	Post 16 Group	March 2025
All	Create clear lines of communication between educational institutions and Health and Social Care officers. (this may involve training for frontline educational staff on continuing care procedures, focused on early intervention)	Staff involved in all aspects of a young person's journey are clearly sighted on each other's roles and responsibilities and can respond accordingly to any changes in need.	Amit Law, Joanna Green	February 2025
All	Co-work with educational institutions to produce a Stockton wide educational offer, embed this in an updated Local Offer page	A clear Local Offer, with clarity on the responsibilities of local institutions to support the aspirations of young people.	Amit Law, Ainsley Cole and Paul McCarthy	March 2025

	and online marketing materials.			
Post-16	Engage local employers to develop clarity on roads into employment, ensure this forms part of communication strategies for educational institutions.	To form part of the Local Offer.	Helen Crawford, Ainsley Cole	March 2025
All	Develop a clear and direct line of information for parents and carers to access. This should include clarity on routes into social care, further education, employment.	Clear communication materials made accessible.	Joanna Green, Ainsley Cole	March 2025
All	Direct engagement with Education and Social Work staff to communicate the underlying logic of new proposals / options awaiting approval before detailed engagement.	Support from those who will be operating whatever system is put in place.	Amit Law, Luke McGurn	April 2025
Primary to Secondary	Develop holistic information packs for parents and carers on local Secondary schools. (This should include details on geographical catchment areas, registration processes / deadlines, any specialised institutions available, notes on educational	Clear communication materials made accessible.	Claire Tiffney and Janet Wilson	May 2025

	attainment / student satisfaction)			
Development to Assessment & Post-16	Work with schools, parents and carers to ensure clarity on timelines for qualification selection. (GCSE / BTEC / A-Level / Apprenticeship)	Clear communication materials made accessible.	Post 16 Group	March 2025

Events				
Transitions Stage	Proposed Actions	Success Measures	Responsibility	Date
Post-16	Preparing for Adulthood Event – 06/02/25 @ Employment and Training Hub (40 Wellington Square TS18 1RG)	Event to be well attended by children, adults and parents and carers. Event to have wide range of stakeholder representation.	Helen Crawford	February 2025
Post-16	Host Stockton Post-16 engagement / transitions event in collaboration with parents and carers group.	Event to be well attended by children, adults and parents and carers. Event to have wide range of stakeholder representation.	Helen Crawford	March 2025
Primary to Secondary	Promote and help organise 'inset' days for new arrivals at secondary schools.	For Children to have an Enhanced Transition into Secondary school.	Ian Caley and Mandie Rowlands	March 2025
All	Forum meetings and partnership engagement.	For all stakeholders to have a consistent forum for engagement.	All	Ongoing throughout