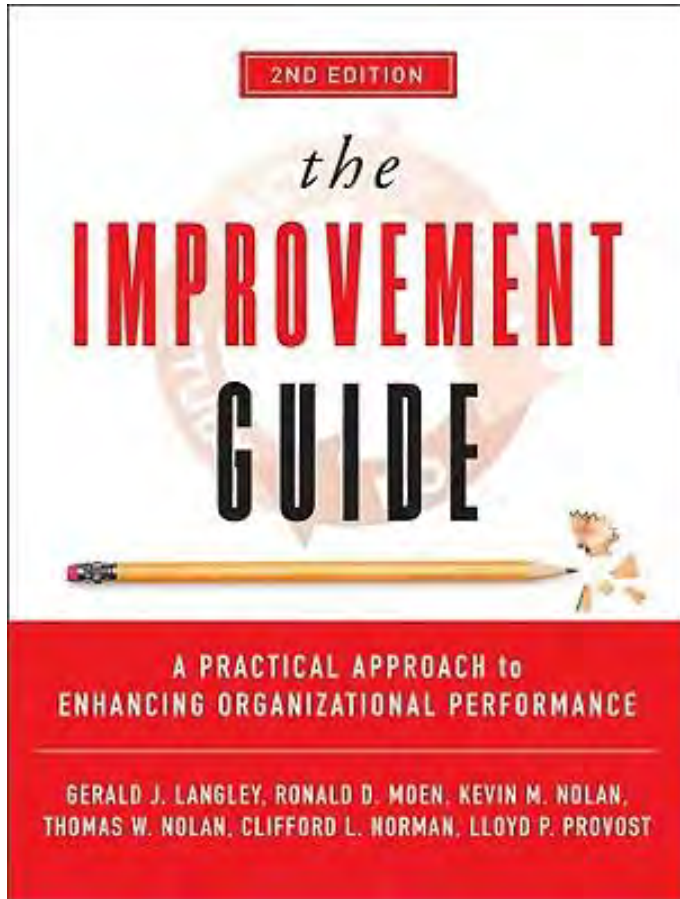




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Improving the Transition to Secondary School for looked after children

Alison Hennessy



Langley, Nolan et al (1992)

Model for Improvement





Benefits of the *Model for Improvement*:

- being a simple approach that anyone can apply;
- reducing risk by starting small;
- provides a structure through which to plan, develop and implement change;
- hands power back to the front-line, to the place responsible for actually delivering improvement.

Meeting Room



Real World



Meeting Room



DESIGN

APPROVE
IF NECESSARY

Real World



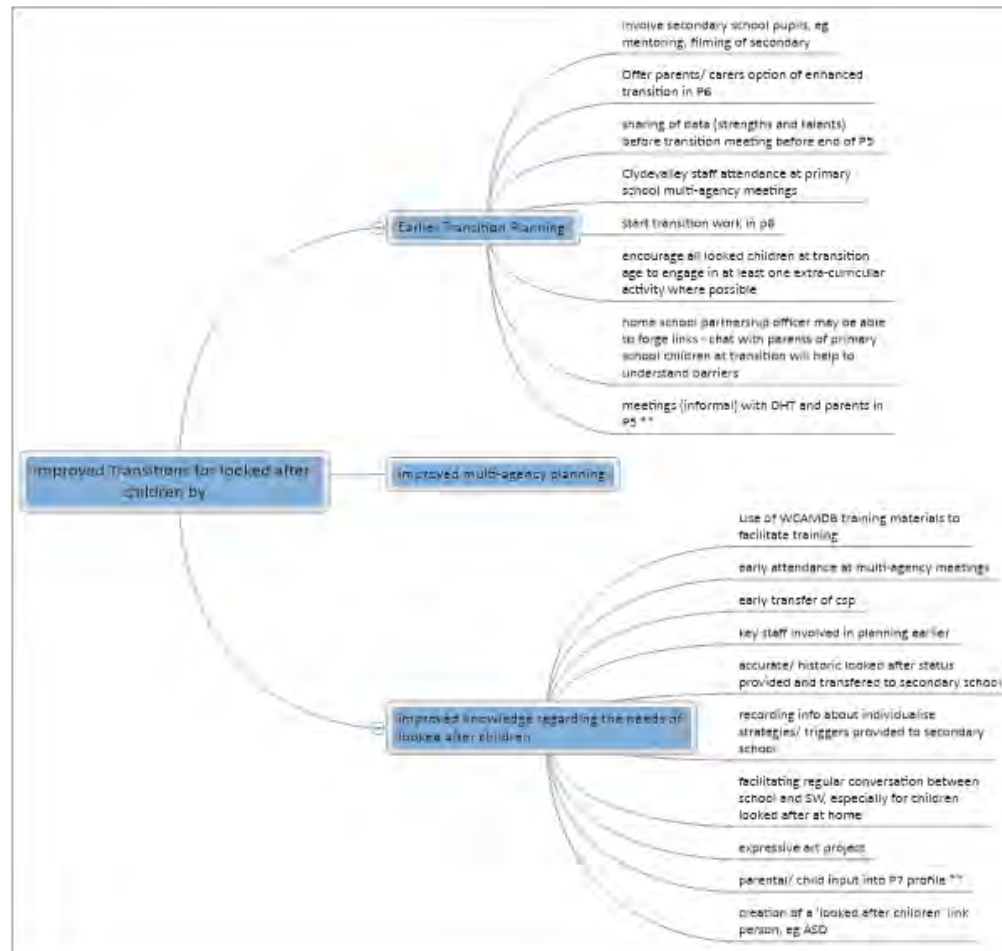
TEST &
MODIFY

TEST &
MODIFY

TEST &
MODIFY

START TO
IMPLEMENT

Case Study -North Lanarkshire





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PDSA 1

- Staff from Clyde Valley High to attend multi-agency meetings in P7.



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PDSA 2

- Enhanced transition visits in primary 7
(with customised options for visits)



Measurements:

- process measures - did secondary attend meetings? Did bespoke visits take place?
- monthly questionnaire completed by HT (in consultation with class teachers) for each looked after child in p7;
- qualitative interviews with Head Teacher of primary and Depute Head Teacher of secondary.

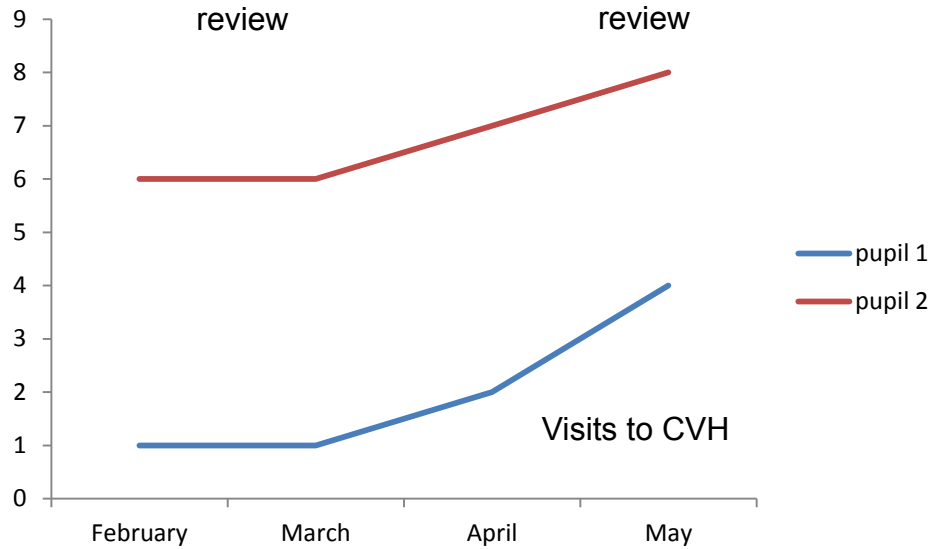


- HT's motive:
 - increasing knowledge of what works;
 - improve experiences for looked after children.
- Reservations about measurement process:
 - the 'rewards' measurement had no relationship with reality;
 - the point is to build a reservoir of positive experiences;
 - impact is not always observed immediately;
 - this is not always reflected in bar graphs now.



However...

Preparedness for Secondary School





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CVH Teacher perceptions:

- excellent knowledge of pupils after involvement in reviews;
 - Quote:
 - I felt I knew the children much better, and (attendance at reviews) helped when they were up for their visits and when we were putting the classes together for next year.”
- customised transition visits very meaningful;



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Primary HT Observations:

- children were pleased that secondary staff showed an interest;
- anxiety was reduced - fear of unknown and getting lost;
- On returning from bespoke visits, children were more stable and secure in class.



Next Steps

- Addressing practicalities of roll out (with tweaks):
 - involvement of pupil support staff in secondary attendance at reviews;
 - earlier bespoke visits, preferably between Oct - Dec;
 - measurements continue to be collected (more frequent, shorter questionnaire with space for comments).



- next test of change:
 - regular positive phone-calls home to parents/ carers of looked after children;
 - a shorter questionnaire will be filled in more regularly, with space for comments.



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- Thank you