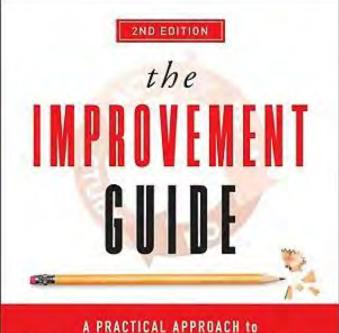


Improving the Transition to Secondary School for looked after children

Alison Hennessy







A PRACTICAL APPROACH to ENHANCING ORGANIZATIONAL PERFORMANCE

GERALD J. LANGLEY, RONALD D. MOEN, KEVIN M. NOLAN, Thomas W. Nolan, Clifford L. Norman, Lloyd P. Provost

Langley, Nolan et al (1992)

Model for Improvement

What are we trying to accomplish?

How will we know that a change is an improvement?

What change can we make that will result in improvement?

Plan

Do

Act

Study



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



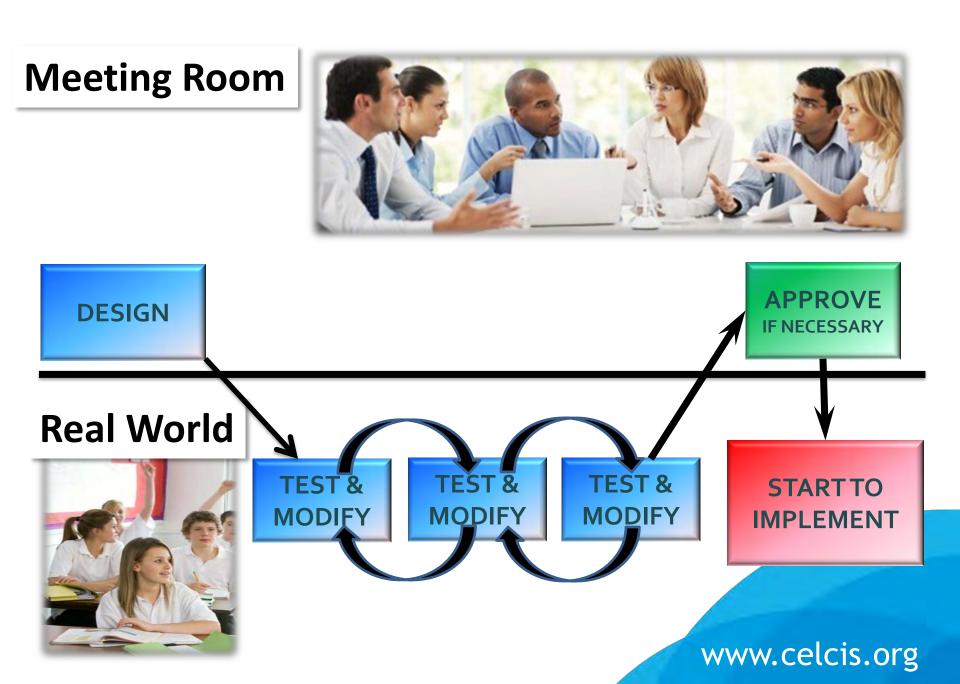


Real World

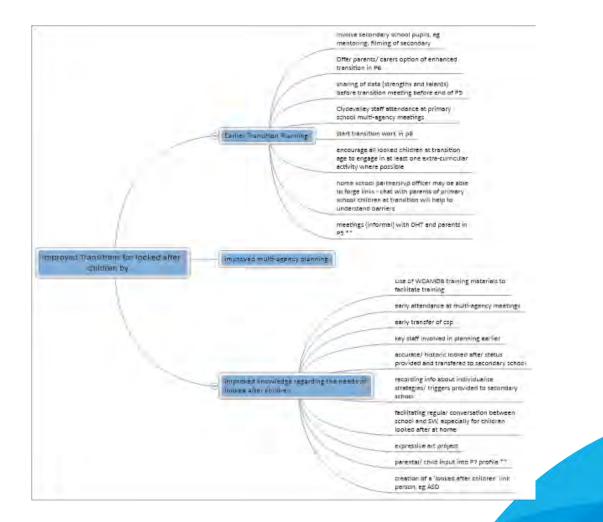


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IMPLEMENT



CELCIS Centre for excellence for looked after children in Scotland Case Study -North Lanarkshire







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







• 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.



Questions about the young person you will be working with

These questions will use a scale of 1 - 10. Please use a question mark for 'don't know'.

1	2	3	4	5	6	7	8	9	10
Not at all			moderately				very		
							Scale (1 - 10)		
How well do you know this young person?									
How self-confident are they?									
How engaged are they in school?									
How good is their attendance (give detail if known)?									
How prepared are they for transition to secondary school?									
How good has their progress in numeracy been in the last month?									
How good has their progress in literacy been in the last month?									
Number of respect tokens/ merits/ rewards in last month?									
Number of exclusions (Including informal) in last month?									
Number of other sanctions in last month									
How many staff conflicts/ incidents in the last month?									
	any starr contra	incluents in	in the tust mon						

Notes:



• HT's motive:

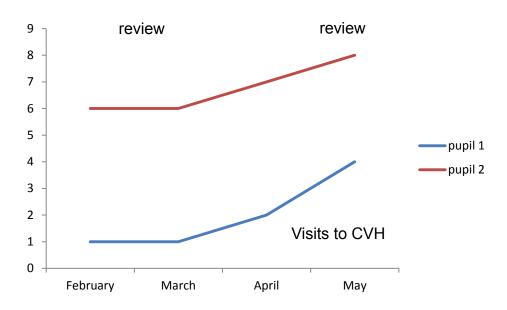
- increasing knowledge of what works;
- improve experiences for looked after children.

• 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.



Preparedness for Secondary School





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;





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.





- 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.





• Thank you

