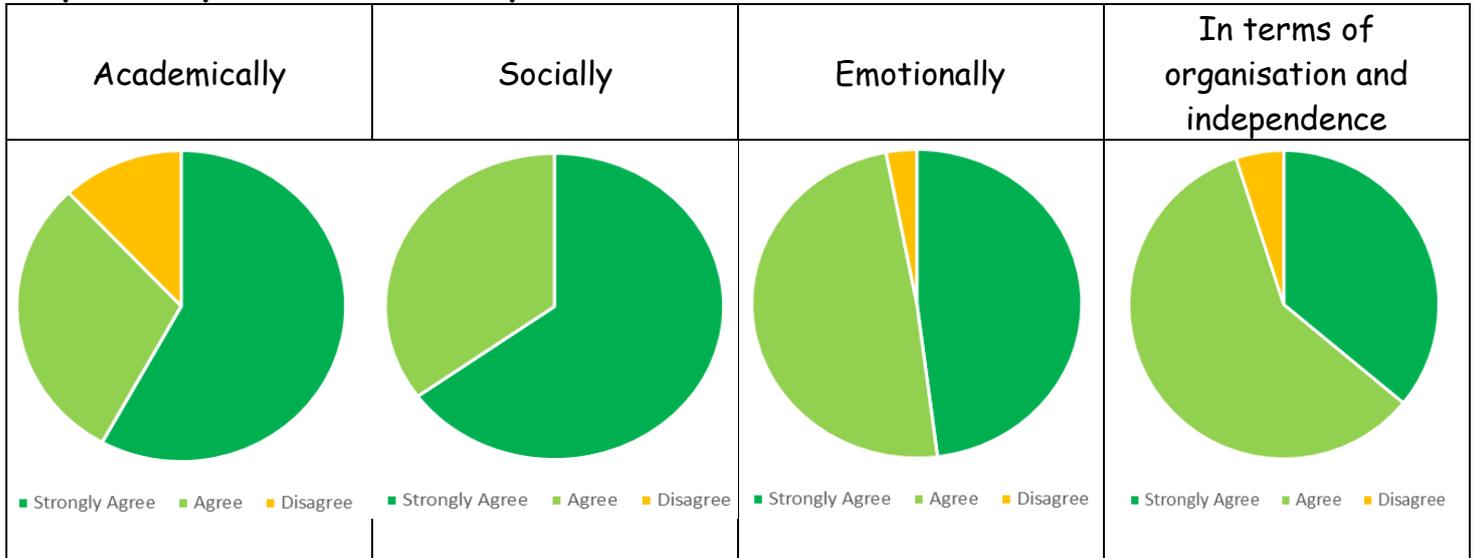


Thomas Russell Junior School

Y2-3 Transition Questionnaire Feedback

Do you feel your child was ready for the Junior School at the end of Year 2?



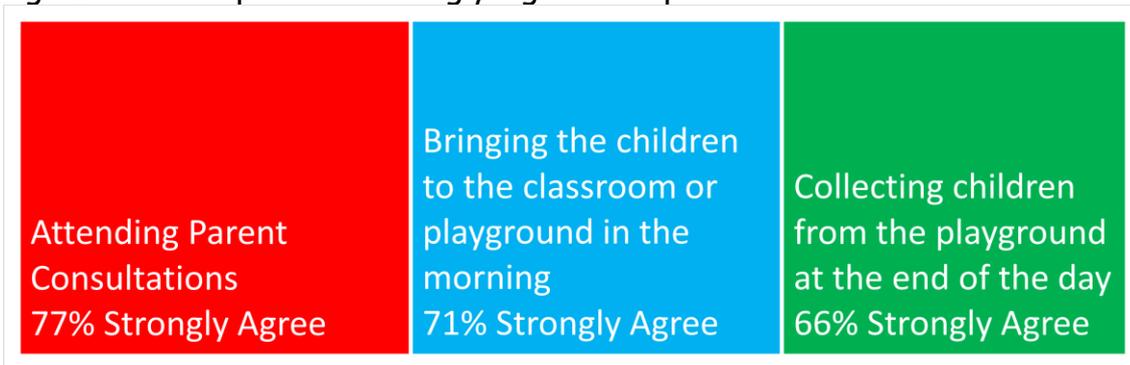
- *Even though my daughter is an August child she was more than ready to move.*
- *As my child is a Summer born I do feel there is a big difference between her and her older peers and that this should be taken into consideration in Year 3 and the transition and expectations of the children.*



- *We could not attend those but they would have been helpful.*
- *The transition worked perfectly for us.*
- *I think the transition is excellent.*
- *My child was very happy and confident about Junior School.*
- *Evening meeting was just staff reading off a PowerPoint that was given out to parents. Would have been more productive if we had been given that copy before the evening then it would have been a question and answer session regarding the info!*
- *Completely removed the fear factor and created a sense of anticipation and excitement.*
- *Extend Open Days to allow working parents time to visit.*

Were the following arrangements supportive / useful / informative?

Top 3 arrangements that parents Strongly Agreed helped:



- *Class teacher led the children out of the assembly so little opportunity to speak to them.*
- *We were pleased Mrs Gahagan has got to know my daughter and her needs as well in such a short time.*
- *Parent consultations seemed a bit early in the term.*
- *Did feel very rushed though.*
- *It was helpful to have parent consultations in the first half term. We were very impressed with the teachers.*
- *It would have been helpful to have had more time if needed at the first meeting.*
- *Parent Consultations very informative and staff's positive attitude was wonderful!*
- *Parent Consultations need to be longer.*
- *There is very rarely a teacher on the playground on the morning if you need to speak to them, at the end of the day there is more opportunity but not always convenient as your children are with you.*
- *Fantastic that parents can come into the playground and very nice always a teacher on the gate.*
- *On the odd time I have collected my child from playground the teacher was not visible on the playground.*
- *Any opportunity to visit the school is good in our opinion, nice to get first-hand experience.*

We are looking at ways to allow longer sessions or more flexible booking at Parent Consultations for children with Support Plans or more complex needs.

Mrs Gahagan and Mrs Jones (or Mrs Vardy) are on playground duty every morning and Mrs Sharpe is on the gate almost every morning too. If you can't find a member of staff, you are most welcome to pop into the office.

Is there anything else that could have been useful to aid transition?

- *For my daughter, not being sure of which teacher she would spend most of her time with (i.e. Miss M or Mrs G), and which children she would be with was unsettling.*
- *Reading schedule and homework expectation could have been clearer.*
- *Thought transition was excellent.*
- *Don't think so, my son settled quite quickly.*
- *I as a parent was not prepared for 1 – the amount of homework that they had to do. 2 – it would have been much better if we had had the homework books explained e.g. that as parents we are expected to make comments under each section?*
- *Transition was organised and seamless.*
- *Pair the parent with a Year 6 parent.*
- *No, it was very well done and my daughter has had no problems or worries about moving up.*
- *Parents and child meeting teacher beforehand would help to alleviate uncertainty over the Summer.*

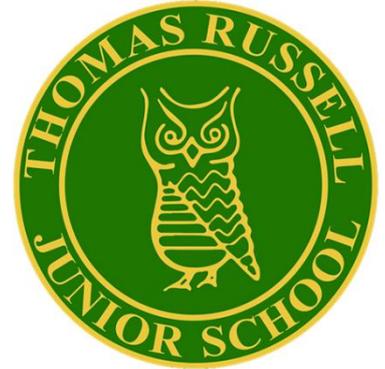


Is there anything else the Infants' School could have done to prepare the children further for their transition?

- *It would have been helpful if an IEP meeting was held early on between Infants and Juniors prior to starting. The IEP to also include social and emotional targets.*
- *No, my son was ready to change schools.*
- *I think there is a significant difference in how discipline is addressed at each school so that needs to change.*
- *Better testing of the children before they left.*
- *NA - did not attend Infants.*
- *The Infants school should start the formal warning system in Y2 to prepare the children, the sudden change has been a surprise to many.*

Is there anything else the Junior School could have done to support the children further during their transition?

- *As above the uncertainty of groups was unsettling.*
- *No, transition was good.*
- *No I think you covered everything. Children were very confident on their first day.*
- *No we feel the transition worked well.*
- *Seems some inconsistency between reading levels given at Y2 and those at Y3 (but I think there probably always is between the two year groups!)*



Is there anything that you are still unsure of about the Junior School that you would like to know?

- *No, all explained very well, helpful staff and a welcoming school.*
- *No but this is second child to attend this school so that helps.*
- *Instructions for homework, especially spellings. Are we supposed to write in the book?*
- *If groupings are to change after Christmas – will the children know in advance? My daughter loves Mrs Gahagan so would need to emotionally prepare if she wasn't going to her any more.*
- *Not specifically but we, and our son, learn new things about the school every week.*

Any further comments?

- *I think the transition process this year was excellent and am struggling to think of any further improvements but one point I wanted to make is how the accommodating attitude towards younger siblings when visiting their siblings currently at the juniors really helps. E.g. at home time, younger siblings can wait on the playground and on the adventure playground etc. The school is then part of their everyday life and breaks down any reservations / makes it feel very comfortable – thank you.*
- *Overall I was pleased with the effort made by the Junior School to make the children feel welcome.*
- *I believed my son was at expected level at the end of Year 2 and he seemed to drop back at entry to Junior School. I'm not sure he is receiving the encouragement I expected him to.*
- *None – it was a very good process.*
- *Completely happy with the whole transition.*
- *Overall I do feel both schools have done a good job and my son is very happy and working hard.*
- *I think maybe just one parent visit is best with perhaps a couple of date options. Difficult as workers to get the time off, but have guilt if you don't go.*
- *The effort and number of activities for children to move effectively to Junior School is commendable.*
- *I feel that after the recent parent meetings that the report from the Infants did not accurately reflect where my son was academically, as he seems to have gone backwards in his capabilities.*
- *My son is very happy to come to school every morning – that says it all!*
- *I really think the transition was well-managed and organised. All the different elements were valuable and worthwhile, but this time I particularly liked seeing TRJS teachers and Head at TRIS. It created a real sense of cohesion and continuity. Thank you.*
- *My daughter loved the Infants so we were worried she might miss it but in fact she loves the juniors!*
- *Would have avoided confusion if we had been told Tennis club was at Holland Sports Club.*
- *Glad transition was done quite early, as my daughter was quite nervous early on but once visits etc. had been done she was excited.*
- *We were extremely pleased with the transition to junior school.*

- *We were impressed and reassured by the entire transition process, and found it made things easier for our son and us. However, we feel the process could have continued into the first half term, in terms of communication. While we understand and support the need to encourage independence in the children from the offset, there were things that both we and our son were unsure about. An example of this is the reading diary. It contained a note asking us to bear with things while the children learn the ropes with reading book selection, but no guidance on how to fill in the book, how often to read (I think my son remembered 5 times) but we didn't know if that was over a weekend / a week etc., if non-school books count, some guidance here would be useful, especially for children like our son who perhaps get anxious when things aren't done 'the right way for school'. The homework sheets went on to explain more about the reading expectations, but aren't issued in the first couple of weeks.*

Getting communication right is always a tricky balance. Some people want every bit of information at the same time, other want it drip fed so they can assimilate it. This year we gave out slightly less as last year we were told there was slightly too much. We'll keep working together with parents to refine this, but definitely take on board the concept of continuing transition throughout the first half term. Thank you.

What we have already done in response to feedback:

"The nutrition at Breakfast Club is poor. I don't consider Coco-pops cereal or Frosties a good nutritious meal. I'm glad my son only attends once a week."

- **The snacks at Early Birds and Night Owls are intended to supplement children's diet rather than provide a full meal. There are strict guidelines published by the FSA about the foods that schools can provide for children and we always ensure we operate within these. We have replaced cereal bars with cereal and fresh milk to reduce sugar content. Coco-pops are occasionally available, but we also offer a range of lower sugar cereals, toast and yoghurt along with fresh fruit juice, water and milk.**

"I was unable to attend the Open Day in January, I asked if there was any alternative to look around and was told no which was disappointing."

"Was v. disappointing that despite letter saying if we could not attend on the set day, alternative dates would be made. But when I phoned I was told no other dates were available so I couldn't visit."

"Would have been useful if the January Open Day could have been an afternoon also."

- **Apologies to those who missed out on a tour last year. This year we have run many more Open Day tours at times to suit all parents, which we know has been appreciated.**

"Concerned about the transition with regard to reading as discussed at the Parent's Consultations meeting. Despite my daughter's above expected KSI SATs reading result, she was being given reading books that she had read 12 months earlier."

"The transition of reading books is an issue."

- **We have met with the Infants School to share and discuss all of the feedback received as a result of this questionnaire. We are working together to ensure both of our Reading Scheme colour bands are comparable and also ensuring we receive information about the length of time that children have been on different colour bands to ensure good progression. As always, reading can be supported using a wide variety of text both at home and school with an emphasis on reading for information (such as recipes, timetables and newspapers) and enjoyment (such as stories, poems and letters from friends).**

Other plans in place for the future:

"It would have helped to know what after school clubs were available, dates / times before started term so could plan when after school 'Night Owls' needed to be booked. Not having has a child at junior school before the more information that can be provided in advance the better! Thank you."

- **Night Owls was a new venture for us last September and we have been really pleased with the positive response and feedback it has received. We understand that co-ordinating before and after school care can be tricky for working parents. We would like to reassure you that whilst we always need to know numbers for staffing, we have never turned away a booking for either Early Birds or Night Owls. Going forward, we are looking for ways to streamline booking for Early Birds and Night Owls as well as our extensive range of Extra-curricular clubs so this can be done together, rather than as two separate processes.**

Thank you very much for your feedback.

Mrs Sharpe