UNIVERSITY OF SOUTHAMPTON

FACULTY OF EDUCATIONAL STUDIES

THE RITES AND WRONGS OF PASSAGE:
A STUDY OF THE DEVELOPMENT AND IMPACT OF
ASSESSMENT PROCEDURES ON THE TRANSFER OF
CHILDREN FROM MIDDLE TO SECONDARY SCHOOLS

by

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ABSTRACT

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Inter-phase transfer has been of recurring interest to educationists for a number of years. Early interest in the subject grew as attempts were made to re-organise secondary education in the early 1930's. For some time in the sixties discussion centred around the age at which transfer should occur and was closely linked to sociological concepts of adolescence. More recently, research has concentrated on the effects of inter-phase transfer on the levels of pupil attainment and documented a "decay in learning." This prompted a consideration of preventative measures and an emphasis on inter-phase liaison and continuity.

A detailed consideration of the record keeping practices associated with inter-phase transfer both within a specific county and generally throughout England and Wales is presented.

The fieldwork for the research, which is described in detail was based on the principles of illuminative evaluation and the methodology of condensed fieldwork. A case study was conducted which examined and appraised a transfer package operating within a pyramid of schools. The main focus was on the ways in which this particular pyramid developed assessment and record keeping procedures to meet their perceived transfer needs at all educational levels. Topics such as profiling, liaison activities, time constraints, and curriculum continuity are covered.

A number of perspectives with regard to inter-phase transfer are identified, namely, pupils, parents, teachers from both primary and secondary phases and the LEA. The reporting and assessment needs of each are analysed and their impact on teaching, learning and assessment evaluated.

There is also a discussion of the implications for inter-phase transfer of a number of current concerns including the National Curriculum, Open Enrolment, and TGAT Reporting Ages.

CONTENTS

INTRODUCTION

The research on which this thesis is based was carried out during the academic year 1986/87 when I was seconded on a full-time basis by Hampshire County Council to work as a Teacher Research Fellow on the Primary School Pupil Assessment Project (PSPAP). The specific area of study addressed in this dissertation, that of middle to secondary school transfer grew partly from areas of concern which were identified as a result of the work that I undertook for the PSPAP during my secondment. Consequently, a brief resume of the project, and it's underlying rationale may at this point provide a useful backcloth against which the issues and debates presented in the study may be seen.

PSPAP is based at the Assessment and Evaluation Unit - an integral part of the University of Southampton's Department of Education - and is under the directorship of Dr. Roger Murphy. The project is a three year undertaking (1986-89), funded by Hampshire L.E.A., and is staffed by primary school teachers seconded by the authority on a yearly basis. The underlying rationale of the project grew initially from informal discussions which occurred between representatives of Hampshire Education Committee's Test and Records Panel and Dr. Murphy.

The project is set against a general background of a move on the part of Hampshire LEA away from assessment based on norm-referenced tests such as CAT (Cognitive Ability Tests, a battery of norm-referenced tests published by Nelson and until recently widely used throughout the county) towards more criteria related forms of assessment. In addition, the development of Pupil Profiling systems and Records of Achievement within the secondary sector over the past few years has resulted in some pressure on the primary sector to follow suite. A number of initiatives in this area were identified by the project during Phase 1. Often such schemes were underpinned by the growing emphasis that is currently being placed on a 5-16 curriculum (see among others H.M.I. series Curriculum Matters, 1985 ff.) and anticipation of the National Curriculum (see various National

curriculum documents listed in Bibliography). Such emphasis will
inevitably have implications for the assessment and record keeping
procedures employed at the primary level under the T.G.A.T. proposals.

The term assessment has been widely interpreted within the project brief.
The working definition adopted facilitated not only the consideration of
a wide range of formal and informal assessment procedures, but also allows
for account to be taken of record keeping practices within Hampshire and
elsewhere.

In the PSPAP outline proposal three distinct but interrelated phases were
identified. Phase 1, operating from September 1986 to September 1987
took as its major aim a survey of current practice within the field of
primary assessment and record keeping. As I was particularly involved
in this phase of the project and since the research described in this
dissertation grew from areas of concern identified during Phase 1 it is
discussed in some detail here.

The work undertaken in Phase 1 may be looked at in two apparently distinct
stages, both of which were concerned with reviewing current practice
in primary assessment. The first stage was to review the current
published literature. This was not an easy undertaking since there are
very few books devoted entirely to primary assessment and/or record
keeping. However, Clift,1981, Shipman,1983, Richards,1982, and
Stewart,1986, proved particularly useful in this respect.

The other aspect of the work undertaken during Phase 1 involved visiting
schools and interviewing heads and some teachers about the assessment and
record keeping procedures that go on within their schools. So that during
this first phase the project gathered data which was largely based on
headteachers views of assessment and record keeping practices within the
county. It was acknowledged by the project team at that time that there
might be significant differences between a headteacher's perspective, and
that of a class-based teacher. However, it was not possible, given the
resources of the project at that time to investigate the class teachers'
perspective in any detail.

In order to look at the headteacher perspective a semi-structured interview schedules was devised. This approach was considered to be the most appropriate because it gave a degree of flexibility which meant that headteachers could raise issues about which they felt most concern. Primary to secondary transfer was one issue raised by all primary/middle school heads that were interviewed, and was obviously an area of concern.

The interview schedule was piloted on ten headteachers - all of whom were known to members of the project team. This was a deliberate move in that it elicited feedback in the form of constructive criticism, so that the interview schedule could be constructively modified in the light of this.

The Survey

Given the resources of the project it was decided that visits to some fifty schools was a viable proposition. This represented approximately 8% of all Hampshire Primary establishments.

The schools were placed in two sample groups, one of twenty, and one of thirty. These sample groups were drawn from two sources.

1. A Stratified Random Sample

2. A selected sample of schools that were suggested to the PSPA team by various County Advisory Officers, and the Principal Educational Psychologist, as being examples of good practice in assessment and record keeping, or institutions which had perhaps recently reviewed their existing systems.

The survey indicated that there is a wide variety of ideas on assessment among heads within the county, and a range of assessment and record keeping procedures within individual schools that attempt to serve the needs of teachers and pupils within school, and external groups such as parents, school governors, support services, and the LEA. This is true also of the transfer packages that are currently operating within the schools visited on behalf of PSPAP,

The work undertaken during Phase 1 identified a number of issues relating to assessment and record keeping at all levels, including transfer from primary to secondary phases, that appear to be of concern to heads within the primary sector. Namely:-

Definitions
Purposes
Information transfer (PR documents)
Curriculum continuity
Profiling in the primary sector
Access/Confidentiality and Accountability
School Policies
Constraints
Standard Attainment Tests (at ages 7, 11 and 14)

The reader is referred to the PSPAP Report No. 1 (Inkson and McArdle,1987) for more detailed analysis of the above issues.

It was envisaged that this initial survey of practice within Hampshire schools would lead after a period of reflection and consolidation into Phase 2 (September 1987 – September 1988) and towards experimental development work in a further sample of schools, as this extract from the Outline Project Proposal indicates:-

> It is hoped that a number of project schools can at this
> stage be enlisted to work in collaboration with the project
> to develop their existing assessment system in certain
> directions.   The project would provide support for such
> developments and would also seek to evaluate the progress
> that is made in a number of schools following what may be
> somewhat different approaches.   (p.4)

Following on directly from this, Phase 3 (September 1988 – September 1989) was envisaged in the Outline Proposal as a period during which "evaluation reports can be written and conclusions drawn."

So that a drawing together of the work carried out in all three project phases might have a possible outcome "the development of guidelines (on assessment and record keeping) for all Hampshire primary schools."

Such guidelines will undoubtedly need to take account of those issues explored by the project team, many of which were, in the first instance, articulated by headteachers and class-based teachers working within the primary sector in Hampshire.

It became clear during the pilot study conducted in the initial stages of Phase 1 of PSPAP that one such area of concern was the assessment and record keeping practices associated with the transfer of children from one phase of education to the next.   Intricately linked with this concern over transfer were the issues of curriculum continuity, inter-phase

liaison, and accountability to a number of audiences, most notably the receiving secondary school staff, and parents.

In addition, this was an area with which I could also identify at a professional level since my attempts as an Area Advisory Teacher for Children with Learning Difficulties, to secure an efficient transfer of information between the various stages of education had proved problematic in the past.

Thus it became feasible to envisage an in-depth study focussed on the exchange of information occurring on transfer from the First to Middle and/or the Middle to Secondary phase of education. In the event, it was the latter transfer situation which provided the main thrust of the research. Such an undertaking would I felt provide me with an opportunity to combine the work undertaken as a Teacher Research Fellow for PSPAP with my own practical experience as an Area Advisory Teacher and locate the two within an overall framework of assessment and record keeping in the primary sector.

This central theme was developed and expanded into a research proposal which was presented to, and accepted by, the University of Southampton. The proposed research would seek to identify procedures by which transfer information is selected within feeder schools in order to investigate the conflict of interest that might arise between the information offered by the feeder school, and that which is sought by the receiving school. Account would also be taken of the degree of liaison and negotiation occurring at all levels throughout the educational phases involved.

In addition, a number of perspectives, among them those held by primary and secondary headteachers and class teachers, parents, children, and the LEA would be identified and explored. As a direct outcome of such an undertaking it was hoped to gain a greater insight into the issues associated with the transfer of children from one phase of education to the next and as a result be able to offer some salient comments on the effective communication of assessment information at such times to those concerned groups.

Outline of Thesis

The following section provides a basic outline of the dissertation by giving a brief resume of the individual chapters.

Thus, Chapter 1 comprises a review and analysis of current published material in the field of primary to secondary transfer. A number of issues are identified with the work of Clift et al (1981), Galton et al (1983), Stillman and Maychell (1984) and Youngman (1986) providing a core nucleus in this respect.

Chapter 2 outlines the methodology for the collection and analysis of data used during the research. The reader is provided with a detailed description of the postal survey to all LEAs in England and Wales which was conducted in order to ascertain the range and scope of transfer documents currently in use within the various LEAs.

Following on from this, the perspectives of all interested groups within the school-based case study are identified and discussed. In addition the advantages and disadvantages associated with the case study approach are considered. In this way the collection and analysis of case study data is viewed from both theoretical and practical perspectives.

Throughout Chapter 3 consideration is given to the record keeping practices associated with inter-phase transfer. This is done initially by analysing current practice within a specific county, namely Hampshire. The analysis is then broadened to take account of the transfer documents presently used in a number of other counties in England and Wales.

Chapters 4, 5 and 6 are concerned with the analysis of the case study data. The school-based case study, an essential aspect of the research, examines a transfer package which operated within a pyramid of schools during the academic year 1986-87. This case study provided a means of locating the many issues and perspectives associated with primary to secondary transfer within a practical context. It serves to clearly illustrate how a pyramid of schools collectively developed a transfer package to meet their perceived assessment needs at all educational levels in this respect. This particular phase of the research may be seen as

addressing a wide range of associated issues including the identification
of the package users and their various perspectives, together with a
review of the role of both standardised and school-based tests within the
transfer package and, the extent to which these affect the assessment of
pupils both pre and post transfer. In addition, the implications a
transfer package of this kind may have for curriculum continuity and
inter-phase liaison within the pyramid are also considered.

The various strands of the research are drawn together in Chapter 7 and
some salient comments on inter-phase communication which takes account of
all relevant perspectives are made.

The study ends with some suggestions for possible further research.

CHAPTER 1

SURVEY OF LITERATURE

Introduction

Inter-phase transfer has been of recurring interest to educationists for a
number of years.   Early interest in the subject grew as attempts were
made to re-organise secondary education (Hadow Report,1931).   Discussions
for sometime centred around the age at which transfer should occur and
were closely linked to sociological concepts of adolescence and the onset
of puberty and its effect on the learning process.

Following on from this in the sixties and early seventies two
organisational developments in public sector education served to further
focus attention upon primary to secondary transfer.   Firstly, the debate
concerning the most appropriate age for transfer was a contributory factor
in the establishment of middle schools in a significant number of LEAs.
Secondly, the move towards comprehensive education throughout England and
Wales paved the way for a further scrutiny of the issues associated with
primary to secondary transfer.

Studies undertaken at this time for example Nisbet and Entwistle (1966)
noted a conspicuous 'decay in learning' which persisted for some time
after transfer.   Concern over this apparent drop in attainment levels led
to initiatives aimed at 'linking' the curriculum on either side of the
transfer and to a subsequent emphasis on continuity.

The importance of curriculum continuity throughout the years of compulsory
schooling has been underlined by such documents as "Better Schools"
(1985), The Thomas Report (1985) and HMI Curriculum Matters Series (1984
ff.)   Work by among other Galton and Willcocks (1983) and Stillman and
Maychell (1984) has emphasised its particular relevance to the transfer
issue.

This review of literature highlights a number of issues central to inter-
phase transfer.   Whilst the majority of these concerns are not
exclusively associated with primary to secondary transfer, they are
representative of the notions which underpin much of the current thinking
in primary assessment and as such strongly influence those assessment

procedures and records used during transfer.

For ease of analysis the review is divided into a number of inter-related sections. In each case, working definitions are established and under-lying issues identified and examined. Where appropriate cross references are made.

1.1 Primary Phase

The term primary Phase is used widely throughout this dissertation. It is important therefore to clearly establish the scope of this term, particularly since the word "primary" has specific connotations within education.

According to the 1944 Education Act the term primary refers to those pupils who are between the ages of 5 and 12. This definition however, only holds good for those LEAs where there are no middle schools and only limited pre-school/nursery provision. In this case the primary phase of a child's education begins at approximately 5 years of age and ends at 11+ on transfer to the secondary phase. Primary provision may be made either in one through school (5-11) or in two separate establishments, that is, infants (5-7) and junior (7-11).

The above definition becomes problematic in LEAs where there is extensive pre-school/nursery provision and or middle schools. However, since the focus of this study is primary to secondary phase transfer only the middle school and its implications for a working definition need be of interest. Middle schools themselves vary greatly from county to county in the age-range catered for. This may vary from 8-12 years, as in for example Hampshire, 9-13, as in Yorkshire, and 10-13, as in Dorset. Some counties may have more than one type of middle school within their educational structure.

In general, middle schools catering for the 8-12 range are normally considered to be primary establishments, and therefore part of the primary phase of a child's education, whilst those involved in a 9/10-15 set-up form an integral part of the secondary phase. Middle schools are normally preceded by first schools, but again this is not true for all LEAs.

> Some local authorities term their first schools 'primary' to
> avoid confusion about where in a 9-13 middle school, the
> primary stage stops and the secondary starts.

> (Alexander,1984,p1.)

Alexander (op.cit.) points out that the National Association for Primary
Education (NAPE includes 3-13 year olds in its definition of the age-
range catered for in the primary phase of education. However, he feels
that this:-

> .....perhaps overstretches the term: experientially and
> developmentally, the three and thirteen year old are a long
> way apart; and the nursery teacher and the subject specialist
> at the top end of a middle school may have very little in
> common beyond the fact that they are both teachers.

In addition to variations in style of primary school and the age-range
catered for the term "primary" has also come to be associated with a
distinct pedagogy. The notion of child-centred education being central
to the underlying philosophy of this approach. To a great extent the
name 'Plowden' is synonomous with this style of education since as is well
documented in the literature (see among many others Campbell,1985, Blenkin
and Kelly,1983, Hartley,1985) the Plowden Report of the sixties had far
reaching consequences for the primary sector in England and Wales in all
areas of organisation.

The optimum age for transfer from the primary to secondary phase of
education has been hotly debated in the past.

> Finding an appropriate age of transfer...means clarifying what
> is involved in the difference between primary education and
> secondary education and setting this against our knowledge of
> child development to see if there is an ideal age for the
> transfer from the primary to the secondary stage.

> (Nisbet and Entwistle,1966)

However, there is little empirical evidence as to what constitutes the
"best" age for transfer from the primary to secondary phase. A major
study conducted in the sixties (Nisbet, and Entwistle,1969) concluded
that:-

> ... wide individual difference in the rate of children's
> physical, intellectual, social and emotional development
> make it impossible to choose any one year as a "correct"
> year for transfer.
> (from the summary)

It was partly as a result of arguments such as this involving biological maturation processes, at one end of the spectrum and the need for more specialised teaching in the primary sector at the other, that the notion of middle schools arose. Blyth and Derricot (1977) argue that middle schools were originally established by many LEAs because they presented the only viable way of going comprehensive. The justiciation for, and ethos of such establishments is explored by for example Hargreaves and Tickle,1980, Taylor and Garson,1982, and Burrows,1978, and the reader is directed to these for an in-depth account, suffice to say here that such establishments are now widely viewed as:-

> ... a transition period that will smooth rather than interupt
> the change from what is distinctly "primary" work to work
> that is distinctly "secondary".
>   (Schools Council,1972,p8.)

So that, the term "primary phase" has many underlying complex issues, which are both ideological and institutional in origin, it should be acknowledged that it is difficult to take account of all these when adopting a working definition which must be generally applicable, yet remain valid in a variety of educational environments. However, since much of the literature reviewed in this study is concerned with the 7-11 age range, and the case study in transfer, with 8-12 year middle schools it seems apposite for the purposes of this dissertation, and in keeping with much of the current literature to define "primary phase" as any educational provision made for the 5-12 age range.

1.2 Primary Assessment - Towards a Definition

As mentioned in the introduction to this thesis (p2) the term "assessment" is widely interpreted. The aim of this particular section is to clarify the working definition of assessment in the primary sector that underpins this dissertation, and to explore the underlying issues involved in establishing such a working definition. In order to do this reference is made to published work, and to the meaning assigned to this term by those teachers and headteachers involved in the day-to-day assessments that are an ongoing feature of primary education at all levels. Thus assessment is:-

....to a great extent involved with match, that is matching the work to the ability level of individual children.

....concerned with curriculum because such activities tend to show up gaps.

....to help individual teachers to evaluate the success or otherwise of their own performance.

....both a subjective and objective check on an individual child's progress.

....used to compare current work with previous performance to see if we are getting continuity of progression in the individual child.

The above statements were made by a number of middle school headteachers in response to the question "How do you view assessment within your school?" and serve to illustrate the generic nature of the term. Even within a small sample such as this the diversity of opinion and differential emphases is immediately apparent. That such variation is reflected among practitioners generally in the field of primary assessment is evident from a survey of the literature currently available.

However, there are a number of concerns figuring prominently in the literature which do not confine themselves exclusively to primary assessment but rather apply across the whole range of assessment activites. For example the underlying purposes of assessment, the procedures and methods employed, together with a consideration of outcome, are factors common to all forms of assessment.

Therefore, before addressing the major assessment issues within primary education it may prove useful to briefly examine what is meant by the term "educational assessment" generally, in order to move towards a working definition which will serve to specify more clearly the focus of concern within the primary sector with regard to assessment.

Rowntree (1977,p2-3) expresses concern that professionals in the field of education regard assessment only in the context of their individual institutions.

He perceives teachers as being trapped in:-

> a time vortex that inhibits them from giving too much
> thought to assessment that has happened previously or will
> happen later, to their students in institutions other than
> their own.

and believes that educationalists in general should aim to develop a broader perspective. This is a salient point for in the past there has been a tendency by some authors (eg. see Ebel,1972; Gronlund,1971; Hudson,1973, etc. in Rowntree 1977,p2.) to adopt only one of a number of definitions of assessment, thus making for a somewhat narrow perspective, that of formalising assessment through the use of standardised tests and examinations.

Such authors have tended to view assessment simply as the standardised measurement of pupil performance over a range of cognitive abilities, with heavy emphasis placed on terminal public examinations. James Thyne (1974) for example refers to "the goodness of examinations as technical instruments". Such literature addresses itself solely to the question of "how to assess."

Satterly (1981) commenting on this approach notes that the word assessment is derived from the latin assidere meaning to sit beside, and feels this to be indicative of a "close relationship and a sharing experience." He therefore finds it ironic that in some people's minds it should be associated with

> ... hard-nosed objectivity, an obsession with the measurement
> of performances (many of which are assumed to be relatively
> trivial) and an increasingly technical vocabulary which defies
> most teachers save the determined few with time on their hands.
> (op.cit.pl.)

Inevitably, it is these more formal means of assessment "that generate debate and research (the latter occasionally informing the former.)" (Nuttall 1986.pl) However, recently many of the forms and functions of such formal educational assessment have been brought into question and alternatives explored, notably criterion referencing and profiling at the secondary level. (See among others Nuttall, 1986, Broadfoot, 1986, and Burgess and Adams, 1980.)

Other authors (see for example Bowles & Gintis, 1976, and Broadfoot,
1979) view assessment procedures as political vehicles for social control
and reproduction resulting in the differentiation of children in
preparation for the labour roles ascribed to them by the hierarchically
organised society in which we live, i.e. the Marxist concept of hegemony.
Here, assessment is again linked with the public examining system at 16+
and is largely concerned with outcomes.   Whilst acknowledging this
analysis and its implications for the way in which assessment links the
structures and values of society to the day-to-day work of the school it
will not be considered in any great depth since the emphasis of this
dissertation is not located within the sociological significance of
educational assessment.

Yet another group of authors (see for example Shipman, 1983, Frith and
Macintosh, 1984, Clift et al., 1981, and Black and Broadfoot, 1982)
perceive educational assessment as an integral part of day-to-day
teaching and regard the two activities as inseparable.   In this context
Macintosh and Hale (1976) identify six purposes namely, diagnosis,
evaluation, guidance, prediction, selection and grading, which underpin
assessment activities across the board.   A more detailed consideration
of these categories will be undertaken when the purposes of assessment in
the primary sector are considered.   Their potential for broadening the
base of a working definition justifies their inclusion at this point.

Shipman (op.cit p1 ff.) takes the purposes thus identified and locates
them firmly within the primary classroom environment.

Here, assessment is seen as a largely informal on-going process:-

> The teacher assesses through her ability to detect under-
> standing and bewilderment, enthusiasm and boredom, minority
> and majority understanding.... As the teacher interprets
> signs from the children there is an immediate curriculum
> development, changes in teaching style, emphasis, speed, or
> topic.
>   (op.cit.p.1-2)

and the teachers response is concerned with the decision making another
fundamental element in the notion of educational assessment.   Information
is sought and decisions concerning curriculum content, teaching
techniques, materials, etc. result.   Although, more often than not it is
the role of the teacher as assessor that receives attention within the

literature it should be remembered that the reverse also occurs. Pupils
are actively engaged in assessing not only teachers in terms of
performance, lesson content, and so forth, but also peers. In addition
they assess themselves in relation to their peers and the educational
environment within which they are located. So that educational
assessment also contains an interactive component, Keddie (1971) refers
to "....the way in which teachers and pupils scan each other's activities
in the classroom and attribute meaning to them." This aspect of the
assessment procedure is important and should therefore be incorporated
within a working definition.

Finally, more recently the performance aspect of primary assessment has
been emphasised by the Task Group on Assessment and Testing (T.G.A.T.
Report,1988). In the glossary to this report assessment is defined as:-

> A general term enhancing all methods customarily used to
> appraise performance of an individual pupil or a group.
> It may refer to a broad appraisal including many sources
> of evidence ... or to a particular occasion or instrument.

From this brief consideration of the term educational assessment the
extent of the underlying complexities associated with definition begin to
emerge. Rowntree (op.cit.p.4) perceives the term as "awash with hidden
assumptions, unstated values, partial truths, confusions of ideas, false
distinctions and irrelevant emphases." In attempting a working
definition for primary assessment account should be taken of the diverse
assumptions individuals bring to the term, and attempts made to dispel
those which are inappropriate to assessment in the educational context.
This can only be achieved by adopting a definition which combines
purposes, methods, and desired outcomes expressed in a clear unambiguous
manner. Satterly (1981) moves some way towards combining the essential
elements of educational assessment explored so far into a working
definition thus:-

> Educational assessment is an omnibus term which includes all
> the processes and products which describe the nature and
> extent of children's learning, its degree of correspondence
> with the aims and objectives of teaching and its relation-
> ship with the environments which are designed to facilitate
> learning. The overall goal is not to stop at the description
> (whether quantitative or qualitative but to provide
> information to be used in decision making.
> (op.cit.p.4)

and this combined with Rowntrees view that:-

> ... assessment in education can be thought of as occurring
> whenever one person in some kind of interaction, direct or
> indirect with another, is conscious of obtaining and
> interpreting information about the knowledge and under-
> standing, or abilities and attitudes of that other person.
> To some extent or other it is an attempt to know that person.
> In this light, assessment can be seen as human encounter.

(op.cit.p.4)

forms the basis of the perspective from which educational assessment
within the primary sector, and particularly that which occurs in order to
facilitate the transfer of children from the primary to secondary phase
of education is viewed throughout this dissertation.

1.3   Record Keeping Associated with Inter-Phase Transfer

There are very few texts concerned exclusively with assessment and record
keeping in the primary sector, "Record Keeping in Primary Schools" (Clift
et al,1981) and "Assessment in Primary and Middle Schools" (Shipman,1983)
being exceptions to this genralisation.   Certain texts (see among others
Youngman,1986, Stillman and Maychell,1984, and Galton and Willcox,1983,)
explore a variety of issues concerned with primary to secondary transfer,
and record keeping figures prominently in their discussions.   The PSPAP
project team undertook a small scale review of some issues related to
transfer (VISTA Papers,1987.)   In addition, the majority of books
concerned with primary education include sections on record keeping
practices.   The following review is drawn primarily from these sources.

Before turning to look specifically at transfer records it is important
to briefly consider the context in which record keeping is viewed in the
primary sector as a whole, and to enumerate the functions and purposes
most valued by teachers working in this phase of education.   For the way
in which primary establishments view record keeping will undoubtedly have
implications for the kind of information they perceive as being of value
to the secondary sector, and will influence what is recorded when pupils
transfer from the primary to the secondary phase of education.

In the last decade, the accountability debate described in Section 1.8 of
this chapter has had far reaching effects on record keeping practices
within the primary sector.   Although for teachers working at all levels

within the education system record keeping has always been, and continues to be an integral part of their professional work, the public concern with accountability served to focus attention on procedures and practices in this field. The primary sector was particularly vulnerable to scrutiny of this kind because of the large degree of autonomy, with regard to curriculum content, traditionally enjoyed by schools in this phase of education.

Following on from this, and directly linked to it are the current government proposals for National Assessment Procedures as a way of monitoring standards in the primary sector. Since schools cannot account for the performance of pupils without the implementation of assessment programmes, there is increasing emphasis within infant, primary, and middle schools for teachers to keep accurate and appropriate records of the variety of experiences and activities offered to children within this sector of education. For only by keeping detailed records of the scope of curriculum on offer to children in the primary age range are teachers able to demonstrate the appropriateness of that curriculum with regard to content and context.

It goes almost without saying that accountability to outside agencies is not the only purpose for which records are produced. Moreover, for many class-based teachers this aspect of record keeping is a minor one (Cambridge Accountability Project, 1981.) Indeed, research studies (see among others East Sussex Accountability Project, 1980, and Clift et al,1981) indicate that teachers place more emphasis on internal accountability to the Head and other teachers within the school as an important function of school records. They also keep records in order to be able to inform parents on a regular basis concerning the development of their child.

However, the major function of record keeping for the class teacher in the primary sector is to enable him/her to "keep track" of the progress of the children for whom they are responsible. In the primary environment emphasis is placed on an individualised approach to learning and this cannot be sustained without maintaining detailed records. A class teacher requires such records in order to build up an in-depth knowledge

of each child's work strategies, rate of learning, interests, progress, and future potential. It is this accumulated knowledge gained over a number of years spent in the primary school that teachers wish to share with the secondary school at time of transfer.

The importance of effective communication between the primary and secondary phases and the role that records may play in this process has been highlighted in a number of Government Reports, and is summed up in the Bullock Report (1975) which points out that:-

> ... whilst there is no substitute for first-hand knowledge of children, there is great value in a full set of records which gives the receiving teacher information in several dimensions.
> (p.215)

In practice, problems arise in two areas with regard to transfer records in this respect. Firstly, unless there is close liaison between the two phases confusion may arise as to which categories of information are appropriate and useful to transmit to the receiving school on transfer. Primary/middle schools may offer knowledge of and insight into individual pupils which secondary establishments are unable to make effective use of because of organisational differences related to curriculum and staffing. Issues concerned with continuity and liaison are discussed in Section 1.7 of this chapter.

Secondly, some secondary teachers are so locked into the "fresh start" syndrome (discussed in Section 1.6 of this chapter) that they at best distrust the professional judgement of primary school teachers and at worst disregard it altogether.

The following sections are concerned with a number of aspects related to transfer records that are identified within the published literature as being of significance. Namely:-

1. Purposes
2. Range and Scope
3. Characteristics of Effective Transfer Documents

Transfer Records - Purposes

The majority of published sources mentioned above perceive the main purpose of transfer records to be integrally linked with a continuity in the learning process of individual pupils rather than to a continuity of cirriculum content between the two educational phases. This notion of the uniqueness of each set of records is succintly expressed by Sumner (1986) in the following definition. The purpose of transfer records is:-

> to provide the relevant secondary school teachers with information about a pupil's attainments, learning difficulties, special talents and circumstances which will enable curricular and pastoral continuity to be planned before the child's arrival and implemented as he or she enters the school.
>
> <div align="right">(p.157)</div>

Such a definition of purpose acknowledges the individualised approach to learning central to the primary educational ethos, and takes account of the attainments of particular pupils in a variety of contexts. However, in placing such emphasis on a personalised approach to record keeping at transfer it highlights a paradox which is at the centre of the record keeping procedures associated with inter-phase transfer. That is to say, that whilst teachers involved with transfer pupils are anxious to stress individual achievement and differences, the LEA transfer records which they must complete in this respect tend to be designed to promote uniformity and to take account of across-the-board concerns which apply to the majority of pupils.

Transfer Records - Range and Scope

The literature surveyed revealed two broad categories of transfer documents:-

1. LEA transfer records.
2. School-based transfer records

LEA Transfer Records

A comprehensive survey of LEA transfer records was conducted by Clift et
al (op.cit.) for the Schools Council Project "Record Keeping in Primary
Schools." The project team collected records from some 66 LEAs, and
noted a wide variety of record forms which were "specifically designed to
communicate information about pupils when they changed schools." Most
LEAs provide an official record card for each pupil, although there were
a few exceptions to this.

Teacher interviews revealed deficiencies in some of the LEA transfer
documents. One recurring theme which the transfer records failed to
answer was feeder school comparability. Teahers processing transfer
records found it was difficult to "relate the stage reached by one pupil
in a school where scheme X was in use, with that reached by a pupil from
another school where scheme Y was used." In addition secondary school
teachers who were attempting to group or set pupils found that the
subjective assessments of primary teachers recorded on the transfer
records varied from school to school. Consequently, few useful
comparisons could be based on the transfer records per se.

The team went on to analyse the categories of information found on the
LEA documents. They noted a wide divergence, with some records
containing 70 categories, and others as few as 10. Overall, some 120
categories were identified, however, within these there was slight
variation in terminology between authorities. The reader is referred to
Chapter 6 of "Record Keeping in Primary Schools" for a detailed breakdown
of these findings.

A number of recommendations were made with reference to LEA transfer
records. A common policy for transferring pupils both within and
between LEAs was suggested as a priority. A similar survey which I
conducted in 1987 (see Chapter 3) indicated that little progress had been
made in this respect. However, some uniformity with regard to LEA
transfer documents may arise from the system of National Assessments
currently being formulated, since all LEAs will have similar assessment
results for children aged 7, 11 and 14. This may provide a basis for
discussion between LEAs with regard to record keeping procedures in
general and transfer documents in particular.

School Based Transfer Records

Many official LEA transfer documents are supplemented with school based assessments or records. These are sometimes developed by individual primary schools in an attempt to pass on a "full picture" of individual pupils achievements across a wide variety of curriculum areas to the receiving secondary school/schools. Such records tend to be idiosyncratic in nature and may have little relevance for the secondary staff unless enhanced with other liaison strategies eg. face-to-face discussion.

Other school based records are generated via liaison and negotiation between the various feeder and receiver schools within pyramids/ consortiums as part of an agreed package of transfer assessments.

The PSPAP project found evidence of a small number of pyramids where a profiling approach was being developed for use at transfer. The role of profiles in the primary sector is discussed in detail in Section 1.4 of this review.

Currently, a popular form of school based transfer record is the checklist. Such records are generally comprised of a set of questions or items requiring answers or scores, usually in the form of ticks or literal/numerical grades/scores. A detailed analysis of the contents and application of checklists in general may be found in Elliott (1980) and Clift et al (1981.) In both publications discussion centres around technical issues, for example format, categories of questions, and purposes. Both sources identified problems areas as being lack of clarity, ambiguity, and the amount of time required to complete them. Ambiguity may be less of a problem where compilers and receivers are in the same school, however, it can be a major difficulty where this is not so, for example when children transfer from one school to another.

Another disadvantage to the checklist as a inter-phase transfer document is that often competence levels are not made explicit, and this causes problems of comparability for receiving schools with a large number of feeder primaries. At the other end of the spectrum, some checklists are narrowly prescriptive and do not give an accurate picture of a pupils level of attainment. Teachers appear to have mixed feelings concerning the use of checklists as transfer records.

> Checklists are often valued and used sensitively by those
> who participated in their design or introduction, but
> considered too lengthy, or detailed, or too vague by
> others ... rather than giving structure to observations,
> they become a substitute for a jointly agreed curriculum
> policy encompassing aims, objectives, and assessments.

> (VISTA Paper 4.p8.)

Another form of recording transfer information which is widely used in
the formation of school based documents is the five point scale. This
takes the form of numbers 1-5 or letters A-E which are placed against
specific categories. The advantages of this type of record as
identified by Stillman and Maychell (1984) and Clift et al (1981) appear
to be that they direct teachers observations towards clearly defined
behaviours, and all pupils can be assessed on the same set of
characteristics. However, their biggest advantage is the ease of
recording and reading that they permit for compilers and receivers
respectively.

There are a number of disadvantages associated with this form of record.
For example they are often self-referenced, or unclearly referenced, and
no moderating facility exists between feeder schools to ensure
compatibility of results. It is often unclear as to whether the
distribution of grades follows the pattern of a normal distribution
curve, or not. So that whilst appearing to yield quantitative or
objective assessments, they may in fact be subjective. Stillman and
Maychell (op. cit) found that there is often poor correlation between
five point scales used on transfer and later assessments of performance.
General opinion is that such scales should be used with caution, and only
as a "rough" guide. For example they may be used by secondary staff to
ensure genuinely mixed ability groups when pupils first enter their
secondary school.

Characteristics of Effective Transfer Records

The various commentators in this field (see particularly Sumner,1986,
Clift et al,1981, Stillman and Maychell,1984) identify a number of common
characteristics which they feel are necessary to the formulation of
effective transfer records. These, together with considerations gained
from my own fieldwork are detailed in this section.

In common with all school records whatever their purpose, transfer documents should have a clear layout with sufficient space for comment where appropriate. The document should be legibly printed, with clear headings for the various sections. Guidelines for the use of the document should be readily available to users in order to promote a common understanding between writers and receivers.

Over and above these common considerations, there are a number of factors which are specifically relevant to transfer documents. One being the notion of flexibility. As mentioned above a transfer document may serve a variety of audiences, each of which has a different underlying purpose. Thus, such a record needs to have a level of flexibility in order to take account of these differing needs. They must also have a degree of uniformity in order to facilitate efficient processing by the receiving secondary schools who need to extract, collate and distribute information at a number of levels.

The secondary schools surveyed by the various authors identified two broad, basic, categories of pupil information which were important to them. Firstly, demographic details, and secondly pastoral/academic information. Clift et al (op. cit) indicated that it might be beneficial to have separate records in this respect, since their findings indicated that the personal details of pupils are often located within the secretarial offices for easy access in case of emergency, whilst academic and pastoral information may be stored on a year or subject basis or both.

Stillman and Maychell develop this idea further and from their work on transfer in the Isle of Wight and other LEAs propose a record with pull-out component parts which may be detached and passed onto the appropriate departments within the receiving secondary school.

Documentation associated with inter-phase transfer should be an integral part of the assessments which are ongoing throughout the final year in the primary sector. In this way primary teachers are not involved in recording assessment information specifically for transfer which may not ultimately be of use to them, and which they perceive as time consuming. In order to achieve this approach there must be an agreed policy on assessment and record keeping in operation between receiving secondary

schools and thei respective feeder schools. There is evidence to
suggest that this approach is achieved locally through pyramid liaison
groups, and also on an individualised county basis. To date however,
there is little inter-county co-ordination in this respect. This may
change once the Education Reform Act is introduced and the agreed system
of national assessments established.

The importance of personal contact between teachers from the two
educational sectors in order to discuss individual pupil's transfer
records should be acknowledged at a high level, and time allocated for
this. The case study reported in Chapters 4, 5 and 6 of this study
showed that teachers in both phases rated this as the most useful and
effective means of transmitting information at transfer.

Some provision should be made for both parents and pupils to make a
contribution to transfer information. At present this tends to be done
on an informal basis, and information given orally.

The limitations of transfer documents need to be acknowledged by all
parties. So that expectations related to their use are realistic.

Finally, and perhaps most importantly, transfer records should be
regarded as a baseline for the transmission of pupil information, and not
an end in themselves. They should not be a substitute for personal
contact and discussion between staff from both education phases. In
addition such records should always be seen in the context of an overall
transfer package which is based on liaison and continuity between not
only the various education phases and their individual establishments but
also the pupils and their parents.

1.4   Profiling in the Primary Sector

The term profile is used frequently within this thesis, in particular
with reference to the agreed transfer package operating within the
pyramid of schools as documented in the case study described and analysed
in Chapters 4, 5 and 6 of this study.

Currently an emergent issue within the area of primary assessment procedures, having been placed firmly on the agenda by the T.G.A.T. Reports, pupil profiling has been a contentious issue within the secondary sector since the early 1970s when a "significant shift towards the development of profiles was discernible." (Hitchcock, 1986,p8.) The argument for profiling at the secondary level is intricately linked with the long running criticism of the 16+ examining system within England and Wales, and the reader is referred to among others Broadfoot, 1979, Murphy,1986, and Mortimore,1983, for a more detailed analysis of this.

As might be imagined a considerable literature on the subject has accrued, with protagonists viewing profiling as a significant development in reporting techniques, and antagonists as yet another educational bandwagon. Nevertheless, since the primary sector is the focus of concern in this dissertation it is not appropriate to examine this argument in any detail here.

One of the immediate difficulties encountered when considering a profiling approach is that of definition because of the wide variety of record which may be so described. It is possible for example to present the results of highly structured norm-referenced tests eg. The Richmond Tests in such a way that an individual pupil's performance in basic skill areas may be seen as a profile. At the other extreme a series of subjective "pen portraits" from all the teachers involved with a pupil can also be termed a profile. Yet again, self-assessment logbooks comprised entirely of students' own comments might be regarded as a profile. However, this would be essentially a unidimensional record, and the term "profile" suggests a multidimensional approach. Combinations of any of the above are also possible.

In clarification then, a profile is a method of recording the results of an assessment, it is not in itself a method of assessment. Macintosh (1982) defines it as:-

> A panoramic representation, numerical, graphical or verbal, of how a student appears to assessors across a range of qualities, or in respect of one quality as seen through a range of assessment methods.

In Garforth and Macintosh (1986,p.1) the definition is of a more general nature:-

> A profile is a system of recording information derived from
> assessment and usually, but not exclusively, about
> individuals. Profiling is the process by which a profile or
> record of achievement is produced.

Rowntree (1977) believes that a profile:-

> ...Helps to humanise the reporting response. Even the
> simplest of profiles differentiates the student from
> other students who share the 'same' total but 'add up
> differently' from him...each is in a class of his own...
> the recipient of the report is being put into a new
> more humanising relationship with the assessors and the
> assessed.
>
> (op.cit.p.236.)

and Hitchcock (1986) placed emphasis on recording:-

> ... assessments of students across a wide range of
> abilities, including skills, attitudes, personal
> achievements, personal qualities and subject
> attainments; it frequently involves the student in
> its formation, and has a formative and summative
> function.

It would appear then that no single definition entirely sums up the
notion of profiling, and each of the above contain questionable elements.
For example, Broadfoot and Hargreaves (Broadfoot 1986.) would take issue
with the idea of "a new more humanising relationship" between assessors
and assessed. They point out that because profiles collate so much
information about each individual child their potential for use as a
means of social control is enormous. Also some authors would argue that
a single record or profile cannot fulfil both a formative and summative
function as described by Hitchcock above. However, generally speaking,
it should be noted that each definition gives scope for the appraisal of
areas other than those narrow cognitive skills traditionally associated
with assessment at all levels of the educational process.

Within the literature, broadly speaking, two types of profile are
identified. These being formative and summative respectively. The
former are developed through formative assessment techniques over a
period of time. Such a process allows for both discussion and feedback
between teacher and taught, and curricular modification via innovation in
response to the pupils reaction to course content and teaching methods.
Thus the strengths and weaknesses of pupil, teacher, and curriculum may
be highlighted and acted upon. So that formative profiles are primarily
diagnostic tools intended to be an integral part of the learning process.

Summative profiles provide a final record of a pupil's achievements at for example the end of a course, on transfer to another educational establishment, or on leaving school.

Balogh (1982) in her survey of profiles carried out for the schools council identified four criteria associated with good profiling practice. Some of which are applicable to the primary situation. Namely that profiles should:-

1. Record skills and personal qualities as well as more cognitive curriculum areas.
2. Present equivalent information for all pupils.
3. Be available to all pupils irrespective of ability.

Although some authors have expressed reservations concerning profiling (see for example Spooner,1983, and Nuttall and Goldstein,1984) most of the literature (see among others Broadfoot,1982 and 1986, Hitchcock,1986, Murphy,1984, and Macintosh and Frith,1984,) views it in principle as a positive move away from traditional grading of students (norm referencing) to measuring performance against defined criteria or objectives (criterior referencing.) Garforth and Macintosh (1986, p.12) "see the major benefit of profiling as its capacity to assist a student's learning process." Since a greater emphasis is placed on assessment for diagnostic purposes it becomes "an essential tool to assist learning rather than an unavoidable intrusion on classroom teaching."

Although, the growth of profiling in the secondary sector is both linked with and constrained by the 16+ examining system. In the primary sector this is patently not the case, for since the demise of the 11+, in the late sixties external examinations do not influence the primary curriculum to any significant degree, if at all.

More recently however, the work of the A.P.U., combined with Government plans for national attainment targets (see among many others T.E.S. 3.10.86. and T.G.A.T. Reports A & B,1988) has placed emphasis on the monitoring of standards on a national basis and has included 7 and 11 year olds in the age range under review. Since schools cannot account for the performance of pupils without the implementation of assessment programmes, there is an increasing emphasis within infant, primary and middle schools for teachers to keep accurate and appropriate records of

the variety of experiences and activities offered to children within that
sector. It is largely within this context of accountability that
profiling is being considered within the primary sector.

As yet it is difficult to obtain a coherent overall picture of the extent
to which profiling is influencing primary assessment procedures and
techniques in general and transfer packages in particular at the present
time. The small amount of published material that is available is
mostly concerned with the anecdotal description of profiling initiatives
undertaken within individual schools, or LEA's (see Frisby,1982, and
Davies,1980,) and presents a somewhat fragmented picture. Nevertheless,
Hicks, (1986) has attempted a review of the issues as she perceives them
and Shipman (1983), Clift et al,(1981) and Stewart (1986) all make
mention of the use of profiles in the context of primary record keeping.
The following discussion attempts to identify and analyse the main
implications of a profiling approach for primary education.

As was seen to be the case in the secondary sector, definition is also a
problem with regard to profiling in primary education, Clift et al (1981)
found that some primary teachers understood a profile to be:-

>   unstructured comments about pupils' adjustment to school
>   and their relationships with adults and peers.
>   (p.42.)

Frisby (op.cit.) talks of:-

>   ... compiling anecdotal records of development particularly
>   in reading and mathematics...profiles as they later came to
>   be called.
>   (p.38.)

Davies (op.cit.) moves towards the idea of assessing pupils over a range
of curricular areas:-

>   ...we produced ... a profile which included reading, writing
>   and phonic records, a number progress sheet, a behaviour
>   profile and pages for the teacher's comments on social and
>   emotional development.
>   (p.121.)

Hicks (1986) reviews two "distinct but complementary" models in an
attempt to clarify the problems of definition at the primary level. One
is curriculum based and suggests that a profile may aim to "convey an
impression of the skills, experiences, and knowledge of the individual

child relative to the full range of the school's particular curriculum."
(p.21.)   The other is child-centred and links profiling to the wider
aspects of a child's development "emphasising the uniqueness of each
individual, and providing a means of monitoring growth and maturity in a
variety of aspects of personality and achievement." (p.22.)   I find it
somewhat difficult to accept the models outlined above as being separate
entities, perferring to view them as component parts of the same model.
Thus, a primary school profile may be child centred but the achievement
described must surely be at least partially in terms of the curriculum
offered.   Further, the school may not have the information or the right
to monitor anything else.

Problems of definition notwithstanding, if profiling is to be taken on
board at the primary level there will be a requirement for teachers to
gain a deeper understanding of the central issues associated with the
approach.   Garforth and Macintosh identify six main issues for
clarification in this context, namely:-

    (1)   What are the main purposes of the profile?
    (2)   Who is to be profiled?
    (3)   What is to be assessed?
    (4)   How is the assessment to be undertaken?
    (5)   Who is to be involved in the assessment process?
    (6)   How are the results of the assessment to be recorded?

                                (p.21)

At the primary level the underpinning educational ethos rests largely on
the notion of child-centred education: each child being in competition
with himself and his previous performance and not with peers.   The
capacity of profiles to take account of the "whole child" across a wide
range of curricular activities fits in well with the individualised or
small group approach to learning prevalent in the primary sector.
Profiling may be of particular use in the assessment of topic work which
as a wholely cross-curricular activity is notoriously difficult to assess
in any meaningful way.

There are a number of preceived constraints concerned with profiling at the primary level. For example Shipman (1983,p23ff,) raises the questions of validity and reliability. He argues that unless an inordinate amount of time is expended in the construction of profiles the information recorded is of little value outside the individual classroom context:-

> ... there is no standard procedure that secures objectivity, either in the construction of the instrument or in the way the grades are given.
> (p.28)

Frisby (1982,p.38.) acknowledges the importance of context when making subjective assessments concerning skill areas. He focuses on the difference between observed levels of skill for the same children when working individually with a teacher, and in a small group situation, and concludes that "our assessments depend on the context. Far more than we realise."

The amount of time required to firstly develop, and secondly maintain a profiling system is quite considerable and Clift et al (1981) and Leith (1981) caution against developing time consuming record keeping systems which no-one will use because the comments are too subjective, unsubstantiated, and non-generalisable outside the classroom context. Placing an assessment in context without ambiguity is not an easy task. It requires time and perseverance. Explicit details of the criteria used in judging the degree of mastery achieved, together with the conditions under which the assessment was carried out and the margin of error (if any) that was allowed are important factors in achieving precision:-

> ... and it is probably true to say that achieving the right balance between generality and detail is the major problem that confronts those constructing profiles... Placing an assessment in its context without ambiguity is likely to present considerable practical difficulty.
> (Hicks,1986,p.27.)

Another constraint within the primary sector when considering a profiling approach is that in existing practice the records are often largely compiled by one teacher ie. the class teacher working in comparative isolation. Profiling relies on a collaborative approach involving a

number of assessors, in the belief that this will result in a broader
based assessment.   Although this is common practice at secondary level
with regard to discreet subject areas, such an approach would be a
radical departure for many primary schools.

The contribution which pupils themselves make to their own records and
assessments is an issue worthy of note in the context of primary
profiling.   At the primary level children are very rarely involved in
this way.   However, Davies (1980,p.122ff) when describing her experience
in developing profiles within her First school found that pupils as young
as five or six were able to make relevant contributions to the process.

> I ask the pupil if he can see what he has learnt. Several
> children are perfectly able to see their strengths and
> have been able to tell me in which skill, if any, they
> need practice.   For example, Sandra (aged 6 years) was
> capable of telling me that she needed more practice on the
> alphabetical order skills.
>
>   (p.123.)

The possibilities for involving primary and middle school pupils in the
assessment process are clear.

Following on from this point, and directly linked to it, is the
contention that profiles may be an appropriate way of involving parents
more closely in their child's learning.   In the secondary sector parents
have traditionally been able to offer written comment on school reports
to varying degrees according to the practice of individual institutions.
This is not so at the primary level where many schools do not produce
written accounts of a pupil's progress for parents.   The transmission of
such information tends to rely largely on discussions with the class
teacher at "open evenings" and parental contributions are inclined
therefore to be verbal in nature.   Thus, parental comments as such are
not new or peculiar to a profiling approach.   However, the concept of
using parents as assessors, for example of the achievements their
children make independently of the school environment, is a new idea
which a number of profiling and recording schemes have put into practice.
Also the move towards "open school records" and increased parental
participation at all levels of the educational process means that schools
need a system of recording that is easily and accurately understood by
parents, profiling has the potential to meet this requirement.   The

flexibility of a profiling approach means that parental assessments may easily be incorporated if considered to be relevant.

Micro-computers may also play an important part in profiling at the primary level. Lloyd-Jones and Bray (1986,p171) believe that "computer-assisted profiling would go a long way to resolving the greatest single objection to profiling : the demands on teacher time."

However, the most crucial consideration in this discussion must be the attitudes of primary classroom teachers towards profiling, since as they will be most involved with it as a means of "keeping track" of each child's learning, a significant degree of commitment will be necessary.

At present profiling is seen largely as a different and somewhat more cumbersome way of writing reports or records rather than as an integral part of the teaching/learning process. My own discussions with a small number of primary teachers confirm this attitude. Comments such as "Why replace 1 sheet with 5?" (when referring to a pupil record card which had recently been modified using a criterion referenced approach,) and "I just don't have time to take on any more recording." or "I feel that every minute spent reporting is time away from actual contact with the kids." or, "Why spend even more time writing information that won't be looked at again?" and "I keep all the personal development stuff in my head." were a recurring theme.

So that if profiling is to be received as a genuine attempt to improve assessment and record keeping within the primary level of education by primary teachers on mass, some serious INSET work involving the under-lying rationale must be undertaken.

Teachers will have to be convinced that a profiling approach will provide them with a more accurate picture of a child's development than they are at present able to obtain from the currently used procedures described above. Furthermore, acknowledgement at a high level that implementing a profiling system requires some regular non-contact time would be essential. At present profiling is regarded cynically by some as yet another educational bandwagon which the ambitious will use as a manipulative tool in order to enhance their promotional prospects.

The issues outlined above are of particular interest when placed in the context of the T.G.A.T. proposals where the committee recommend that:

> ... pupil results in a subject should be presented as
> an attainment profile.
>
> (para.33.)

They go on to recommend that individual subjects should report the knowledge and understanding gained by pupils in the form of a small number of profile components.

To date (Feb '89) the final form that the profile should take has not been agreed on, but the proposals have been translated into possible attainment targets in the discussion documents produced by the working parties in all three core curriculum subjects.   Future development in this area are awaited by all those involved in the primary sector.

1.5   Transfer and Transition

Throughout the literature connected with primary to secondary inter-phase transfer the terms transfer and transition are often used synonomously. For example Sybil Camsey (1984) talks of "Our Junior-Secondary Transition Course" which prepares children for the "transfer from primary to secondary education," whilst White and Brockington (1983) describes one pupil's "shock on transfer to secondary school," and Woods and Measor (1984) write of the "traumatic transition which takes place at 11 or 12."

Stillman (1984) notes the way in which the two terms are considered to be interchangeable "in discussions about the movement of children from one type of school to another" but goes on to point out pertinent underlying differences which indicate a clear differentiation between the two terms concluding that:-

> If, however, we wish to examine aspects of the teaching and
> organisation of the curriculum before and after these moves
> take place then it is as well to establish clear meanings
> since the two words can lead us down very different avenues.
>
> (p.76)

So that a "transfer" takes place when children are moved from one school to another.   Thus, transfer may occur when individuals move from one school to another for any one of a variety of social reasons such as family relocation, parental dissatisfaction, disruptive behaviour etc.

Transfer also takes place when children move from the primary to the secondary phase of education and are relocated within a new institution.

Associated with transfer however, are a number of changes or transitions:-

> ... they (the children) will have encountered various changes
> not only in their geographical and physical situation, but
> also in the teaching they receive and the expectations made
> of them... we have an expectation that the transitions
> encountered by the pupils will bring about a number of desired
> changes in their behaviour.
>
> (Stillman op.cit. p.76)

So that many of the transitions experienced by the pupils are to a degree orchestrated and managed by the receiving institution. For example a secondary school may wish to promote a more adult attitude towards schooling. This might be achieved by encouraging pupils to take more responsibility for time-tabling, and organisation of their own learning.

The effect of any transition may be measured by studying observable changes in the pupil with respect to for example performance in the major curriculum areas namely mathematics and language. A number of studies (see among others Stillman and Maychell, 1984, Galton and Wilcocks, 1983, and Nisbet and Entwistle, 1969,) have concentrated on this aspect. They were carried out at primary to secondary transfer when the scale of the transitions encountered is potentially greater than at any other time throughout a childs education career.

The implications for the various primary to secondary transfer packages which are currently in operation throughout the country is whether:-

> ... the transitions in the child's teaching across transfer
> are planned to bring about positive and desired changes or
> just allowed to happen with little or no thought behind
> them.

Picking up on, and re-examining this line of thought the 1978 HMI Report entitled "Primary Education in England" noted that little discussion between schools regarding continuity actually took place, and that in over fifty years there has been relatively little progress made towards closer inter-phase links.

The need for Curriculum continuity was more recently highlighted in 1984 by the then Secretary of State Sir Keith Joseph in a speech delivered in Sheffield in which he stated his intention to "seek broad agreement concerning the objectives of a 5-16 curriculum." This was followed up by a discussion document issued by HMI (1985) which sought to:-

> ... stimulate the professional discussion about the whole curriculum... (the discussion) covers the years 5-16 because these are the years of compulsory education and because to treat this span as a whole recognises the need to ensure coherence and progression as pupils move through the system.
>
> (p.1.)

The concept of curriculum continuity is a direct result of an acceptance on the part of educators that educational development is a process which continues throughout an individual's life both before, during, and after the 5-16 compulsory education years. Formal education must be seen as a integral part of this continum. The main points at which such progression is endangered by discontinuity are those at which pupils change schools and most particularly when they transfer from the primary to secondary phase of education. This was recognised by Headteachers in a statement made by the N.A.H.T. (National Association of Headteachers) in which they asserted:-

> The implication is a clear commitment by heads and local authorities to do all in their power to avoid unnecessary breaks in continuity and to minimise the effects of unavoidable interruptions such as ..a change of school and a change of learning approach.
>
> (N.A.H.T. booklet.)

The importance of curriculum continuity at transfer was further endorsed by the DES in their White Paper "Better Schools" (Paragraph 65.) Here, it was stressed that the curriculum needed to be:-

> ...constructed and delivered as a continuous and coherent whole in which the primary phase prepares for the secondary phase, and the latter builds on the former.

This model of curriculum continuity cannot be pursued successfully without good inter-phase liaison, since without such liaison the level of skills and concept development which pupils may have reached in one sector is unlikely to be further developed and enhanced within the next. In addition repetition in certain subject areas may occur.

Liaison has been seen to be a vital factor in good curriculum continuity
provision in all curriculum areas, but particular attention has been paid
to maths and language/reading.   For example the Bullock Committee (1975)
which investigated all aspects of reading and language in the 5-16 age-
range concluded that:-

> ... effective liaison is a priority need... we have urged
> that reading be regarded as a continuously developing skill
> and that language be extended to meet increasingly complex
> demands as the child grows older.   Neither aim can be
> achieved without close co-operation and mutual confidence.

The Cockcroft Report adopted a similar stance with respect to
mathematics.

Despite repeated calls for curriculum continuity, and acknowledgement at
a high level (DES and HMI) of the importance of effective liaison during
inter-phase transfer the HMI survey of 8-12 Middle Schools (1985)
reported few examples of sustained curricular liaison, and concluded that
middle schools needed to give much greater attention to securing
continuity of teaching and learning across the whole curriculum for
pupils at transfer age.

Stillman and Maychell (1984) observed three major influences that make
inter-phase liaison a problematic for many teachers.   These being,
"attitudes generated by sector hierachy, poor experience of the 'other'
sector, and professional isolation."   They go on to surmise that if
these factors were taken account of and direct assistance given with
INSET on good liaison practices, then "the goals of continuity are more
likely to be met."

Where curriculum continuity has been successfully achieved it generally
takes one of two forms.   That is to say it is either subject based, or
skills based.   Subject based curriculum continuity relies heavily on
agreement between feeder and receiving schools on common schemes of work,
for example SMP maths, Ginn Reading 360, or various modern language
schemes such as "Tricolor."   A skills based approach is more subtle and
difficult to attain since broad agreement is required on which skills are
valued in a variety of curriculum areas, and the level of attainment that
might be expected of the various age groups.   Such an approach requires
curriculum discussions between associated schools, and although these

might be initiated by individual teachers in the first instance, other teachers in other schools must be involved if the process is to be sustained. Continuity initiatives instigated by individual teachers tend to "fade away when a key teacher moves to another school," (Gorwood, 1986.)

Over and above this, where inter-phase liaison was seen to be particularly successful, a contributory factor to this success according to HMI (1985) was the priority and time that headteachers accorded to it as an activity, combined with LEA support and initiative. Directly related to these variables was the number and geographical proximity of the schools involved.

In conclusion then, it would appear from the literature that the principle argument put forward in favour of curriculum continuity is that pupils require a planned education which takes account of a progression of skills and concepts in the various curriculum areas.

These are introduced at appropriate stages of the child's development. When children transfer from one phase of education to the next, effective inter-phase liaison should facilitate a continuity of curriculum that allows for the skills and concepts that have been acquired in one sector to be developed and augmented in the next. However, at the present time effective curricular continuity is for the most part:-

> ...more prevalent at the level of rhetoric than at the level
> of practice. When we examine practice we still find
> continuity to be a slippery concept, difficult to define and
> to identify.
>
> (Derricot,1985)

1.6 Accountability

It is at the present moment impossible to engage in a discussion of the assessment and record keeping procedures used within the primary sector in general, and during inter-phase transfer in particular without becoming aware of the way in which both are consistently linked in a variety of contexts within the available literature to the issue of educational accountability.

> ... and as more money is allocated to state education and
> as economic pressures insist on accountability in terms of
> 'value for money' then pupil achievement and assessment of
> performance will become major issues of the day.
>
> (Sutcliffe,1979,p160)

The literature reveals a number of perspectives from which educational accountability is currently viewed. For example, Pearce (1986) examines the role of the LEAs, and Bacon (1978) that of school governing bodies. Sallis (1979) outlines the parental viewpoint, whilst Elliott et al, (1981) present the opinions of a considerable number of teachers in this sphere. The complexities of the sociological perspective are reviewed by among others Broadfoot(1984) and Nuttall (1982). A comparative approach is adopted by Shapiro (1985) and Broadfoot (1985) by which accountability movements in other countries respectively America, and France are compared and contrasted with the English models.

Furthermore, the impression that this "whole area of accountability is riddled with tensions" (Black and Broadfoot, 1982,p86.) is conveyed. At the time of writing heavy political overtones, particularly with regard to teacher appraisal and attainment testing at ages 7, 11 and 14 exist as the introduction of a National Curriculum gets under way.

In this section I intend to establish a working definition of account- ability that will demonstrate the way in which this currently fashionable term is used within this study, and to outline briefly some of the issues associated with the modern accountability movement.

The pursuit of a working definition reveals that descriptions of educational accountability abound within the literature, serving to illustrate the variety of ways in which the term is currently interpreted. Gibson (see Gould et al,1984) in a generalised statement acknowledges this deversity, and views the process as one in which the teacher is in some way accountable to agencies both in and outside the classroom:-

> ...Accountability is open to a wide range of definitions
> such as 'freely giving an account,' 'giving an account
> and discussing it,' 'allowing others to influence
> decisions,' 'being obliged to give an account, or being
> held accountable.'
>
> (op.cit. p.9)

Sinha (in Lello,1979,) develops this notion of accountability and links it to the allocation of resources, with the implication that these may be forfeit if previously agreed objectives are not met:-

> ...(accountability) is a negotiated relationship in which
> resources are allocated in return for the promise of
> specific benefits, with the agreement that some form of
> penalty will be imposed if it is adjudged that expectations
> have not been fulfilled.
>
> (Sinha in Lello,1979,p168)

The notion of age-related attainment testing raises questions of this sort, with a negative emphasis placed on accountability measures. A more positive use of such measures would be the allocation of increased resources to schools which for a variety of reasons unrelated to education failed to meet pre-stated criteria.

In his definition Lello (1979) explores further the concept of a relationship between interested parties, and introduces the idea of a mandatory component within this:-

> ... accountability implies having an answerable
> relationship. It involves being called upon to give an
> account, sometimes mandatorily, but always with clear and
> special responsibility. Thus accountability will always
> vary with both the nature of the task as well as with the
> person involved.
>
> (op.cit.p.3)

Satterly (1981) articulates this mandatory element as a responsibility which schools have towards ensuring cost-effectiveness within the educational system:-

> ... An explicit or implicit responsibility on the part of
> schools for bringing about certain educational objectives
> in a cost-effective way. The processes by which schools
> and local authorities justify the expenditure to the
> taxpayer.
>
> (op.cit.p.345)

In what is perhaps the most widely quoted definition (see among others Finch and Grimshaw,1980, Nuttall,1986, and Pearce,1986) Sockett (1980) adds yet another dimension to the complex concept of educational acccuntability. He too views it as a network of relationships, and acknowledges the need to "give an account" to other interested parties. However, he differs radically from the definitions offered so far by viewing educational accountability as a vehicle through which the quality of the education being offered might be improved.

> The purpose of a system of accountability is to maintain
> and improve the quality of educational provision and, where
> possible, to provide information to show that this is being
> done.
>
> (in Pearce op.cit.p30)

Sockett's definition has an element of generalisability which allows for adaptation to a variety of education contexts. Also in placing emphasis on the improvement of the quality of education, together with the provision of information, it implicity acknowledges the importance of the assessment procedures and record keeping systems that constitute the main focus of this study. For these reasons it provides an adequate working definition of educational accountability and underpins the use of the term throughout this dissertation.

The modern accountability movement is generally acknowledged to have arisen in the 70's, but its origins may be traced back to the abolition in the late 60's of the 11+, and the resultant broadening of the primary school curriculum associated with this, (the so-called progressive movement), which fostered a "concern over falling standards" (see among others Macdonald 1976, Pearce,1986, Bacon,1978.) This was coupled with a change in the economic climate of most western socities brought about by the 73/74 oil crisis, which in its turn was associated with "broader changes in attitudes towards authority, professionals and the rights of the consumer." (Nuttall 1982.) Halsey (1979) has described it as "a rotting of public confidence in public institutions." Consequently, since schools are arguably the most accessible of social institutions, being a common experience shared by all, by virtue of which anyone feels able to offer an informed opinion, they became to some extent the focal point of public disillusionment.

This dissatisfaction with society in general and education in particular in the early 70's is explored by Taylor (1978,pp.46-47) and encapsulated thus:-

> This ...has been expressed much more sharply and directly -
> kids can't read, don't know how to behave, and aren't
> willing to work.

Three events are cited in the literature (see among others Goulding et
al,1984) as significant milestones in the modern accountability movement
namely the William Tyndale Affair (see Auld,1976, Gretton and Jackson,
1976) the Taylor Report (1977) which made recommendations on the role of
school governors and parental involvement in schools, and James
Callaghan's Ruskin Speech (1976).

Some of the recommendations of the Taylor Report were taken on board in
the 1980 Education Act, (see Nuttall 1982, p13) and the increased power
of governors is at present making some impact on schools at all levels.

The outcomes of the Taylor report were to a certain extent prompted by a
speech made at Ruskin College Oxford (October 1976) by James Callaghan
the then prime-minister. He publicly articulated the loss of public
confidence in the abilities of professional educators in the now famous
"Ruskin Speech." In it he launched a new spirit of criticism of schools
and teachers, challenging the autonomy of teachers concerning the
curriculum, and voicing doubts about the ability of schools to meet the
demands of industry. The economic recession had even at that time
produced unprecedented levels of youth unemployment as "... the hare of
public expenditure was harnessed to the tortoise of economic growth"
(Macdonald,1979,p28), and schools were criticised for the unemployability
of their products. Whilst never using the term "accountability" as such
Callaghan made it quite clear that there would be:-

> ... (a move) away from the rhetoric of participatory
> democracy towards other ways of restricting and controlling
> the 'professional autonomy' which teachers had captured
> after the Second World War.
>
> (Harling,1984,p177.)

The need to engage in a "Great Debate" of educational issues which would
allow non-professionals a voice was repeatedly stressed:-

> ...Public interest is strong and will be satisfied. It is
> legitimate. We spend £6 billion a year on education so
> there will be discussion...Where there is a legitimate
> public concern it will be to the advantage of all involved
> in the educational field if these concerns are aired and
> short-comings righted or fears put to rest.
>
> (TES 22.10.76.)

Becher and Maclure (1978) give a detailed analysis of the speech, and its
implications for all levels of the education process. They emphasise
that behind the 'invitation' to discuss, was the implication that
educators "had some explaining to do." Callaghan listed a number of
causes for concern, among others low standards and inadequate teaching
methods in primary schools.

The common consensus then, was that many of the claims made by
politicians and laymen were legitimate and that teachers should indeed be
formally accountable. The problems lay in defining 'accountability,'
deciding who teachers were accountable to, and what they were accountable
for. This last notion being perhaps most problematic, for example
schools are often blamed for all the ills of society:-

> it is the schools' ritualistic function to bear the
> responsibility for the outcomes of education, even though
> many of the factors which determine success or failure are
> beyond their control.
> (Becher and Maclure,1978,p223)

when clearly other potentially more potent factors are involved for
example home background, social mores of the time, and the media.

Accountability procedures then, must seek to clearly define those things
which are considered to be under the control of the teacher, but at the
same time maintain a balance which prevents a situation where restrictive
prescription limits professional freedom. A difficult if not impossible
task, the danger being that if a teachers role was so restrictively
prescribed in the context of accountability then teaching to the 'letter
of the accountability law' in order to acquire measure of self-protection
would be a sad but predictable outcome.

Models of education accountability have been generated by a number of
authors, but have also arisen from practical projects such as The
Cambridge Accountability Project (Elliott et al, 1982) and the East
Sussex Accountability Project (EASP.) The EASP suggested a model of
educational accountability which identified three facets:-

1. answerability to one's clients
   (moral accountability.)
2. responsibility to oneself and one's colleagues
   (professional accountability.)
3. accountability ... to one's employers..
   (contractual accountability.)
   (ESAP,1980,p97.)

These types of accountability relationship are consistent and compatible
with other models of educational accountability (see for example Becher
et al,1981, Sockett,1980, Halpin,1979, Lello,1979, and Macdonald,1976.)
although the terms used elsewhere are inevitably somewhat different, for
example Broadfoot (1985,p273) refers to 'bureaucratic accountability'
rather than contractual.

A slightly different emphasis is found in the reports of the Cambridge
Accountability Project (op.cit) where the aim was 'to explore an
alternative view of school accountability to the one which emphaises the
contractual accountability to central government.' (Intro to Vol 2.) The
project distinguished between a 'control model' of accountability which
implies a transference of control concerning educational decisions from
schools to the government, and a 'dialogue model' which emphasises the
moral answerability of schools to clients and the surrounding community.

School self-evaluations schemes have been introduced in a number of LEAs
in an attempt to make schools accountable by encouraging them to evaluate
their own performance.   ILEA, Oxfordshire, and Solihull are the most
widely quoted examples in this field.   Two models of self-evaluation are
highlighted within the literature.   Firstly, a self-initiated model,
where the school itself decides to embark on a self-evaluation exercise.
Secondly LEA initiated schemes such as those mentioned above.   Certain
of these schemes involve auditing by advisers or similar (see Dorset
Self-Evaluation Scheme.)   More recently Turner and Clift (1985) have
demonstrated that such schemes have certain drawbacks and have not proved
to be as effective an accountability vehicle as at first supposed.

The notion of teacher appraisal is one which is currently being mooted as
a means by which teachers may be held to be accountable.   However,
attempts to introduce pilot appraisal schemes have met with considerable
opposition from teacher unions, and in the light of recent teacher
unrest, and industrial action, teacher appraisal has become a highly
controversial issue.   A detailed account of the development of teacher
appraisal in England written by Turner, Nuttall, and Clift, may be found
in 'The World Yearbook of Education 1986'.

In conclusion then, in recent years educational accountability in the primary sector has generally taken the form of demands for better, more publicly accessible appraisals of aspects of the school curriculum, particularly the basic components of maths, reading, and writing. In addition to this much has been said in favour of the greater accountability of teachers, (via appraisal and self-evaluation exercises), and the education service to the community at large. Such calls have often been justified as an expression of concern over falling standards.

Although, there is a consensus amongst most parties involved that teachers and schools should be more accountable, difficulties have arisen over what precisely they should be accountable for, what form this account should take, and to whom it should be given. Several models of accountability have been discussed in this section, together with a brief consideration of school self-evaluation and teacher appraisal.

As noted in the introduction the issue of educational accountability is fraught with tensions, and the way in which such tensions may be practically resolved is as yet unclear. What is clear, however, is that any meaningful attempt at accountability in the primary sector must involve clear, unambiguous statements concerning all aspects of a child's education at both the group and individual level, that may be made available to all interested parties. It follows then that assessment procedures and record keeping practices in primary schools are an important vehicle through which teachers may:-

> ...provide an account of their activities based on care-
> fully collected information and on related judgements made
> in relation to explicit criteria.

1.7 Pupil and Parent Perspectives

The pupil and parental perspectives are to date perhaps the most neglected of the viewpoints associated with inter-phase transfer. This is somewhat surprising since parents/guardians and the relationships they establish with their respective child/children are in a unique position with regard to detailed knowledge of individual pupils strengths and weaknesses. However, the passing into the statute books of the Education Reform Act means that in future schools and their staff will be required by law to take account of the views of parents regarding their child's educational needs.

Similarly, the move towards "Records of Achievement" for all school
leavers and the influence of "profiling" as an assessment technique means
that more attention will be paid to the views held by pupils at all
levels within the educational system.

With regard to inter-phase transfer the pupils themselves are the direct
interface between parental and teacher perspectives. They not only
exert influence here, since it is their needs that both parties are
attempting to meet, but are also greatly influenced by the beliefs and
opinions of both parents and teachers, and this may lead to conflict.

Whilst acknowledging the close relationship between the pupil and
parental perspectives it must be noted that they are generally treated as
separate issues within the relevant literature. In keeping with this
practice the following review of published sources looks firstly at the
pupil perspective and secondly at the attitudes of parents.

1.7.1   Pupil Perspective

It was the best of times it was the worst of times, it was
the age of wisdom, it was the age of foolishness...We had
all before us we had nothing before us.

(Tale of Two Cities:Charles Dickens)

This passage from the above novel perhaps most aptly summarises the
essence of the pupil perspective on inter-phase transfer. For, to a
large degree this perspective is concerned not with the assessment of
academic performance, or the efficient handling of transfer records, nor
with problems of continuity and liaison. Rather, it is predominated by
the personal hopes and fears of a group of adolescents facing a radical
educational relocation.

From being the oldest, most responsible, best known and
most demonstrably able - both academically and physically -
these children become the youngest, least knowing and least
known members of the community in which they find themselves.

(Summerfield M, 1986,p.11)

You don't know anybody, you don't know where you are, or
where you're supposed to be going. You walk past the 5th
formers and they all seem six foot tall, and they just look
at you.

(Pupil after 1st day in secondary school)

The most influential early research in this field is probably that carried out by Nisbet and Entwistle (1966, and 1969.) Their surveys of transferring pupils in Aberdeen covered a wide variety of pupil perspectives ranging from the intellectual to the emotional. Their research was designed to investigate ways of minimising the adverse effects of transfer between the two phases of education, by identifying the extent and nature of the problem.

More recently, the effects of relocation have been reviewed by Fisher, Frazer & Murray (1984,) in an article which examines the reactions of children who become "boarders." Despite the limited perspective from which the research was conducted they describe interesting coping strategies developed by the children in order to reduce their sense of apprehension.

Although the majority of pupils "feel nervous" about transfer the degree of anxiety experienced by individual pupils varies enormously and is largely dependent on "the prior experiences and present support for the child" (Youngman M,(ed),1986,p30.) throughout the transfer process. Measor and Woods (1984) show a correlation between successful transfer and a number of variables such as family background, academic achievement, personal attitudes, and intelligence levels.

It follows then, that schools which firstly, attempt to identify the problems associated with inter-phase transfer, and secondly, devise transfer packages to meet those perceived needs will facilitate a "smoother" transfer for the pupils with whom they are concerned than those who do not. The pupil perspective must be a crucial element in this identification process.

Therefore in order to devise appropriate packages which cater not only for the academic but also for the social aspects of the transfer process consideration must be given to the ideas that pupils themselves express concerning inter-phase transfer. The ultimate success or failure of transfer packages can only be evaluated by examining the extent of their effect on the pupils for which they are intended.

Recognition of the importance of the pupil perspective in all areas of education has been slow in coming, with many researchers (eg.

Steadman,1976,) viewing the child as an unequal member of the partnership with a limited contribution to make. Yarrow (1960) and Power & Cotterell (1979) highlight difficulties related to the short term nature of children's views which tend to change rapidly. As a direct result of this pupils opinions and concerns have been undervalued or ignored.

Rivlin and Wolfe (1985) maintain that this has always been so and is in part due to societal norms:-

> ...children are by definition in a subordinate power
> relation to all adults...beginning with the birth environ-
> ment, adults create and control the physical as well as
> the social conditions in which children learn about the
> world...

(op.cit.p3)

As a direct consequence of this teachers and pupils may be working towards different goals, and since in the case of inter-phase transfer as with all other situations the teachers remain the decision makers, the pupil perspective will only be as influential as they (the decision makers) allow it to be.

More recently workers in the field (see among others Brown & Armstrong, 1986, Measor,1984,) have found that pupils are able to demonstrate considerable confidence and maturity when expressing views and commenting upon their experiences with regard to inter-phase transfer.

Studies involving the pupil perspective on transfer by Nisbet and Entwistle (1969), Measor and Woods (1984), Brown and Armstrong (1986), and Murdoch (1986) all identify approximately four major areas of concern, although the terminology used varies slightly in each case. They found that pupils tended to express concerns associated with the new school, their relationships with peers and adults, and the type of curriculum they would encounter. In addition there were a number of positive aspects highlighted by the transferring pupils. The pupil perspective analysed in this study (see Chapter 5) also yielded a similar pattern. Broadly, concerns fell into 4 major categories. That is, difficulties associated with the receiving school (organisational), fears concerning relationships with peers and adults (interpersonal), anxieties related to the new breadth of curriculum (intellectual), and positive aspects of the transfer process. These are considered in detail in Chapter 5.

1.7.2   Parental Perspective

> Parents, renouncing their bit part as peripheral irritants
> in the education system, have moved centre-stage.
>
>   (Topping,1986,p.1)
>
> Parents and Teachers are natural enemies, predestined each
> for the discomfiture of the other.
>   (Waller,1967)

These contrasting statements serve to illustrate the contradictory nature
of home/school relations.   Until relatively recently the notion of
parental participation in any meaningful sense in education has been
generally absent from the home-school agenda.   Moreover, until the
middle sixties there was in most cases a clear demarcation between the
perceived functions of home and school.   Within this paradigm schools
and the "professionals" involved in running them assumed responsibility
for curriculum and resources, whilst the parents role revolved largely
around considerations such as sending their children to school punctually
and appropriately equipped.   Parents were also encouraged to become
involved in peripheral activities such as fund raising etc.   This
approach to home/school links is termed "parental co-operation." Such an
attitude towards home/school relations is characterised by communication
which tends to be an unequal dialogue whereby school maintains the
dominant voice and the parental role is passive in nature.

Although many LEA's have from the 1930's onwards highlighted the need for
teachers, parents, and children to be actively and practically involved
in the education of the latter, it is only in recent years, that emphasis
has been placed upon a complementary relationship, that is to say a
partnership between home and school.

The development of the parental perspective in education is charted in
some detail by among others Topping,1986, Long,1986, Beattie,1985,
Wolfendale,1983, and a collection of publications resulting from the
Development of Effective Home/School Programmes Project (Nottingham
University) and the reader is directed to these sources for an in-depth
appraisal of the relevant issues.

Briefly, recognition of the importance of the parental perspective in all
phases of compulsory education has gathered momentum since the Plowden
Report (1967) as part of its concern with social class and educational

achievement advocated "parents in partnership" as one of its main themes.

Certain authors (see for example Acland,1971, and Batten,1975) have

criticised the educational research, policy and practice engendered by

the Plowden Report, and commented upon its restrictions and omissions

with regard to parental involvement.   Bastiani (1986) for example talks

about "stepping outside the enormous shadow" cast by the report.

However, it is generally acknowledged that the report:-

> ... gave official recognition to the problem of 'good
> relations; between teachers and parents, ... and called
> for positive action and thought from schools on parental
> involvement.
>
> (Long,1986, p.1)

Over the past two decades there has been a shift of emphasis away from

the "compensatory" notions of home-school relations associated with the

Plowden ideology towards "participatory" ideas and beliefs with regard to

parental involvement.   Such strategies place emphasis upon the process

of communication between home and school, but perceive it as a two-way

process whereby parents and teachers are of equal status in the

partnership.   Nevertheless, it is recognised within the "participatory"

model that homes and schools are likely to be different in nature and

that tensions will arise as a result.

The parental perspective has been represented as having two main areas of

focus.   Firstly, the so called "standards debate" involving widespread

anxiety among parents concerning educational standards both in primary

and secondary phases.   Secondly, the accountability debate which focuses

on the notion that parents have the right to be informed of, and

consulted about, both the short and long term educational development of

their children.   It is the investigation of these and similar

considerations which has facilitated the definition of key issues with

regard to home-school relations.   Authors such as Bastiani (op.cit) have

been able to focus attention on issues such as

> - parental preferences for their children's school
> - the involvement of parents (and others) in the management
>   of schools.
> - the discussion of the legal and contractual obligations of
>   teachers and parents.   (p.108)

The research on which this study is based was conducted at a time (1986-

87) when the role of parents in education was under intense and radical

review. The extent to which parents should be involved in their children's formal education was (and continues to be) a hotly debated issue at a high political level, with the notions of "parental choice," "parent power," and "parents as consumers" underpinning many of the present Government's attempts at educational reform embodied in the Education Reform Act. As a consequence of such government action over the past few years "parental choice" has become a crucial consideration in many aspects of education.

Since the 1980 Education Act, when appeals tribunals to which parents could apply with regard to any difficulties over choice of secondary school were set up, the parental perspective has been particularly influential and of some importance in the area of inter-phase transfer. Prior to this, the experience of parents involved in the inter-phase transfer of their offspring generally played a minor part in the overall scheme of things, with dominant influences arising from the inter-relationships of schools, teachers, and pupils.

This growing emphasis on parental choice, and the determination of parents to exercise it, has led to a more influential parental perspective in education in general and with regard to primary to secondary transfer inparticular. Thus, the relatively new phonomenon of parents "voting with their feet" when selecting a secondary school has had and will continue to have far-reaching consequences for individual schools. The problems of falling rolls in the secondary sector, and the requirement to publish puplic examination results combined with the significant degree of parental choice now in operation has made the appraisal of parents views regarding inter-phase transfer an issue of importance.

Secondary schools have therefore been forced to take serious account of parental requirements and to act upon them. Thus the induction packages devised to facilitate the transfer of pupils from primary to secondary education must now of necessity include an explicit acknowledgement of the importance of the role of parents and their expertise concerning their particular child or children.

The greater involvement of parents is seen as a complementary component
to the professional perspective of teachers, the incorporation of which
should lead to a greater understanding of the issues associated with
inter-phase transfer.   In this way a more indepth appraisal of the
effect of policies and practices on individual children throughout the
transfer process will be achieved.

CHAPTER 2

METHODOLOGY FOR THE COLLECTION AND ANALYSIS OF DATA

2.1 Introduction

Much of the research involving inter-phase transfer has been reviewed and appraised in Chapter 1, and some mention is made of the way in which the respective investigations were carried out. From this aspect of the literature survey it can be clearly seen that the methodological approaches adopted, and the techniques chosen to implement them, depend to a great extent on the nature of the problem under consideration, and the type of data generated.

Central to this notion is the credibility and appropriateness of the methods used in order to obtain such information, for unless these are entirely suitable to the educational context in which the research is set the subsequent analysis is open to speculation. This crucial choice involving methodological approach is highlighted in the many texts and collections of papers concerned with educational research methods in general, and qualitative approaches in particular (see among many others Bell,1987, Cohen & Manion,1985, Burgess 1985, Borg,1963, Stenhouse,1982) and aptly summed up by Hillway,(1969) thus:-

> The choice of method or procedure for a given piece of
> research is one of the most meaningful decisions a scholar
> makes. A wrong choice can invalidate this work... The
> only real issue is how extensive and of what sort must the
> method be in order to solve the particular problem being
> investigated.
>   (op.cit.31.)

Burgess,1985a, sees a danger in this preoccupation with methodological approaches. He cautions that in pursuing such a course there is a tendency to reduce educational methodology to being:-

> Little more than an outline of techniques which can be used
> by the researcher... and the main issues discussed concern
> the practicalities associated with doing research.

He goes on to put forward the notion that any educational researcher, should, when communicating the findings of that research, engage in a reflective exercise which not only focuses directly on the "strategies

and tactics" used within particular frameworks or perspectives but also
contributes "to ongoing debates about the ways in which qualitative
methods can be specifically developed in the study of education." (1985b
preface).

With these considerations in mind, this chapter seeks to review the
various research options available to me in the conduct of my specific
research project, and the constraints which influenced the final choice
of methodology.

So that for the purposes of this chapter the research may be divided into
two sections:-

     a. The postal survey to all LEA's within England and Wales.
     b. The case study of inter-phase transfer within a pyramid
        of schools.

2.2 Postal Survey to LEA's within England and Wales

This survey is perhaps the most commonly used descriptive method in
educational research, and is widely described and analysed in all texts
dealing with educational research methods.   The reader is directed to
among others, Cohen & Manion,1985, Good,1972, Nisbet and Entwistle,1970,
Tuckman,1978, and Burroughs,1971.)

Broadly speaking, the intention of a survey is to look at an existing
situation without any attempt on the part of the researcher to influence
the characteristics of that situation.   However, surveys are more than
the mere recording of information, and the element of comparison almost
inevitably enters into survey work if it is to be of value.

A number of research techniques are commonly associated with surveys, for
example, interviews (structured or semi-structured), questionnaires,
standardised tests involving attainment levels or performance rates, and
attitude scales.

Cohen and Manion (1985, p94 ff) see surveys as typically:-

> identifying standards against which existing conditions can
> be compared, or determining the relationships that exist
> between specific events.

The scope of surveys is also variable. At one end of the spectrum are those large scale surveys associated with government bodies, or LEA's a recent example being the Thomas Report (ILEA,1985) where a vast amount of information on primary age children, teachers, teaching methods and the involvement of parents was collected, and analysed. Recommendations on curriculum and policy were made as a result of the survey. At the other end are small scale surveys which may be carried out within individual schools by the lone researcher. These may also effect change in policy or practice within the institutions in which the survey is conducted.

There are of course limitations to the survey as a method of educational research, and again, these are well documented in the texts mentioned above. One of the most frequently raised being that the survey method is too static. That is to say that it reveals the reactions (howsoever, measured) of the target population at only one point in time and thus raises questions of validity and reliability.

Hoinville and Jowell (1978) suggest 3 headings under which a survey of any type should be considered.

These being:-

    a. The exact purpose of the enquiry.

    b. The population on which it is to focus.

    c. The resources available with which to carry out the survey.

The discussion of the postal survey conducted as part of the research on which this dissertation is based will be considered under those headings.

2.2.1 The Purpose of The Enquiry

The underlying purpose was simply to gather enough information about the various records and/or assessment procedures used within other parts of England and Wales during inter-phase transfer, so that a basis for comparison might be provided between those, and the assessment and record keeping procedures currently operating in Hampshire.

2.2.2 The Target Population and Available Resources

In the broadest sense the population under consideration here included every school which was involved in primary to secondary inter-phase

Thus, the population was readily identifiable. However, it was not so readily accessible, since it was not within the parameters of the research resources in terms of time, personnel (restricted to lone researcher), or finance (the survey was self financed), to be able to establish contact with every member of this designated group, in order to investigate the transfer packages operating within the various institutions, in terms of assessment and record keeping practices. Also, since the purpose of the survey was to collect records as a basis for comparison, nor was it essential or desirable to do so.

Consequently, it was necessary to focus down onto a more clearly defined, yet representative, sample group from which such information might be forthcoming. At present all schools are accountable in some degree, and becoming increasingly so, to the LEA's in which they are situated for the assessment and record keeping procedures used at inter-phase transfer. Therefore it was decided to use LEA's as a point of contact, and more specifically wherever possible, those advisors/inspectors with special responsibility for primary education. In this way it was hoped to gain knowledge which was representative of the total population under consideration.

Subsequently, a list of all the LEA's in England and Wales was compiled using the most recent edition of the "Education Authorities Directory." A covering letter which attempted to clearly establish the legitimacy of the study and the integrity of the researcher was drawn up. Also included in this letter was some indication of the purpose of the postal survey. Finally, the covering letter requested examples of documents/ records and/or guidelines or information booklets used within the respective authorities in connection with primary to secondary transfer. In the hope of encouraging a positive response a stamped addressed envelope was included.

2.2.3 Response to Postal Survey

The records/documents guidelines and information booklets received from various LEA's as a result of the postal survey are categorised and analysed in Chapter 3 of the thesis. Suffice to say at this point that 104 LEA's were canvassed, 45 of whom replied. This constituted a response rate of approximately 47% which is in line with that described

56

by Cohen & Manion (1885):-

> It is difficult to generalise but...a well planned postal
> survey should obtain at least a 40 percent response rate.
> (p.111)

They go on to recommend the sending of follow-up letters if a higher
response rate is required. However, since the purpose of this postal
survey was to obtain a variety of records/documents and/or guidelines in
use of LEA's other than Hampshire, in order to establish a basis for
comparison between them and the Hampshire PR (Pupil Records) documents,
the 47% response level was considered to be adequate for this purpose and
it was not felt necessary to follow-up non respondents.

2.3 Case Study of Middle to Secondary Inter Phase Transfer Within a Pyramid of Schools

2.3.1 Choice of Research Style and Preparation for Fieldwork

The central focus of this particular aspect of the research was the
assessment and record keeping procedures which made up the transfer
package operating in a specific pyramid of schools within Hampshire LEA.

The choice of methodological approach was to a great extent constrained
by the fact that I was in the position of lone researcher. This imposed
the very obvious limitation of only being able to be in one place at one
time. Therefore, in order to keep the fieldwork workload to manageable
proportions for a single researcher it was decided to study only one
group of pupils in one middle school in depth, throughout the transfer
process which was in operation during the academic year 1986-87. This
included observing the tests, attending parents evenings, visiting the
secondary schools, interviewing teachers etc. The decision was also
influenced by the fact that all the middle schools involved. conducted
the tests simultaneously.

So that the methodological approach adopted had to be flexible enough to
accommodate these considerations, and yet be systematic in order that
valid and useful data was generated in what was seen to be a natural/real
situation, that is, the transfer package was contextualised within an
educational environment.

The final choice of research technique was that of school-based case

study which incorporated some of the principles of illuminative evaluation. Emphasis was placed therefore on a qualitative approach.

The case study approach is considered to be particularly appropriate for the lone researcher. The most widely quoted definition of case study is that of Adelman et al (1977):-

> Case study is an umbrella term for a family of research methods having in common the decision to focus on inquiry around an instance.

Youngman (1982) takes this further:-

> A case study is more than just an extended example or an anecdote interestingly narrated... First it gathers evidence systematically... Second, it is concerned essentially with the interaction of factors and events. Sometimes it is only by taking a practical stance that we can obtain a full picture of this interaction.   (p.5)

He goes on to compare statistical analysis methods with that of case study, and points out that whilst statistical analysis can identify many of the determining factors in a problem situation, case study can demonstrate the relation between such factors in a natural setting. The relative strengths and weaknesses of the case study approach are discussed below in Section 2.3.2.

Access to the pyramid schools was through Headteachers, Year Heads (secondary schools) and teachers involved with the 11-12 year age range (middle schools.) The research proposal was presented to a pyramid meeting of Headteachers, discussed, and approved. The Headteachers then took the proposal back to discuss with their respective staffs. All Heads, Year Heads, and Class Teachers approached agreed to be involved.

The review of literature, my involvement in the PSPAP project, numerous discussions with teachers, parents and pupils, together with my own work as an Advisory Teacher identified a number of perspectives as having an important part to play in the transfer process. The analysis of the case study data (see Chapters 4, 5 and 6) is intended to provide an insight into the inter-phase transfer package from these perspectives. The remainder of this chapter examines the relative strengths and weaknesses of a case study approach, and the way in which it was utilised to explore the perspectives identified, namely, those of headteachers, teachers (at all levels), LEA, pupils, and parents.

2.3.2 Case Study Approach : Strengths and Weaknesses

As with any methodological approach there are certain perceived advantages and disadvantages associated with the case study technique. The following section examines the relative strengths and weaknesses involved in using this particular methodology and their relevance to the case study undertaken.

As mentioned above, a case study examines in some depth a specific instance, (in this case the inter-phase transfer within a pyramid of schools), within a limited time span. In employing this technique the researcher aims to identify and analyse the various interactive processes that are integral to the situation under observation.

There is consensus among commentators (see for example: Adelman et al, 1976, Burgess,1985a, 1985b, Walker & Macdonald,1974, Stenhouse,1982,) that the main advantage to the educational case study approach is also paradoxically perhaps its greatest weakness. That is to say, the case study approach produces data that is "strong in reality" but "difficult to organise" in statistical terms. In contrast other education research styles, for example, the survey are more readily organised but are "weak in reality."

Adelman et al summarises the position thus:-

> Case studies are down-to-earth and attention holding, in
> harmony with the reader's own experience, and do provide
> a 'natural' basis for generalisation. A reader responding
> to a case study report is consequently able to employ the
> ordinary processes of judgement by which people passively
> understand life and the social actions around them.
> (in McCormick, 1982, p180.)

Youngman (1982) equates the case study to a "good documentary" in terms of its possible effect. The results and findings of educational case studies are, easily accessible (providing that the report is well written) to an audience which extends beyond the research community to those who are involved at first hand with educational practice, that is teachers.

Insights gained from a case study may be used in a number of ways, at a variety of levels, for example for individual or staff development, for appraisal of curriculum innovations, for evidence in educational policy

making.   This potential for influencing educational practice is noted by
a number of authors.   Skilbeck (1983) extends the argument in the
following way, he feels that the case study provides a basis by which the
process of schooling may be "opened up" and subsequently evaluated by all
those concerned with education at various levels.   He sees the effective-
ness of the case study as two fold:-

> Taken in one direction, it leads us to the perfection of
> observation and documentation;   in another, it is a key
> factor in the revitalisation and democratization of
> educational practice and educational knowledge.
>   (op.cit.p.18.)

Another important advantage of the case study technique is that in
allowing the researcher to concentrate in some depth on the interactive
processes at work in a given situation, it is often possible to highlight
elements that occur infrequently and which would not therefore, be picked
up by large scale survey techniques, but which might however, prove to be
influential or crucial in the success or otherwise of the systems,
institutions, or curriculum innovations under examination.

The case study approach is particularly suited to the lone researcher
situation, in contrast to other approaches to educational research for
example the large-scale survey, which require a research team.   Again,
this is both a strength and a weakness of the technique.   Inevitably,
where a single researcher is involved in the gathering of data, decisions
regarding selection must occur.   The researcher is responsible in the
first instance for the area of study selected, in addition he/she makes
decisions regarding the most appropriate techniques for investigating the
chosen problem, finally the decision concerning the selection of material
for the final report must be made.

This process is to a large degree personal and subjective.   Inherent in
it is the possibility of researcher bias, and the consequent distortion
of information.   Researchers undertaking a case study tend to use
techniques such as unstructured interviews, and systematic observation
which can lead to a close liaison between the researcher and the
researched.   This in turn may place the objectivity of the researcher in
jeopardy, and it is difficult to ascertain to what extent the observer's
personal perception of events has influenced the conclusions reached.   In
other words the internal validity of the research may be in doubt.

Critics of the case study approach (see among others Parsons,1981, Shipman,1981 and Atkinson and Delamont,) make much of this, and other problems. In particular, they point to the fact that case studies are not in the main generalisable, and therefore issues of external validity arise. It is possible to stated that the findings of one study are similar to another in certain aspects but this type of analysis relies heavily on intuitive judgements, and is not underpinned by the systematic checks which are built into other methodological techniques, most particularly the large-scale survey.

The notion of "reflexivity" compensates for such criticisms to a large degree. Reflexivity refers to the way in which the researcher makes explicit the process by which the data and findings were produced. This may be achieved in a number of ways, one of the most important being a "continual monitoring by the researcher of his actions and interpretations in the course of the research." (O.U. DE304 Block 4, p.158.) It is essential in case study work for the researcher to reflect on, and reconsider the processes involved in the collection of data and his/her role in this. Reflexivity is an essential vehicle in the assessment of any case study work. That is to say it is the notion of reflexivity that allows the re-analysis of the findings of a case study by the reader of the data, who may then explore alternative explanations or interpretations.

In addition the subjectivity of the case study approach is reduced by the process of negotiating the contents of for example interview transcripts. Stenhouse (1978) argues that:-

> The aspiration is not to produce objective data, for that is impossible. Rather it is to produce subjective data whose subjectivity is sufficiently controlled to allow critical scrutiny. The aspiration is to critical intersubjectivity, not to objectivity.
>
> (op.cit. p.33)

Bell (1987), points out that although much educational research seeks to establish generalisations, thereby contributing to the development of educational theory, this does not mean that "the study of single events is not worth while." (p7) Bassey (1981) perceives the value of case studies to be concerned with "relatability" rather than reliability. He takes the view that:-

> an important criterion for judging the merit of a case
> study is the extent to which the details are sufficient and
> appropriate for a teacher working in a similar situation to
> relate his decision making to that described in the case
> study. The relatability of a case study is more important
> than its generalisability.
>> (p.85.)

Much of Stenhouse's later work in case study methodology was aimed at

answering such criticisms through the establishment of a procedural

framework (1981). He also wanted to see more "thought given to issues

of verification and cumulation." (1980). Stenhouse formalised this by

identifying two 'states' of fieldwork data for case study. Firstly, the

'case data' which includes all the material collected, and secondly, the

'case record' which is a "lightly edited, ordered, indexed and public

version of the case data." (Ruddick,1985.) Stenhouse saw the potential

for generalisations to be drawn from case studies provided that a

"rigorous style of theory" was adhered to. It is the absence of

structure that critics of this method of research criticise:-

> Without an adequately formulated body of theory or methods,
> the illuminators have been, and will be, unable to progress
> and generate a coherent, cumulative research tradition.
>> (Delamont,1978.)

Perhaps the last word in this discussion of the relative merits and

demerits of the case study approach should rest with Bassey (op.cit.) who

concludes that if case studies are:-

> carried out systematically and critically, if they are aimed
> at the improvement of education, if they are relatable, and
> if by publication of the findings they extend the boundaries
> of existing knowledge, then they are valid forms of
> educational research.
>> (p.86.)

2.3.3 Evaluative Aspects of Case Study Methodology

Evaluation per se may be broadly defined as:-

> A process whereby evidence and information are gathered in
> order to help judge whether or not something is worthwhile.
>> (Harris,Bell, and Carter,1980)

However, evaluation involves more than a straightforward collection and

analysis of data obtained. Using a case study approach to evaluate a

curriculum innovation such as the inter-phase transfer package with which

this case study is involved may for example, allow the individuals
concerned to highlight problems and difficulties experienced by partici-
pants and facilitate the exploration of possible solutions.   It may
identify the strengths of such a package, and conversely indicate areas
where resources are inappropriately used.   Alternatively, information
amassed during a case study might be used to justify curriculum content,
or overall pyramid policy with regard to middle to secondary transfer.
The evaluative component of the case study approach can and should lead
to improved communication between all levels of participants by
increasing an awareness and understanding of all perspectives involved,
and consequently to an improvement in the quality of the transfer package
being offered.

An innovative paradigm in the field of evaluation was outlined by Parlett
(1974) and further developed by Parlett and Hamilton (1976). They sought
to establish a "pragmatic, illuminative" approach to evaluation which was
primarily concerned with "description and interpretation" as opposed to
the conventional measurement and prediction model previously used in
educational research.   This illuminative model of evaluation underpins
the case study approach and is central to it.

Parlett and Hamilton (op.cit) advance the following aims and objectives
with regard to illuminative evaluation:-

> The aims of illuminative evaluation are to study the
> innovatory project: how it operaties; how it is influenced
> by the various school situations in which it is applied;
> what those directly concerned regard as its advantages and
> disadvantages... It aims to discover and document what it is
> like to be participating in the project whether as teacher
> or pupil; and, in addition, to discern and discuss the most
> significant features, and critical processes.
> (p.89.)

That is to say, that within this particular model of educational research
the emphasis is almost exclusively placed on "process" rather than
"product" or "outcomes."

There are generally five phases associated with the illuminative model of
evaluation, and they both coincide with and overlap case study research
strategies.   The first stage involves the clarification of the range and

scope of the study.   The individuals concerned must be properly
consulted and advised of the proposed research.   However, at this stage:-

> ...there is no detailed pre-specification of variables to be
> included;   no closing of research doors before discovering
> what lies behind them.
>   (Parlett,1974.p.16.)

The second phase that of "open-ended exploration" is normally the longest.
Here the researcher 'listens and observes' in order to familiarise him/
herself with the background and rationale of the innovation.   Stage two
leads directly into the "focussed enquiry" which constitutes stage three.
This is largely concerned with the researcher identifying issues of
importance arising from viewpoints expressed by the individuals concerned
at all levels of the project.   In this way areas of concern are isolated
for more detailed consideration, and the case study takes on a more
systematic approach.   Once this phase has been completed, the researcher
progresses to stage four - interpretation.   Case study evaluation sets
out to describe and interpret, therefore detailed and sensitive reporting
is vital, but insufficient on its own.   Rather:-

> the investigator must organise and order his description
> adding interpretation and explanatory comment...the
> researcher is busy organising and arranging his data, going
> back to fill in gaps in his knowledge, weighing alternative
> interpretations and structuring his report.
>   (Parlett,1974,p.17.)

When reporting the study (stage five) the evaluator should be aware of
the audience for which the report is intended and provide the information
that they require by addressing the issues of concern originally
identified.   However, this consideration must not affect his/her
findings or bias the writing of the report.

In the conduct of the research on which this thesis is based I have used
this approach with certain adaptations where appropriate for the this
particular educational institutions within which I was operating.

2.3.4 The Case Study Fieldwork

The composition of the pyramid of schools within which the case study was undertaken is shown in Fig.2.1 and individual schools will be referred to by the letter codes used there. Despite this attempt at anonymity it is inevitable that a number of readers who were aware of the research and the schools involved, will be able to identify individual schools and teachers. Should this be the case, they are asked not to disclose the information in order that the anonymity of the individuals concerned may be maintained.

The main research techniques employed in the case study were:-

1. Study of guidelines and transfer documents produced by Hampshire LEA, together with those developed within the pyramid schools.

2. Study of the individual components of the transfer package developed within the pyramid for use during inter-phase transfer.

3. Observation of teaching and testing in progress. This included participant observation in teaching a small group of transfer pupils on a weekly basis throughout the Spring and Summer Terms 1987.

4. Semi-structured interviews with Headteachers (all schools), Year Heads (secondary schools), Class teachers of 11-12 year age groups (middle schools).

5. Semi-structured interviews/conversations with pupils both in small groups and individually (30).

6. Semi-structured interviews/conversations with parents (12).

7. Questionnaire to a sample of parents (100).

8. Research Diary and copious fieldwork notes (on-going throughout.)

The techniques were for the most part used in the above order, however, there was a degree of overlap. Supplementary data was obtained from attendance at Pyramid Headteachers meetings, parents evenings, informal staff room discussions, informal discussions with transfer children and their parents.

Details of the fieldwork in each school are given in Table 2.1. All schools were visited in the Spring and Summer Terms of 1987. In undertaking condensed fieldwork such as this it must be acknowledged that most of the schools were seen during only one part of the overall transfer package, and that the attitudes of staff and pupils may vary throughout

SCHOOLS TAKING PART IN THE STUDY

SECONDARY SCHOOLS A B

DESIGNATED
MIDDLE SCHOOLS C D E F

DESIGNATED FIRST SCHOOLS
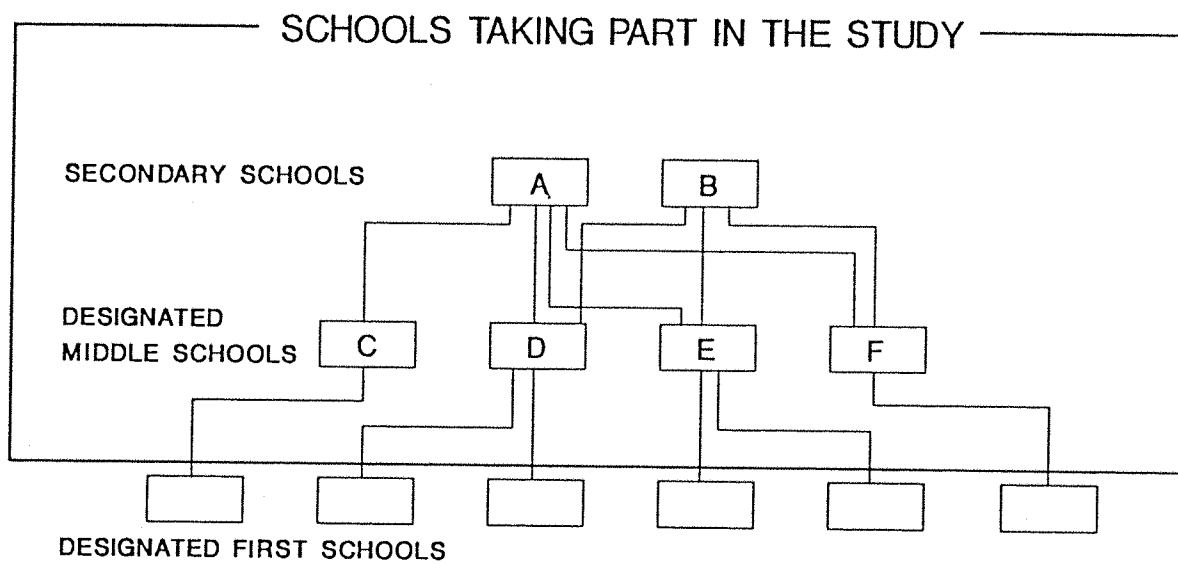
Fig 2.1: Composition of Study Pyramid Showing Formal Feeder Relationships

School	No. of Visits	Staff Interviewed	Pupils Interviewed		Parents Interviewed
			Pre Transfer	Post Transfer	
A	4	a) Headteacher b) Year Head	0	8	INFORMAL CONTACT AT PARENTS EVENINGS
B	5	a) Headteacher b) Year Head	0	10	INFORMAL CONTACT AT PARENTS EVENINGS
C	3	a) Headteacher b) 2 Class Teachers	-	-	-
D	16	a) Headteacher b) 4 Class Teachers	24	-	20 + questionaire to 90
E	4	a) Headteacher b) 2 Teachers	-	-	-
F	3	a) Headteacher b) 2 Teachers	-	-	-
TOTALS	35	15	24	18	111

Table 2.1: Summary of Fieldwork

Note: The Duration of Visits ranged between 2 and 4 hours
and included an Initial Preparatory Visit and/or
a Visit to Negotiate Transcripts or Reports

the process. This was compensated for to a degree firstly, by the weekly contact that I had with the staff and pupils of one particular middle school which spanned the whole transfer procedure, and secondly, by the negotiation of the reports with all the individual teachers interviewed. This procedure gave them time to reflect and consider on the material contained in the transcript and make additions or deletions as they perceived to be appropriate.

2.3.5 The Interviews

1.   Headteachers, Year Heads and Class Teachers

Powney and Watts (1984), indicate in their article that many researchers do not reveal enough information in their reports concerning the way in which they (the researchers) conduct the interviews which form the basis of so many case studies.   The importance of interviews to the case study approach is emphasised by a number of authors (see among others, Wragg, Lovell & Lawson,1970, Borg & Gall,1979, Adelman,1981.)   Steadman (1976) feels that:-

> The interview could justly be regarded as the basis
> technique of case study.
>
> (p.61)

Consequently, this section gives a detailed account of the way in which the interview schedule was developed and subsequently used with headteachers, and teachers.

My informal discussions with a number of headteachers and teachers from various levels of education highlighted a number of issues with regard to the inter-phase transfer process.   From these, I developed a number of semi-structured interview schedules (Appendix A.)   The semi-structured interview format was adopted because it is considered by a number of educationists to be the most appropriate interview format for the educational case study, since it provides:-

> a desirable combination of objectivity and depth, and
> often permits gathering valuable data that could not be
> successfully obtained by any other approach...(it is)
> reasonably objective while still permitting a more
> thorough understanding of the respondent's opinions and
> the reasons behind them.
>
> (Borg.1963.)

Although the interview schedules proved useful in that they provided the researcher with a procedural framework, they were not rigidly adhered to in order that the interviews might remain flexible enough for the interviewer to respond to any issues and concerns raised by the interviewee. A typical response at the end of the interview was:-

> I was a bit worried when I knew you were coming, but
> actually this has been a very good experience for me
> because I've really thought about what we do (at transfer)
> and what we're really trying to achieve, and I've got a
> lot out of that.   I think I might look at it differently
> next year.
>   (Middle School Teacher.)

The interviews with both secondary and middle school Headteachers were conducted at their convenience.   In every case Middle School Headteachers then relieved the various class teachers so that I could interview them. This was, I felt an indication not only of the importance they attached to the middle to secondary transfer process, but also of the extent of their willingness to co-operate in my research project.   The secondary school Year Heads were interviewed during their free periods.

At the beginning of each interview I outlined the research in which I was involved.   I also discussed provisions for confidentiality, and negotiation of the interview transcripts.   The duration of individual interviews ranged from approximately 30 to 90 minutes.   In all cases the interviews were tape-recorded.   This meant that I was able to give my full attention to the interviewee and his/her responses and adapt to them where necessary.   The use of a tape recorder also:-

> reduces the tendency of the interviewer to make unconcious
> selection of data favoring his biases.
>   (Borg.1963,p.225.)

I had put forward my intention to use a tape recorded in an introductory letter to each individual interviewee.   However, there was understandably some reservations concerning this:-

> A tape recorder is a problem.   It makes you feel
> uncomfortable, but on the other hand you taking notes
> would be equally, no, I think it would be even more
> distracting.
>   (Secondary Year Head.)

> I'm a bit nervous about it being on tape, I know I'll soon
> get over that, I've done it before, but I tend to talk a lot
> I'd prefer it (the tape recorder) to you scribbling notes
> all the time - I think that would be far more distracting,
> and anyway I'd be trying to read what you'd put all the time.

> (Headteacher.)

I used the pause button on the tape recorder to facilitate "thinking time" during interviews. This was used to varying degrees by interviewees, but all of them commented that they found it a "reassuring and useful" facility.

The disadvantages of using a tape recorder are outlined in most volumes dealing with interview techniques. They rest predominantly on the presupposition that the use of a tape recorder changes the interview situation to some degree. In certain circumstances the respondent may be "reluctant to express his feelings freely if he knows his responses are being recorded." (Borg,1963.) In this particular instance I believe such effects were minimised by the fact that the interview material was confidential between the interviewee and myself.

Minimal key notes were made after each interview so that hand movements etc. which had been used for clarification might be taken account of.

As recommended by Gorden (1980) I transcribed all the tapes myself. The data can be played back more than once, and therefore, studied much more extensively than would be the case if data were limited to notes taken during the interview. Transcripts were word processed, and copies sent to the interviewees for their comments. I retained both a hard copy, and a computer disk copy.

There were a number of advantages to transcribing the tapes myself. Firstly, it meant that I could edit out false starts, pauses, and grammatical errors. Secondly, I was able to deliver the transcripts to the interviewee within a short space of time (usually within two to three days of the interview having taken place.) This meant that the issues were still "fresh" in people's minds, also in some cases they had had further thoughts which they wanted to communicate. Thirdly, through transcribing the interviews myself the material became firmly fixed in my mind, and thus I gained a detailed overview of issues and concerns. The

disadvantages were all associated with the researcher's limited typing ability. Where several teachers had been interviewed in the same day the process of transcribing the tapes was very time consuming indeed.

The transcipts were open to negotiation. The researcher had at the outset intended to follow the "democratic" research model endorsed by Walker (1974), and it was made clear to interviewees that they had the right to negotiate the transcripts and make alterations where they deemed it necessary to do so, in other words the data belonged to them as well as to the researcher. Some teachers accepted the transcripts without comment. Those who did comment, did so either by telephone conversation, or by returning the transcripts with comments attached. An amended transcript was then sent out to them. Initial reactions tended to be along the lines of:-

Did I really say all this?

A sobering experience reading one's own conversation!

Please excuse so many additions, but I hope you can
appreciate it wasn't too easy to cope with your questions
and answer intelligently and accurately each time.

However, in the event only one interviewee "amended the amendments." All the changes that were suggested by the interviewees were concerned with style and not content. So that in all cases the basic material remained unchanged. Once the transcripts had been agreed, I asked for permission to quote directly, although anonymously, from them should I wish to do so when writing up the case study. All interviewees were willing to co-operate with this. It was also agreed that the headteachers would receive copies of the case study report prior to its inclusion in this disser-tation, so that they might comment on it, and also feed it back to their respective staffs for their consideration.

All the headteachers and teachers involved gave generously of their time and showed considerable interest in the research. Certain points were raised by a number of those interviewed concerning the effect the research might have on the inter-phase transfer of pupils. These included the following:-

1. The research would provide an objective evaluation of the transfer package in use at that time.

2. The case study report showed potential as a discussion document when modifications to the package were considered by the schools and staff involved.

3. Individuals were able to express opinions concerning the transfer package without the constraints associated with staff meetings, or liaison meetings etc.

4. Because of the interviews, individuals tended to give more consideration not only to the individual components of the package, but also to inter-phase transfer and the problems associated with it in general.

2. The Pupils

Child centred philosophies have dominated educational theory for some considerable time, the sixties (Plowden Report) being of particular influence here. The "good of the child/pupil" is often quoted as the rationale underpinning educational theory, and influencing educational practice. It is therefore somewhat incongruous that the opinions of pupils are very rarely sought within the realms of educational research. There are according to many commentators good reasons for this. The most widely quoted being the limited experience of pupils, and their inability to assess situations objectively. Steadman (1976) epitomises this viewpoint thus:-

> The worth of pupils opinion is limited by the pupils' restricted experience and often by the pupil's inability to express himself freely. The younger the child, the less his opinions are likely to be sought - understandably so.
>
> (p.63.)

However, Elsa Davies (1980) found that she could involve children as young as 5 years in a self-assessment of their progress in all areas of the infant curriculum.

My own opinion has always been that pupils have a valid perspective which should be investigated, and utilised to inform educational practice. The problem lies in eliciting the relevant data.

In this particular research project I began by interviewing pupils individually. I used a semi-structured interview format as described above, but discovered that it was necessary to ask more questions than had been the case with the teachers, in addition pupil interviews tended to be much shorter. Ultimately, the researcher was directing and structuring the interview session to a greater extent.

Following on from this, small group interviews were attempted. These were more successful and a number of important issues arose from them, but these group interviews proved difficult to transcribe. Also, one group member tended to dominate, and others would acquiese with this viewpoint.

However, the most successful technique in eliciting pupil opinion proved to be directed group discussion. This was achieved in the following way. The issues identified as a result of the individual and group interviews were broadly categorised thus:-

1.   Things I know about my new school.
2.   Things I like about my new school.
3.   Things that worry me about my new school.
4.   Questions I'd like to ask about my new school.
5.   Ways in which I think the move to my new school would be made easier.

The transfer class that I had been involved with throughout the Spring and Summer terms of 1987 were divided into groups of 4-5 individuals. By and large the choice was left to the pupils. However, the researcher had to intervene on one or two occasions to prevent "unholy alliances" which from her experience of observing and teaching within the class would have proved unproductive.

Each of the above issues were put on the board individually, and groups were given a short time to discuss each one. They were given a large sheet of paper on which to record key phrases. (An example-photocopied and reduced- of which may be seen in Fig.2.2) At the end of each discussion time the groups reported back to the class as a whole. These discussion sessions were lively, and tackled with confidence by the groups. Those pupils who on an individual interview basis had appeared unforthcoming blossomed in this group situation.

Things I Know About

My New School

Better Sports

More trips

More beat up

huge

More teachers

getting Lost. uniform big school   It a Big School

school dinners
running out   Tests   getting suspended   Exsams

older   I think my School is casual   diffrent
Subjects

PEOPLE

lots of stairs.   homework   being picked on   getting told off

Bigger School   More/Different lessons.

Different Dinners

Harder Lessons   football Homework   6 periods a day   expeled

Being egsald   Bable Tennis   bigger teachers

young to   tuc shops Strich Teachers.   getting dun

diffret lessons
about every   Early starting times ie 8.30   trips
½ hour.

Showers   detention
Porgerring things   school
is pretty
Detentions   Big   Disco

Having   Head
scraps   getting your bikes   down
nicked   Sick Bay   Toilet
getting kicma in Farewell!   head Flushed

Fig 2.2:   Directed Group Discussion Sheet

The researcher's close observations of the groups whilst examination of the issues was ongoing, indicated that discussion was democratic, and that there was no overt domination by single group members. So that there was no obvious signs of bias in the data collected. In addition the material was not only spontaneous, but also showed a certain maturity of thought.

3. The Parents

A group of parents (20) were interviewed in order to identify parental areas of concern with regard to inter-phase transfer. The same interview techniques described above were used with one important difference. The parent interviews were not taped. This was because on the whole parents did not like the idea of being taped, and preferred the note taking approach. In all cases parents were very co-operative and gave freely of their time.

The data generated during these encounters was used to formulate a questionnaire (see appendix B) which aimed to canvass the opinions of a wider sample of parents. The questionnaire was modified several times after consultations with parents and the middle school staff. It was then distributed to all the pupils (91) in the 4th year of one of the middle schools within the pyramid to take home to their parents.

Ten children in the year group had opted for secondary schools, other than the designated pyramid schools and these were eliminated from the survey. This left a maximum sample number of 81, of these 57 questionnaires were returned representing a 70% return rate. The return rate was high because of the following factors:-

    a.   Parents were approached at parents evenings and asked to give their assistance.

    b.   The Head of the middle school indicated his support by sending a covering letter.

    c.   The classteachers collected the completed questionnaires and prompted children concerning their return.

    d.   The Year Leader collected the whole batch of returned questionnaires.

    e.   The researcher collected the questionnaires from the school.

The questionnaire is analysed in detail in Chapter 6.

The data collected in this way was supplemented by a variety of additional techniques including the observation of parents' evenings, opportunity sampling, and the examination of written home/school communications and documents eg. secondary school brochures.

2.3.6 The Case Study Report - Processes Involved

The case study data was written up with the intention of presenting a description of the transfer package in operation during the academic year 1986-87 from the perspectives of the teachers, parents, and pupils involved in the pyramid of schools taking part in the research. This was achieved using mainly the interview transcripts, although the key-notes and observation memos made during the fieldwork were also useful in this respect, as were the LEA guidelines/booklets and school-based documents. The overall process included the following procedures.

1. Transcribing taped interviews and editing the transcript. Re-listening to tapes and checking the final transcripts for accuracy.

2. Reading and re-reading all the transcripts to compare and contrast information contained in them, thus identifying common areas of concern and possible points for discussion.

3. Annotating the transcripts and marking potential quotes.

4. Evolving and ordering section headings and placing the identified areas of concern within them.

These stages were not necessarily carried out in sequential order but tended to be interconnected as the writing up of the case study progressed. The overall process is diagrammatically represented in Fig.2.3.

As mentioned above (Section 2.3.5.) all the transcripts were negotiated with the interviewees. The major function of such negotiation is to reduce the subjectivity of the case study report.

Another salient factor which influences the way in which the case study report is written and categories selected is the previous educational experience of the researcher both theoretical (eg. literature) and
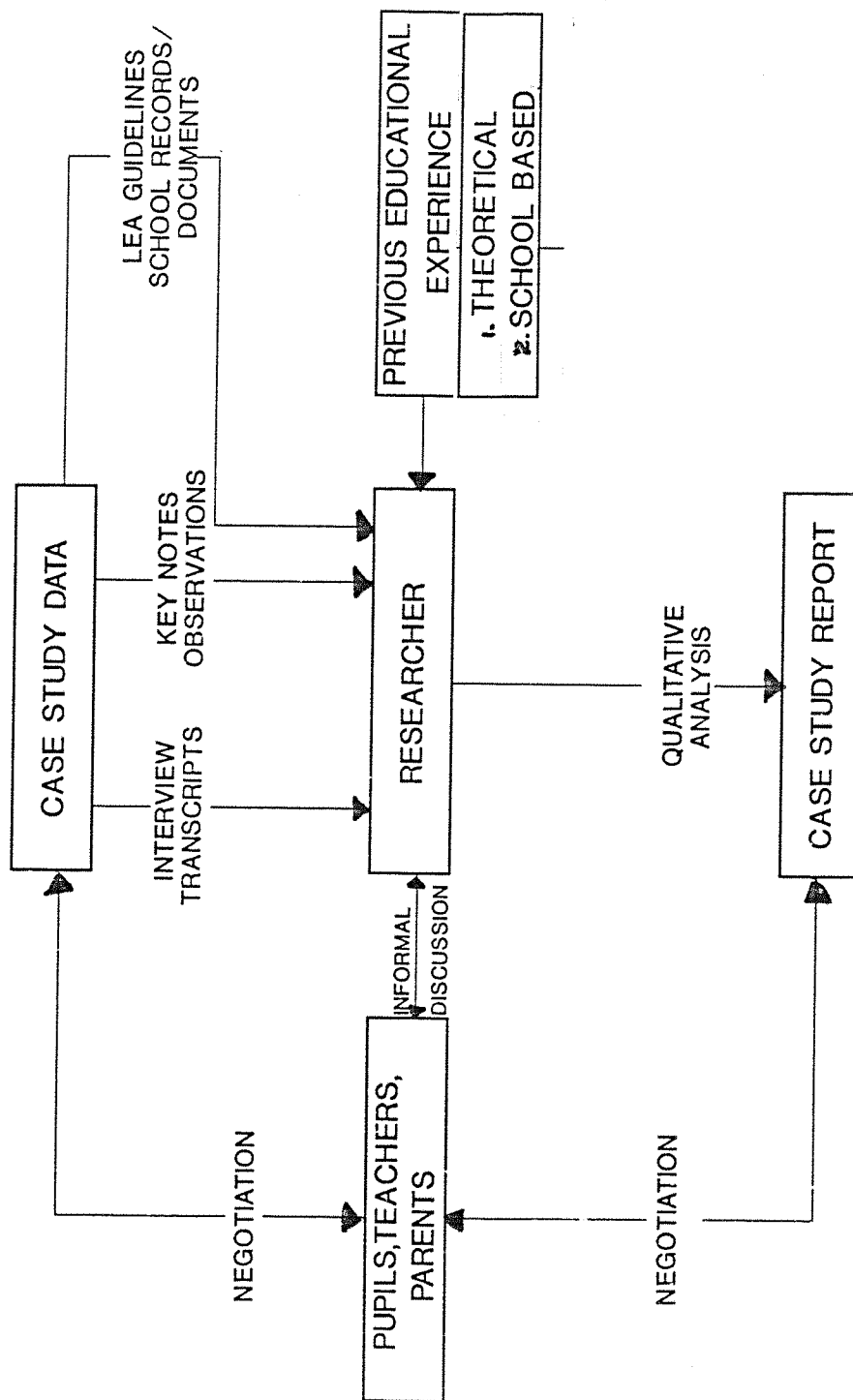
Fig 2.3: Production of Case Study Report

practical (eg. classroom experience.) Walker (1980) feels that researchers should be aware of such "past experience" so that they "acknowledge" their "prejudices" in this respect in order to avoid any "masking of the issues and distorting of perceptions."

So that the areas of concern identified and discussed within the analysis of the case study data came from the following primary sources.

1. The previous educational experience of the researcher.
2. The individuals who took part in the research.
3. A review of the relevant literature.

The case study report was subsequently circulated within the pyramid schools and the responses of the various participants noted.

CHAPTER 3

KEEPING TRACK OF INTER-PHASE TRANSFER

AN APPRAISAL OF SOME RECORD KEEPING PRACTICES ASSOCIATED WITH PRIMARY TO
SECONDARY TRANSFER

Introduction

This chapter is primarily concerned with the evaluation of inter-phase
transfer documents.   It takes some of the issues associated with primary
to secondary transfer records that were identified as areas of interest
in the review of published material undertaken in Chapter 1 (see Section
1.3) and explores them further in the light of current practices in
Hampshire LEA and elsewhere in England and Wales.

It examines the transfer record currently in use in Hampshire and
attempts to appraise its effectiveness in transmitting appropriate
information from one phase of education to the next.   This theme is
extended to include a review of the ways in which individual schools/
pyramids supplement the Hampshire transfer document and incorporate it in
an overall transfer package aimed at meeting their perceived needs in
this area.

The second part of the chapter is involved with the results of the postal
survey which was conducted in order to gather enough information about
records and/or assessment procedures used in other parts of England and
Wales during inter-phase transfer, in order that a basis for comparison
might be provided between those and the Hampshire transfer record
currently in use.

3.1   Record Keeping in Hampshire - The PR Documents

In common with current practice in other LEAs, all primary schools in
Hampshire record a variety of information concerning individual pupils
and their responses to various aspects of the curriculum offered to them,
both from a cognitive and affective viewpoint.

In recent years Hampshire LEA has been involved with a review of the
ongoing assessment and record keeping practices within the county as a
whole. As a result there has been a shift in emphasis from norm-
referenced assessments towards a more criterion referenced approach.
This interest in record keeping has led to the development of an
extensive set of pupil records (PR Forms) on which teachers are asked to
document details relating to the progress of their pupils' school work
and personal development, together with comments about their general
social welfare.

The individual PR documents complement one another, and allow schools to
record at one end of the spectrum demographic and medical details (PR1),
and at the other end, evauations of pupil progress (PR4 and PR5) or areas
of concern (PR8 and PR9) within a wide variety of educational contexts.
PR2 is completed annually and deals with the internal transfer of pupils
at the end of each academic year.   PR3 is concerned with both inter-
phase and inter-school transfer and is discussed in detail in the
following section.

The PR documents are accompanied by a set of guidelines ("Notes of
Guidance for Teachers on the Measurement and Recording of Pupils'
Progress" Hampshire County Council Education Committee, 1985.) to which
teachers are encouraged to refer before and during completion of the
various PR record sheets.   These guidelines seek to promote a common
language and level of understanding between the writers and recipients of
the various PR documents. So that the PR documents are as it were a
"common currency" within the county.

The PR series is not intended to provide a detailed account of individual
pupils' progress as they proceed through particular schemes of work such
as those associated with reading/language, or mathematics, - teachers
within the county schools have a responsibility to maintain separate
records of this type - rather it is concerned to establish a baseline of
assessment and record keeping procedures from which individual schools
may develop supplementary school-based assessment practices.

So that the record keeping directives of the LEA although compulsory, are
not narrowly prescriptive in nature, rather, they acknowledge the unique

qualities of individual schools and offer a significant degree of flexibility to them. Thus, they may be incorporated as part of the assessment systems operating within schools. Such school-based procedures aim to meet perceived needs in the areas of assessment and record keeping, and tend to reflect the size and location of the school, together with its approach to learning, and the experiences its pupils bring to the classroom situation.

It is against this approach to assessment and record keeping within the county as a whole that procedures relating to inter-phase transfer are considered in the following sections.

3.1.1 Hampshire LEA Transfer Records - The PR3 (Transfer Record)

The PR3 document (see Fig.3.1) is completed by the teacher or teachers involved with a child when that child is transferring to another school. Thus, the PR3 may be used when individual pupils transfer to an alternative school within the same educational phase. Such a transfer may be for a variety of reasons, for example if the family relocate, or the pupil has been excluded from a particular school and is transferring to one which will more adequately meet his/her needs and so on.

The PR3 is also used when groups of children transfer on mass to another educational phase. That is to say each child transferring from First to Middle (Infant to Primary), and later Middle to Secondary (Junior to Secondary) has a PR3 filled in for them which is sent on to the receiving school. Since this study is concerned with the transfer of children from the primary to the secondary sector of education it is in this context that the PR3 is analysed in the following discussion.

3.1.2 PR3 as a Summative Document

The PR3 is essentially a summative document and is intended to convey not only the current "state of play" with regard to the individual pupils' skill levels within the curriculum categories highlighted on the record, but also to summarise any information recorded on the PR2 (Internal Annual Pupil Record) which is considered to be still relevant and important, as this extract from the Hampshire LEA notes of guidance on the measurement and recording of pupils' progress indicate.

HAMPSHIRE EDUCATION COMMITTEE
TRANSFER RECORD

PR.3.

School:

Name ....

Date of Birth ./.. ....

This form should be read in conjunction with Part 4, Notes of Guidance on Pupils' School Records.

1. Personal and Social Adjustment.

2. Aesthetic and Physical Development.

3. Language Development.

4. Mathematics.

5. Science.

6. Other Aspects of the Curriculum.

7. Further Comments.

8. Recommendations (if any).

9. Signature   10. Date

800785.

Fig 3.1:   Hampshire L.E.A Transfer Document

...the contents of the accumulated Internal Annual Records
(PR2) should be summarised briefly on the Transfer Record.
In this way, details from the past which are no longer
relevant, significant or true can be omitted and a concise,
up to date summary of relevant information transmitted to
the next school.

As part of the research undertaken during the initial phase of the PSPAP
project (see Report No. 1, Inkson and McArdle,1987) headteachers and some
teachers were invited to discuss the County's formal record keeping
procedures and to comment on the relevance and usefulness of the current
County documents. The PR3 was consistently highlighted as a document
with which teachers experienced difficulty when completing it, in
addition a general dissatisfaction was felt for a number of reasons.

One widely expressed concern was that the PR3 did not fulfil the purpose
for which it was developed and did not yield a true summary of an
individual's four years of educational development:-

> We find that what happens in practice is that you don't get
> a summary of four years progress on the PR3. You get a
> little picture of the child as he is at the moment he is
> poised to go to the junior school. I'm not sure that's
> what is intended by the forms but in practice that is what
> seems to happen.
>
> (Infant School Headteacher)

Those teachers who attempted to meet the intended purpose of the PR3,
that is, to produce a "concise up to date summary of relevant
information" found the task to be time-consuming:-

> I think that to do one of those (PR3) properly, you have to
> first look at all the blue ones (PR2's) for that child, and
> look for a pattern. What I mean by that is, I look for any
> problem that all the other teachers have found with him,
> perhaps he's a bit slow with reading but gets there in the
> end, something like that. That would be important to pass
> on, because he might just need a bit more time than the rest
> of the class to complete work. On the other hand, you might
> find that a kid had a one off problem with maths say, and at
> the time it was important for the next teacher to know about
> it, but you know, because you've taught him for almost a
> year that it's over and done with so you can forget it. It's
> not important anymore. You need to use your judgement, and
> consider things carefully. It takes quite a bit of time to
> do that for one child, now you start multiplying that by 30,
> and you are talking about a considerable amount of time
> aren't you?
>
> (Middle School Teacher)

3.1.3 PR3 - Time Constraints

This time factor was referred to by all heads and teachers interviewed, and was perceived as a major constraint. A questionnaire survey conducted by one member of the PSPAP team (M.J.Pack,1988) revealed that the majority of teachers (57%) spend 15-30 minutes completing each PR3, and a significant number (26%) spend up to 45 minutes on individual documents. This would mean that teachers involved with an average class of pupils (approx.26) may expect to spend somewhere in the region of fifteen hours completing PR3 records alone. This estimate does not include the completion of any school-based documents with which individual establishments may supplement the PR3 transfer information. (See Section 3.2 below.)

The fact that the majority of primary school class teachers do not have regular non-contact time meant that PR3's tended to be completed on an 'ad hoc" basis during lunchbreaks, before and after school, or at home. Other coping strategies described to me included the following. Some teachers made use of the free-time generated by having students on teaching practice within the school in order to complete them. In a very few cases headteachers taught classes in order to release teachers to spend time working on PR3s. Where a team teaching approach operated within a school the teachers concerned were able to negotiate with each other so that non-contact time was made available. However, this strategy had implications in respect of a greatly increased pupil to teacher ratio, albeit for a limited amount of time, and was not considered to be wholly satisfactory.

One of the schools that was visited had been reviewing their assessment and record keeping practices throughout the academic year 1986/87 as part of a whole school, cross-curricular initiative. As a result of this it was decided that the school would use one of their "day closures" in the summer term to complete, discuss, and pass on to the relevant parties both PR2's and PR3's. The completion of the actual documents was largely done by individual classteachers, the discussions were on both a year group and whole school basis. The staff involved were positive concerning this approach.

> For the first time ever we had some uninterrupted time to
> do them (PR'2s or 3's) in. Obviously, there wasn't time to
> do all of them that day, but I'm not going to complain about
> that! We had a chance as a staff to talk about different
> children, and to make sure that we all understood what was
> being written on the records.
>
> I'd like to think we'll do the same again next year, it was
> very useful, very worthwhile.
>
> You heard other staff taking about children you'd taught
> previously, and you could give your opinion, also you
> could ask about children you were going to be teaching
> next year, and the PR's made more sense because of it.

3.1.4 PR3 and Receiving Schools

Another aspect of the PR3 document which was perceived as being of signi-
ficance by teachers working in the primary sector was the use which
receiving schools made of the information contained therein. The value
of the PR3 in this respect was very often questioned. Many staff
involved with transfer children felt that the information passed on in
this way was not used to any great extent by receiving schools. The
following comments are typical of the opinions expressed by teachers in
this respect.

> I want to give as full a picture to the next school of the
> child as I can, but I do not want my poor overworked
> teachers bogged down with masses and masses of recording
> that nobody's going to take any notice of.
>
> It's very annoying for us because we spend a lot of time
> filling in the PR forms and then we're told they're not
> used.
>
> It was so obvious that they hadn't read them (PR3's) because
> we had this phone call asking about a particular boy and
> everything they wanted to know had been put on the PR form
> if they'd bothered to read it.

It should perhaps be noted that on the whole comments like these tended
to be made where liaison between the phases was not particularly strong,

and that where transfer packages had been developed within a pyramid such fears were not generally expressed. The development of one such transfer package is described in the case study reported in Chapters 4, 5 and 6 of this study.

The use made of PR3's in receiving secondary schools was explored further during the case study research mentioned above. In addition other members of the PSPAP team also undertook an investigation of inter school transfer and liaison arrangements within three Hampshire secondary school pyramids and found that the PR3 figured prominently in the areas of concern identified by both the heads and teaching staff at all levels. (See VISTA Paper No. 1, p.6.)

Both studies indicated that receiving secondary schools are often over-whelmed by the large numbers of PR3s that they receive in any one transfer intake. They experience difficulty in effectively collating and processing this information in the first instance, and ensuring that it is passed on to the appropriate members of staff in the second instance. Often this responsibility falls to the Head of Year who is responsible for the pastoral care of the new intake.

> I look through them (PR3's) all briefly, and try to filter
> out any which need further attention. For example if a
> child has "special needs" mentioned, this needs to be passed
> on to other members of staff. If there is a medical problem,
> epilespy, or diabetes or something like that, I need to look
> at that again. I may look through them a number of times,
> then I file them away, and I don't tend to look at them again
> unless a youngster comes to my notice for whatever reason,
> then I will refer to the PR3's to see if the current problem
> has occurred previously. So in that respect they're very
> useful.
>
> (Secondary School Year Head)

Secondary schools receive pupils from a number of feeder primary/middle schools, the numbers of these feeder schools varies greatly within the county, but is likely to expand significantly with the increased level of freedom of parental choice in this area. The PSPAP project team visited secondary schools, this tended to be in urban areas of the county, they also visited secondary schools which were receiving pupils from up to thirteen individual feeder schools.

This highlighted another difficulty with regard to PR3 in that when dealing with different feeder schools, receiving establishments found a considerable variation in the quality and reliability of the information recorded. Secondary school staff commented that this was in part due to the descriptive format of the document, and the failure of primary staff to complete the records in accordance with the LEA Guidelines. Consequently, the initial distillation of data from the PR3 proved to be problematic for some secondary schools in that the information recorded:-

> allows those responsible neither to make a sensible initial grouping of pupils, nor to place them at appropriate points of the secondary school curriculum, nor to predict future performance.
>
> (VISTA Papers No. 4,p.4)

Some secondary schools have overcome this difficulty through liaison meetings with staff from their various feeder schools. The overall aim of the meetings has been to work towards a more unified approach to the completion of the County transfer records across the feeder schools. Discussions centering on the various PR3 categories, and the elements which should be included in each one have proved useful to all levels. Again, time is a constraint in this respect, and meetings usually take place after school.

Another outcome of liaison of this type is that secondary school year heads become more familiar with the catchment areas of the feeder schools and as a result develop an awareness of the problems encountered by the pupils, and the ways in which feeder school staff attempt to meet them. This familiarisation process can be important when PR3's are received and decisions may be made as a result:-

> I spend a lot of time meeting with the staff at our feeder schools, but it's worth it in the long run because I get to know them and the way they work. So that when the transfer records come in I can say "Oh yes, so-and-so is usually spot on with her assessment, so-and-so tends to over-estimate, this school has to deal with a lot of one parent families, and so on. I think about all these things when I set the kids
>
> (Secondary School Year Head)

Some junior/middle school headteachers felt that their receiving secondary schools used the transfer records to make judgements concerning the performance of the individual feeder schools, and were disturbed by

this. It should be noted that the comment was made with particular reference to the CAT (Cognitive Ability Tests) scores which are no longer used in Hampshire.

> You got this feeling that they (secondary school) were putting all the schools in a league table! If you came from X school you went into this set, if you came from Y school you went into the other. We didn't feel that they were looking at individual children carefully enough.
>
> Junior School Head

There was no evidence of this happening in the secondary schools visited, nevertheless the concern expressed by the primary heads indicated genuine disquiet in this area. The abandonment of the use of CAT scores on transfer documents, and the move towards mixed ability groupings in the initial stages of secondary education by many schools should prove reassuring in this respect.

3.1.5 PR3 and Open Access

A number of teachers raised the issue of open access to pupils records with regard to PR3, and indicated that they no longer felt able to express themselves freely, or to use PR3 as a vehicle for transmitting potentially sensitive information about pupils as they had previously done.

> I'm not talking about NAI (non accidental injury) or that kind of thing - it's where the next teachers ought to know about a small thing, like a parent who misunderstands things easily and gets angry as a result. I've had that experience this year, I'd like to put it down but I daren't because you know parents have a right to look at records now and I don't have "evidence" as such merely experience of it.
>
> Middle School Teacher

From the discussion I had with teachers concerning this matter it would appear that any information falling into this category is now passed on almost exclusively by word-of-mouth to interested parties. This was not considered to be an entirely satisfactory alternative.

> The problem is that you tell them (secondary staff) but you can't be sure they'll remember it can you?
>
> Middle School Teacher

Some staff involved in inter-phase transfer record keeping procedures
commented that such constraints led to "bland" records which in real
terms communicated very little to the receiving teachers.

> It's all very well to receive, for example, a reading age,
> a maths test result, and a few samples of work, but there's
> so much more to each child isn't there? We should be able
> to record that somehow I think without fear of our
> judgement being questioned.
>   Secondary Headteacher

One school visited had devised a system whereby this kind of information
was recorded on separate slips of paper which could be removed from the
main body of the records if necessary. This was seen as an effective
compromise to the problem outlined in this section.

3.1.6   PR3 - An Effective Transfer Record?

The issues raised in this consideration of the PR3 document indicate that
the present PR3 would benefit from a reappraisal which might result in
certain modifications.   For example the current category headings were
perceived as inadequate by those teachers responding to a PSPAP question-
naire concerning PR2 and 3 (M.Pack,1988.) The expansion of the present
category headings to include CDT and computer skills and experience was
mooted by a large number of the teachers I worked with during this
research.   Such a move would not only be more compatible with the core
curriculum areas identified within the framework of the National
Curriculum but would also reflect more accurately the breadth of
education experienced by pupils in the primary phase.

Similarly, work by other members of the PSPAP team (see Report No. 1,
Inkson & McArdle,1987, and VISTA Papers No. 4) discussed shortcomings
highlighted by teachers in both phases of education, with regard to PR3
as a transfer document.   Generally, teachers felt that the present PR3
did not effectively transmit the curricular concepts and content
encountered by pupils in the primary sector, nor did it indicate to what
extent such notions have been assimilated.   This has led to schools or
pyramid clusters developing their own transfer records in order to
supplement PR3 and a number of these are discussed in the next section.

3.2   Inter Phase Transfer Packages in Hampshire Schools

Within the schools visited as part of this research two broad categories
of transfer package emerged, the critical factor in both cases being the
degree of inter-phase liaison occurring at time of transfer.   In this
context liaison was directly linked to Headteachers since it was their
attitudes (positive or negative) which underpinned the importance
accorded to inter-school links pre and post transfer within the various
establishments.   Thus the following were identified:-

    a)   Transfer packages involving little or no liaison.

    b)   Transfer packages based on laision at all levels.

3.2.1 Transfer Packages Involving Little or No Liaison

Only three of the primary schools visited fell into this category.   In
two cases a number of problems for example georgraphical separation from
receiving secondary schools, small numbers of transferring pupils (5-10)
and headteachers having a heavy teaching commitment (8/10ths) were cited
as reasons for the lack of liaison.   In the third case a personality
clash between primary and secondary headteachers appeared to be the root
cause.   Where inter-phase liaison is weak or non existent total reliance
is placed on the PR3 and accompanying school records.

> As I've just explained to you there is no liaison due to a
> variety of reasons, so we fill in the PR3s and also send up
> a Reading Age and a maths result.   The comprehensive does a
> lot of testing in the first week anyway so I believe, but
> if there are any problems a member of staff phones here and
> we try to sort them out - I suppose that's liaison of a
> sort isn't it?
> <div align="right">Primary Headteacher</div>

It is in this context that the transfer record is vital and must transmit
a detailed account of the work undertaken at primary level in terms of
content and skills, in order that future work at the secondary stage may
take account of this and build on it.   In other words weak liaison may
seriously endanger curriculum continuity both in terms of content and
skill levels.

Many teachers and headteachers within Hampshire doubt that the present
PR3 is capable of effectively meeting these demands.   (See PSPAP Report 1
and VISTA Papers No. 4)

3.2.2 Transfer Packages Based on Liaison at all Levels

Where inter-phase liaison occurred it took many forms and varying amounts of time were allocated to it.

> We had good liaison at all levels, with heads meeting at least once a month and more frequently if required, and our teachers visiting other schools as necessary. We have joint parents meetings with the other primary schools...the whole thing is reviewed annually and elements added or removed. We also ask the children about what they'd like to include.
>
> Primary Headteacher

> We send down our P.E. staff to work with the kids who will be coming to us in all our feeder schools. We try to have them up here to look at science equipment. We've also had open days on a Saturday for families to come and work at science or computers.
>
> Secondary Headteacher

> Some of our staff go down to the junior schools and do drama or P.E. with them. We don't do it for all of them, we tend to concentrate on the ones who don't send us many pupils in the hope that we can attract more. I suppose it's a bit in the nature of a flag waving exercise.
>
> Secondary Year Head

> We work closely with all the other schools in the pyramid, at present we have working groups who are trying to look at comparing children at different stages of education so that we have some common criteria when we send children up to the secondary school.
>
> Junior School Class Teacher

Within the various Hampshire transfer packages considered a number of common elements were clearly discernible. For example packages typically included:-

a) Pupil induction programmes

b) Parental induction programmes

c) Exchange of County and School based pupil records

d) Liaison meetings between heads and teachers from both phases

All of these were planned to meet the perceived needs of the various schools and their pupils at time of transfer. The pupil induction package usually included visits to the receiving school, a sampling of lessons when there, and discussions with the Year Head and other staff.

Parents were invited to a variety of informal activities including school concerts, in addition to the more formalised open evenings at the secondary schools. Opportunities were also given to them on an individual basis to discuss any concerns they might have with regard to the transfer of their child.

All of the schools visited augmented the PR3 in some way. This often took the form of a Reading Age and Maths Test result. Many schools were under the impression the County now recommend the Macmillan Group Reading Test and the County Maths Test to be used in this regard, and there is some concern that schools have used these standardised tests to replace the CAT scores previously used.

Other school based documents consisted of checklists relating to a variety of curricular areas including mathematical concepts, lists of reading material covered and so on. In some pyramids such as the one involved in the case study reported later in this thesis (Chapters 4,5 and 6.) an agreed programme of assessment at transfer had been arrived at as a result of inter-phase liaison.

Liaison meetings appear to occur most often between the secondary year heads and the final year primary class teachers. Because secondary teachers tend to have more flexibility with regard to timetables such meetings tended to take place in the primary schools. Such face-to-face contact was seen to be of particular value by staff from both phases.

Transfer liaison also occurred in specific subject areas, for example french and maths where teachers from both phases were attempting to ensure curricular continuity for pupils both pre and post transfer.

Less typically individual pyramids have introduced a range of activities which are aimed directly at improving inter-phase liaison, and promoting curriculum continuity. These included for example arranging a "timetabled" teacher exchange so that staff from the primary and secondary schools might have concrete experience of the other phase and gain insights into the difficulties faced by staff working there.

Curriculum workshops involving staff from both phases had been set up in maths, language and humanities within one pyramid.

The resourcing of such initiatives had implications for staffing and the priority of transfer in comparison with other concerns such as GCSE and TVEI for example. In a number of schools where inter-phase liaison had been given priority for a year and extra resources chanelled into transfer arrangements it was found that once this provision was withdrawn some of the elements of the transfer package could not be undertaken in the following year.

A more detailed analysis of specific transfer packages operating within three secondary school pyramids in Hampshire was undertaken by certain members of the PSPAP project the reader is directed to VISTA Papers No. 3 for further details of this.

3.3   Transfer documents from Other LEA's

As outlined in Chapter 2 (see Section 2.2.3) a postal survey to all LEA's in England and Wales requesting examples of current transfer documents and/or guidelines was undertaken as part of this research programme in order to provide a basis for comparison with the current Hampshire records.   104 LEA's were canvassed and records/guidelines were received from 45 of these. This represented a 47% response rate.

A similar survey was undertaken by Clift et al (1981) as part of their survey of Record Keeping in Primary Schools. The research team received transfer records from some 66 LEAs, and a detailed analysis of the categories, formats and designs used in the various documents is provided in Chapter 6 of their book (op.cit.) and this is reviewed as part of the literature survey which comprises Chapter 1 of this thesis (see 1.3). Many of the transfer records I received had not been revised in the previous seven years (ie. they were pre 1980) and I felt that it was reasonable to assume they had been covered adequately by the Record Keeping in Primary Schools research team and that any analysis I carried out would therefore be repetitious.

Consequently, I decided to focus the discussion in this particular section of the thesis on those transfer documents which were produced in the period 1981-1987. This meant that I would be reviewing records and guidelines associated with inter-phase transfer from some 12 LEAs which had not previously been considered.   Since these records were of

comparatively recent origin they would I felt, more accurately reflect current LEA thinking and practice in this area.

However, before going on to look at these in more detail, there are a number of general observations resulting from a close scrutiny of all the documents/guidelines/letters received in response to the postal survey which are relevant to the study of transfer record keeping practices as a whole.

Only one of the LEAs responding to the survey had no records designed specifically to take account of information transfer from primary to secondary phases. Here, emphasis was placed on the establishments concerned developing their own transfer procedures.

> The Authority does not have specific guidelines to schools on methods of transfer information. Groups of schools therefore make their own arrangements and decisions.
>
> Oxfordshire County Council

3.3.1 Working Parties and Secondments

There was evidence in the various communications received that the majority of LEAs presently perceive inter-phase transfer as a matter of some importance. This was reflected firstly, in the number of working parties that had been set up within certain LEAs to consider and report on inter-phase transfer record keeping.

> The whole question of primary-secondary continuity is the subject currently being pursued by a County Working Party of HTs, teachers and advisers, but at the moment I am not in a position to say when they intend to report.
>
> County of Cleveland

> A working party is due to be formed with the specific task of providing schools with more detailed guidance on transfer arrangements between primary and secondary schools.
>
> Doncaster Metropolitan Borough Council

> I must point out that the entire record keeping and continuity policies of the borough are presently under review by a working party which I chair.
>
> London Borough of Hounslow

and secondly, in the mention made of various teacher secondments which had been given so that transfer assessment procedures might be investigated further.

The LEA also has a two year secondment for this work, and other part-time or short-term secondments.

<div align="right">County of Cleveland</div>

We have had a seconded teacher working on this who has just completed a report and we intend to go forward with a borough policy.

<div align="right">London Borough of Hounslow</div>

3.3.2 Transfer Assessment Procedures Under Review

The working parties and secondments also highlighted the fact that a number of those LEAs replying (26%) were in the process of reviewing their practice with regard to inter-phase transfer documents.

We are in the process of producing and piloting materials. However, they are not as yet available for distribution outside the project.

<div align="right">Essex County Council</div>

We are in the process of looking at assessment at secondary level both in terms of the overall matter of assessment policies in schools and with emphasis on the development of a borough policy on Records of Achievement...Currently we are still in the preparation stage of this material.

<div align="right">London Borough of Hounslow</div>

We are in the middle of a review of procedures and document-ation used around the county. It's interesting, but at this stage I don't have anything to send you.

<div align="right">Shropshire County Council</div>

Sorry we cannot help you - this area of work is currently under review.

<div align="right">Norfolk County Council</div>

As yet the Authority has not completed its researches into primary/secondary liaison. However, when such information is ready for publication, copies of any relevant document-ation will be forwarded to you.

<div align="right">West Glamorgan County Council</div>

Such reviews were being undertaken for a variety of reasons, and appeared to be carried out in isolation. That is, no mention was made of collaboration between LEAs in this respect, emphasising the individuality which exists at present. However, more than one LEA felt it would be useful to share their experiences with other interested authorities or research projects such as the PSPAP and requested further details of my

research findings. Mention was consistently made of the need to develop records which were in line with current thinking, clearly a reference to the National Curriculum and system of National Assessments under discussion at the time this research was carried out. Hampshire too, via the PSPAP Project is currently reappraising its approach to inter-phase transfer with the intention of producing a transfer document which will take account of the National Attainment Target model of assessment and the associated profile components.

3.4   Transfer Documents – Underlying Issues

As mentioned above and in Chapter 1 Section 3, the Clift et al analysis had placed emphasis on the categories, formats, and designs of the transfer documents examined by them in order to make recommendations concerning the characteristics of effective transfer records. However, in his introduction Clift maintains that any investigation of this nature will "reflect the priorities of the day." Thus his teams work on record keeping procedures in the primary sector was influenced by the issues of confidentiality and accountability which were of considerable public interest at that time. Similarly, I was concerned to identify and examine the current underlying issues surrounding the recording of information both academic and personal at time of transfer. To do this I systematically scrutinized the documents and accompanying guidelines in order to identify a common core of concerns that present LEA transfer records are attempting to address. The following were identified in this way:-

1. Open access of records
2. Profiling/Records of Achievement
3. Pupil Involvement in Transfer Records
4. Parental Involvement in Transfer Records
5. Pyramid arrangements
6. Special Needs Provision
7. Curriculum Continuity.

(The above areas of concern are randomly listed and do not therefore appear in any order of significance.)

The following sections look at these issues in more detail.

3.4.1 Open Access of Records

The majority of LEAs are now moving in accordance with DES directives to
an "open access" policy with regard to pupils' records. One Authority
(East Sussex) in it's guidelines to teachers talked of the "inexorable
trend towards openess of school records" and with this in mind had set up
a working party to "reassess the purpose of the record card held on each
pupil."

Other LEAs also used the guidelines to remind teachers that they should
when recording information "take into account that a child's records may
be 'open' to individual parents and guardians."

Hampshire LEA in its "Notes of Guidance for Teachers" document clarifies
the situation thus:

> School Records are not open documents in the sense that a
> pupil's records may be consulted by anyone and they should
> not lie about in school...One important use is to
> communicate in a helpful and constructive way with others,
> particularly parents... this can be done by copying such
> forms as PR3 for parents' information.
>
> (p.2)

As mentioned above (Section 3.1,) some teachers feel that this leads to
"bland" statements which convey very little detail about the child.

The majority of headteachers interviewed during Phase 1 of the PSPAP
project were operating an "open door" policy with regard to all records
including those in use during inter-phase transfer. However, they noted
that the numbers of parents requesting access to records was in reality
very small. Many heads attributed this to the daily accessibility of
primary staff to parents which kept parents verbally "in the picture"
concerning their child's progress. A number of heads suggested that open
access for parents helped to encourage a more satisfactory home-school
relationship:-

> We (parents and teachers) are two halves of a partnership
> and we must be honest with one another.
>
> (Junior School Head)

However, a common exception to this attitude towards unrestricted open
access was found in respect of information relating to specific social
difficulties such as marital problems and suspected non-accidental injury.

3.4.2 Profiling and Records of Achievement

The national move towards Records of Achievement for all school leavers, and the growth in pupil profiling as a means of recording, is beginning to have some impact at the primary to secondary transfer stage. This is likely to increase given the Task Group on Assessment and Testing Report's emphasis on profiles (TGAT, DES,1988 paras 31-39) throughout the 5-16 age-range. The growth of the profiling movement and its implications for the primary phase of education is outlined in Chapter 1.4. So that this section does not deal in any detail with that aspect. Rather it draws attention to a number of LEAs who have in anticipation of the National Assessment Programme already moved towards this approach as a way of transmitting relevant information at all educational levels, including transfer from the primary to secondary stage of education.

A few (4) of the LEAs responding to the survey have produced transfer documents in the form of a profile. The aim of such records is to provide an interface with the profiling systems already in operation within some secondary schools. Certain of these Authorities have extended the range and scope of the profile to include the 5-12 year age-range:-

> It should be clearly understood that this profile depends
> upon the keeping of careful continuous records of a child's
> progress in school...This profile forms the standard summary
> of progress through the stages from 3-11 or 13 years and
> ...will form the basis of the profile at the secondary stage.

Northamptonshire County Council

At the time of the survey (Summer 1987) one LEA (East Sussex) was in the process of piloting a profiling system which had resulted from the recommendations of a working party of Advisers and Headteachers. The system was designed to take account of pupils from the nursery stage through to secondary level where it "would be the record kept for a number of years as the basis of reports to prospective employers etc."

As might be expected the format of such profiles differs considerably between the various LEAs, however, a popular approach with regard to transfer information appears to be a series of separate or loose leaf pages spanning both the personal and academic domains so that relevant

information can be passed on separately to the subject departments
initially on transfer, then be retrieved and recombined to form a
comprehensive picture of the child's development.

There is no doubt that the term profile is being used extensively in the
field of assessment and record keeping at the present time. The problems
of definition are discussed in Chapter 1.4 together with the difficulties
of using a range of assessors at primary level where a child often spends
the vast majority of his day with one teacher. From looking at a number
of transfer records/documents and talking generally to teachers
concerning transfer it would seem to me that there is a very real danger
of the term profile merely replacing the term record without any
accompanying radical change in philosophy or approach concerning record
keeping.

3.4.3 Pupil Involvement in Transfer Records

In their survey of transfer documents, the Record Keeping in Primary
Schools project team did not find any categories which were designed for
completion by the pupils themselves on transfer. Since this survey was
undertaken there has been a growing emphasis on making the learning
process more meaningful to pupils by more explicitly involving them in
it. This notion is perhaps most readily seen in the profiling movement
which has had some impact at secondary level. The transfer records/
documents that I studied indicated a limited move in this direction.
However, the pupils involvement was largely passive and consisted almost
entirely of the inclusion of samples of work. However, within this
narrow framework of pupil participation, samples of work relating to a
wide range of curricular areas was encouraged. A number of LEAs
formalised their recommendations in the guidelines accompanying records/
documents, see among others:-

> Examples of particularly interesting pieces of work: The
> emphasis should be towards the positive side and the
> highlighting of success and should apply to pieces of
> written work as well as to photographs of models or
> pictures.
>   Northamptonshire County Council

> So long as a child's folder does not become too bulky,
> teachers could, if they wish include work or even photo-
> graphs of work.
>> Metro, Rochdale

> Representative samples of pupils' work indicating quality
> of work achieved could profitably be passed on to
> appropriate secondary teachers.
>> Kingston upon Thames

> It is recommended that samples of the pupil's work, should
> accompany this card in the folder.
>> Wakefield Metro, District Council

The potential use of samples of work as a record of pupils level of attainment at time of transfer is enormous. Such samples can be used on a comparative basis to assess progress or otherwise of groups, or individual pupils. They can also be used diagnostically in order to note particular strengths and weaknesses and devise appropriate schemes of work.

As a record they can be used with a variety of audiences, for example outside agencies such as educational psychologists or advisory teachers, or internal audiences such as parents, the child, or other teachers.

Only one LEA responding to the postal survey had developed a transfer document designed to be completed by the pupil. The record is entitled Pupil Secondary Transfer Sheet and includes sections on for example demographic details – About You, About Your Family, Personal information – About Your Leisure Time, and the pupil's own assessment of his/her academic attainments – About Your Present School.

Pupils are given clear instructions, and the reasons for needing such information are made explicit:-

> Sometimes students are taken ill at school and we need to
> contact their parents to take them home.

> Occasionally, parents are away from their usual daytime
> telephone number and we find it extremely helpful to have
> the name and telephone number of someone who might be
> contacted in these circumstances.

At the time of writing (1988) Hampshire do not formally recommend the use of samples of pupils work as part of the LEA inter-phase transfer record, but the County Guidelines indicate that they may be included at the head-

teacher's discretion (p.16).   The research carried out by the PSPAP
project team (See Report No.1, Inkson & McArdle,1987) showed that many
schools within Hampshire used samples of work as part of their record
keeping procedures.

3.4.4 Parental Involvement in Transfer Records

Again, the Clift et al survey did not identify any categories pertaining
to parental input or comment in the transfer documents that they
analysed, although parents were consulted on demographic details. Little
progress seems to have been made in this area since the team undertook
their review.

Despite government moves to ensure more parental participation in
education (1980 Education Act, 1981 DES Regulations) there appears to be
little acknowledgement of this as yet in the transfer documents/records/
guidelines currently operating within the various LEAs.   None of the
transfer records I received included provision for a parental
contribution above and beyond demographic and medical details, although
one authority (I.O.W.) asked parents:

> Are you aware of anything that worries or disturbs him/her
> with which you feel the school should be acquainted?

and gave parents the opportunity to record Any further relevant inform-
ation, although the examples given related only to shyness and speech
defects.

However, certain of the accompanying guidelines commented upon the
usefulness of close home/school links although these were not cited
specifically with regard to inter-phase transfer, but rather as a general
principle of good educational practice.

> Are the teachers the only people whose opinions and
> comments are valid in a child's individual record? What
> about parents?...home and school working together can be
> educationally and socially more productive for the child.
>
>   Metro Rochdale

This does not mean that parents are not consulted during the transfer procedure, or that LEAs fail to take account of the views of parents. The parental induction package evaluated in Chapter 6 of this thesis is typical of many operating within Hampshire, and other areas of the country (see for example Nottinghamshire Project,1986, and I.O.W. Research,1984). These and other studies emphasise the largely oral tradition of parental participation in primary education. So that parental contributions are given during face-to-face encounters between teachers and parents at open evenings, where the teacher notes anything of interest. One of the inherent weaknesses in such a system is that it is the teacher who is making the final judgements as to what is, or is not of importance with regard to an individual pupil. Since a single teacher may see up to 30 sets of parents in the course of one open evening the I "hear and I forget" principle must operate to some degree.

The increased emphasis on parental participation at all levels of the education process together with the developing idea of pupil profiling discussed above in 3.4.2 and also in Chapter 1.4 may lead to a more formalised involvement of parents in transfer records/documents.

3.4.5 Transfer Arrangements Within Pyramids

Where the formal LEA transfer record was a relatively simple document, it was generally perceived by the LEA as a minimum requirement which would need to be supplemented by schools in order to satisfy their various informational needs at transfer. The importance of strong links between individual schools within a pyramid was often emphasised in this report.

> This is the only required record for transfer purposes but much more detail is sent by feeder schools through our closely knit pyramids of schools. The headteachers in the twenty pyramids meet regularly to arrange for very detailed information on pupils' needs and attainments to be sent to receiving schools. Senior Area Advisers arrange these meetings and support the various methods of promoting liaison and continuity. In consequence the pyramids do not have identical patterns of procedure but all convey necessary information.
> Wakefield Metropolitan District Council

> Our standard Borough transfer records are very simple. Each
> school does their own form of assessment and sends relevant
> details to the Secondary School concerned. There is very
> little movement in the Borough between schools and where
> there is, again the schools own report forms are sent.
>
> London Borough of Redbridge

Where such heavy reliance is placed on individual pyramids developing

their own transfer records problems of comparability between one pyramid

and another occur. Information considered to be necessary by one set of

schools may not in fact have the same importance for others. Similarly,

tests developed or used may not be universally considered to be of value.

In addition where an individual child, or group of pupils do not transfer

to the designated pyramid school problems of continuity may ensue.

The impact on pyramid structures of parents exercising their right to

choose with regard to secondary establishments has yet to be researched,

(although Stillman and Maychell (1986) have examined the choices open to

parents, and the ways in which LEAs inform parents of their right to

express a preference.) If sufficient parents opt for schools out of the

local pyramid then the whole notion of linking schools in this way may

need to be reappraised.

3.4.6 Special Needs Transfer Information

The 1981 Education Act made LEAs responsible for meeting the educational

needs of mainstream pupils experiencing a wide variety of learning

difficulties. Under the terms of this Act School governors, headteachers,

and teachers all have a duty to ensure that children with special needs

are identified and given appropriate help. There are various stages of

informal and formal assessment. In a small percentage of cases a formal

assessment is undertaken by the LEA and a statement may be completed.

The statement provides the protection of law for the child in that it

commits the Education Department to provide the resources necessary to

meet the assessed educational special needs.

It is apparent that information of this kind must be efficiently passed

onto any receiving school at time of transfer. This has been acknow-

ledged by LEAs and the majority of records/documents received had

categories for Special Needs or Special Educational Needs or similar.

Often the purpose of this category was to draw attention to the fact that a pupil was considered to have a special educational need and that further detailed information was available elsewhere.

A small number of the LEA guidelines included detailed information on the various stages of the 1981 Act, most did not. It may be that in common with Hampshire other LEAs have chosen to publish Special Needs guidelines separately since they are not specific to the inter-phase transfer situation and children who are thus identified tend to accumulate a number of assessments and reports from external agencies as well as the usual internal records.

3.4.7 Continuity and Liaison

A review of the general issues associated with continuity and liaison is undertaken in Chapter 1.7 and there is little doubt from the records/documents and LEA guidelines that were sent in response to the postal survey that continuity and liaison are seen by LEA's as the two most important factors with regard to inter-phase transfer at the present time. Resources have been channelled into this area in a number of Authorities. I received four discussion documents/guidelines produced by LEA's as part of their investigations into problems of continuity and liaison between the primary and secondary phases.

Such documents were variously entitled "Liaison Matters" (Avon,1986) "Continuity in Education between Primary and Secondary Schools" (Stockport,1985) "Continuity and Liaison" (Southampton Headteachers Working Party Report,1985) "Report on Primary Secondary Transition" (Kingston-upon-Thames,1987), and their common aim was to:

> help liaising schools agree their policy on continuity in
> education between the primary and secondary stages, and
> the means by which this continuity can be established and
> maintained.
>
> Metro, Borough of Stockport

All the documents made reference to a small core of relevant published material namely, Galton & Willcocks (1983), Stillman & Maychell (1984), Derricot (1985), and HMI Curriculum 5-16 (1985) and were greatly influenced by these publications.

A common approach was discernible within the pamphlets produced by these LEAs. Each explored the notion of curriculum continuity by reference to research or other informed comment in the field. The issues thus identified were then reviewed in the context of the inter-phase transfer provision within the individual authorities, and finally recommendations for future practice within those Authorities were made.

Again, there was a noticeable degree of similarity between LEA's with regard to these recommendations. Emphasis was placed on pyramids/ clusters of associated schools evoling an explicit, agreed, policy on continuity which had been "discussed and understood by all teaching staff." The importance of named "key" staff in both educational phases with specific responsibility for liaison and continuity was also recommended by the four LEAs. In general, the documents indicated that such staff should be allocated specified non-contact time for this work and that they ought to assume this responsibility on a long term basis in order to build up expertise in the field. This would necessitate a change in practice for secondary schools where year heads move up through the school with a particular group, thus assuming responsibility for inter-phase transfer only once in four years.

One Authority (Stockport) was concerned to promote curriculum continuity by "narrowing the gap between primary and secondary practice." In order to achieve this they recommended more specialised teaching in the final primary year so that children became used to a range of different teachers. Following on from this, in the first year of the secondary school consideration could be given to establishing a combined studies group where an identified core of subjects is taught by one teacher rather than a number.

Other authorities have found it beneficial to appoint staff jointly to primary and secondary schools so that groups of children identify with the same teacher in both primary and secondary establishments. One important aspect raised in all the documents was the need for a planned programme of INSET, so that curriculum continuity might be viewed as an important element of professional development.

Other recommendations centred around practical issues such as the most appropriate dates for the relocation of pupils records from feeder primaries to receiving secondaries.

All the papers highlighted incidences of good practice within their respective authorities, for example:

> One local secondary head is creating a specific area within his school as a meeting place set aside for liaison, both formal and informal, with any feeder school staff.

> (Southampton Headteachers Working Party Report)

> In some schools there is a "Pupils' Handbooks" to complement the official handbook issued by the Local Authority.

> (Metro, Borough of Stockport)

> In at least two secondary schools some primary school pupils are offered a short experience of working in a science laboratory. There have additionally been visits from science and mathematics teachers from at least three secondary schools to primary classrooms.

> (Kingston-upon-Thames.)

At the present time Hampshire has no overall policy with regard to curriculum continuity, the PR3 document discussed earlier in this chapter being the only formal County requirement for transfer. However, as mentioned above there are a number of pyramid initiatives occurring within parts of the authority, three of which are reported in the VISTA Discussion Papers (PSPAP,1987).

3.5   Summary and Conclusions

This chapter has looked in detail at the Hampshire transfer document (PR3) and attempted to appraise its effectiveness as a transmitter of relevant information relating to pupils' attainment levels in both the academic and personal domains on transfer from the primary to secondary phase.

In addition a number of Hampshire pyramid initiatives with regard to transfer are reviewed in order to establish the ways in which the PR3 is supplemented and incorporated into various transfer packages.

A selection of transfer documents from a number of other LEAs were considered. This review indicated that continuity and liaison are considered to be the two most important aspects of inter-phase transfer.

However, a number of other issues including open access to records, profiling, and the involvement of parents and pupils in record keeping procedures, also have an important role to play and are of current interest to LEAs.

Transfer records in themselves can only be a partial answer to the problem of "keeping track" of inter-phase transfer. They should be used as a discussion document serving to focus the attention of both phases during inter-staff dicussion and liaison. In addition inter-phase transfer records need to be considered in the context of an overall transfer package derived from the interaction of the various educational phases and their individual establishments together with both pupils and their parents.

CHAPTER 4

ANALYSIS OF CASE STUDY DATA - A PYRAMID TRANSFER PACKAGE

PART ONE - SCHOOL-BASED PERSPECTIVES

Introduction

Chapters 4, 5 and 6 are concerned with the descriptive analysis of a pyramid transfer package viewed from a number of perspectives. The account focuses on how a pyramid of schools attempted to meet the recording and reporting needs associated with inter-phase transfer of pupils from middle to secondary school by developing a programme of school-based review and development which complemented the LEA requirements in this area.

The study was carried out when the schools within the pyramid were still reviewing and modifying the package, and my research was seen very much as an additional way in which evaluation of the package might be carried out.

Part One of the analysis focuses on school-based perspectives. In so doing it attempts to examine the processes used so far, the origins of the pyramid's interest in a broader approach to assessment at transfer, the elements of the transfer package together with their impact on individual teachers and the curriculum. The account also attempts to illustrate how the decision by the pyramid headteachers to radically alter their respective schools' approach to transfer has affected liaison between educational phases.

As mentioned above, this initiative is ongoing within the pyramid and although it is now well beyond the initial stages and considered to be established practice by all teachers involved, nevertheless it is still evolving and no doubt adaptation has occurred since this study was carried out, and will continue to take place in the future as a natural outcome of the evaluation process. Thus, the issues examined in this analysis are those areas of concern highlighted by headteachers and teachers with regard to the transfer package operating in the academic year 1986-87.

At the time this study was carried out, there were a number of important government initiated innovations under consideration, namely, the National Curriculum, Records of Achievement, and National Assessment Procedures. However, these issues were still very much in the discussion stage and had yet to be translated into practical classroom terms. So that, many of the teachers who expressed their views were not, at this stage, directly concerned with the implications such national initiatives might have for local transfer packages such as the one under consideration here, and did not highlight them as areas of concern. The importance of these government innovations and their significance with regard to inter-phase transfer is discussed in the conclusions to this study (Chapter 7.)

Thus, the analysis of the school-based perspectives with which this chapter is involved is derived principally from interview data collected during semi-structured conversation pieces with the headteachers (6), secondary school year heads (2), and 4th year middle school classteachers (10) working within the pyramid schools. Before looking at the transfer package and the issues arising from it in detail, a brief demographic outline is given in order to locate the study schools in their social setting. In addition consideration is given to a number of the background factors against which this particular school-based development took place.

4.1 The Study Pyramid - Demographic Details

The composition of the pyramid of schools within which this research was carried out is diagrammatically represented in Fig. 4.1. It can be seen that the pyramid comprises 2 single sex comprehensive schools (12-16 yrs) fed largely by four designated feeder middle schools (8-12 yrs) which are in turn associated by catchment and formal feeder relationships to a number of first schools (5-8 yrs.) Since the study was concerned with middle to secondary transfer the first schools were not directly involved in the study.

As with all other LEA institutions within the city the pyramid schools are non-selective and progression within the pyramid is thus automatic, (unless parental choice for alternative provision is exercised) at ages

SCHOOLS TAKING PART IN THE STUDY

SECONDARY SCHOOLS

A(720)   B(325)

DESIGNATED
MIDDLE SCHOOLS   C(238)   D(354)   E(360)   F(249)
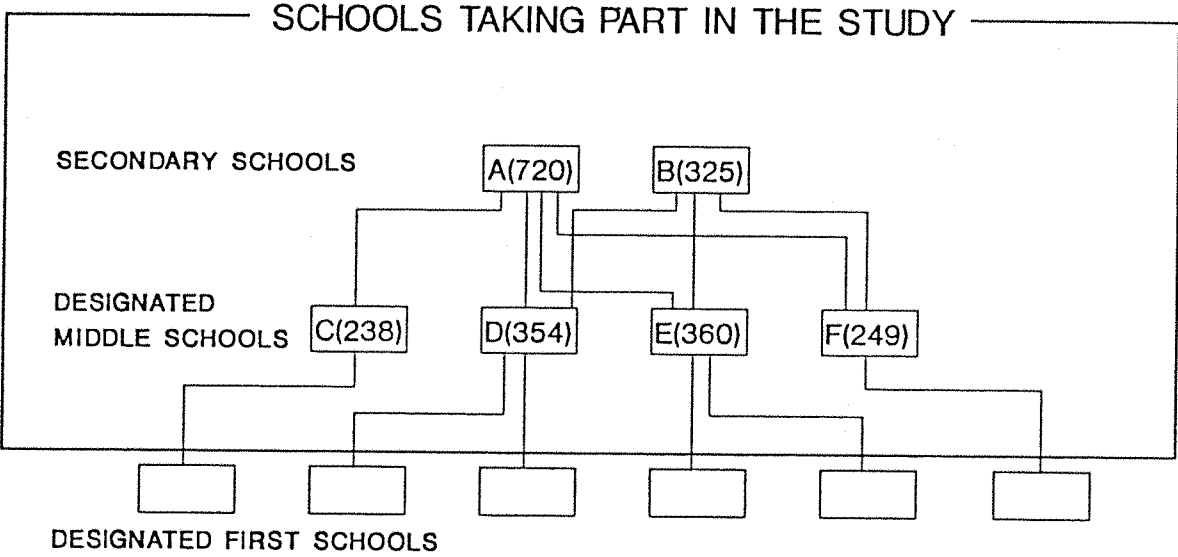
DESIGNATED FIRST SCHOOLS

Fig 4.1:   Composition of Study Pyramid Showing Formal Feeder Relationships
(Numbers in Brackets Indicate Pupils on Roll at the Time of Study)

8+ and 12+. The percentage of children transferring to the designated secondary schools is shown in Fig. 4.2.

Both secondary schools were built a number of years prior to the re-organisation of secondary education along comprehensive lines which occurred in the city in 1967. Their respective feeder middle schools are also purpose built establishments of longstanding, two having been built in the 1950's as part of the overall development of this area of the city. The remaining two schools were built during the 1970's to replace already existing Board Schools dating from the late 1800's.

All the pyramid schools are staffed broadly according to LEA guidelines of approximately 1:26 (middle schools) and 1:18 (secondary schools) although there may be slight variations in the staffing ratio in order to take account of individual differences between establishments for example falling rolls, or numbers of special needs pupils on roll and so on.

The pyramid as a whole serves a mixed socio-economic area of the city with each of the four designated feeder middle schools having catchment areas containing both owner occupied and local authority housing. The balance between the two varies considerably within the individual catchment areas. The area is located some miles from the city centre and has relatively poor resources with regard to health care and access to other welfare agencies. This has been recognised by the city authorities and at present a programme aimed at raising the level of social care within the area has been launched. A number of council estates are contained within this area, and some of the housing provided is in the form of high rise flats.

There are high levels of unemployment when compared to the rest of the city, consequently, there is considerable social deprivation in certain quarters of the pyramid catchment area. Thus, the pyramid schools are often involved in meeting both the social and educational needs of the children in their case.

4.2   Origins of the Transfer Package - Motives for Change

Attempts to track down a common motivating factor among those teachers involved in the transfer package proved both difficult and revealing.

	% OF PUPILS TRANSFERING TO PYRAMID SECONDARY SCHOOLS		TOTAL % OF PUPILS TRANSFERING WITHIN PYRAMID	% OF PUPILS TRANSFERING ELSEWHERE
	A	B		
C	40	0	40	60
D	45	43	88	12
E	47	26	73	27
F	40	6	46	54

Fig 4.2:   Inter Phase Transfer Patterns Within the Pyramid (1986 – 1987)

All those interviewed alluded to what might best be described as "a general dissatisfaction" with the type of information that was being conveyed at middle to secondary transfer prior to the new transfer package, but were unable to pinpoint specific elements on which this concern was focused.

Conversely expressed, the overriding concern of all those involved with the transfer of children from middle to secondary school was to transmit or receive accurate information concerning a range of matters including ability levels, and social and personal attitudes. Thus teachers at all levels talked of wanting to "improve the quality of the information that's exchanged" between educational levels to the benefit of individual children.

For the majority of middle school staff the idea of presenting secondary school staff with a wider picture of each individual child was also an important consideration. They felt that it was time to "cover more aspects of a child's progress than maths and reading." Following on from this and directly linked to it was a concern to make any assessment a part of the overall teaching process rather than something "that's tacked on twice a year." Middle school staff felt that this notion was already a part of the primary phase approach.

> It happens throughout their time in middle school. Children
> have assessment checks in maths for example as part of the
> normal working week anyway, but it isn't locked into the
> "we're going to give you a test - you've got to get so many
> percent otherwise you fail" syndrome. It's really the child
> working against his own previous performance.
>
> (Middle School Head)

At that time also the notion of pupil profiling was receiving much publicity in education circles. Secondary school staff were becoming aware of the implications of G.C.S.E. and the subsequent need to forge closer links with middle schools. A growing emphasis was being placed on continuity and liaison (H.M.I. 5-16 Curriculum documents) within secondary schools and their designated feeder schools. So that in many ways the climate was right for the development of a new transfer package within the pyramid. However, there were three particular factors which were inter-related and which seemed to be significant in providing the impetus for change. Firstly, for a number of reasons the actual test package was initiated and devised by the headteachers:-

> It started purely from the heads, _____ (middle school
> headteacher) was undoubtedly the driving force in all this,
> he had a very essential and key role.
>> (Middle School Head)

> It's been the headmasters who have worked out the transfer
> package between them. As far as I can gather, they got
> together and decided what should be included.
>> (Middle School Classteacher)

> The headmasters got together, discussed the whole thing,
> devised the tests, and we were asked to put it into action.
>> (Middle School Classteacher)

Some of the headteachers (3) involved saw this as a natural outcome of

the teachers industrial action which was ongoing at the time, and which

is the second of the three factors considered here. These heads

emphasised the effect of the sanctions pointing out that during the

action it was impossible to hold staff meetings or consult staff on

curriculum issues such as this. Consequently, they were in a position

whereby the normal channels of consultation were denied to them and they

had to make what were essentially unilateral decisions. Others (2)

believed that the sanctions had little or no effect on this particular

issue. They saw themselves as representing the views of their staff in

this matter after discussion of the relevant issues with them and felt

that this would have been so irrespective of the climate of industrial

action prevalent at the inception of the transfer package.

Many of the class teachers (7) involved drew attention to the lack of

non-contact time for staff in the middle school and the difficulties of

meeting with colleagues from other feeder schools associated with this.

> When you think about it, it has to be done mainly at head's
> level because of the physical impossibility of letting us
> all go at the same time - we just can't get that kind of
> cover. So you have to rely on your head, to put what you
> feel across. We're lucky with _____ (headteacher)
> because he will listen and take note of what we say, and pass
> our views on. I don't know if that's the same elsewhere, I
> suspect not.
>> (Middle School Teacher)

This lack of consultation with staff was seen by the majority of the

headteachers (4) and all the class teachers (10) as a weakness of the

initial phase of development. At the same time it was accepted by all

concerned as being unavoidable.

> We conceived and brought it (the transfer package) to
> fruition all during sanctions. That was forced upon us,
> we recognise this weakness, but we had set ourselves a
> deadline to establish a new system for the transfer
> process, and that spanned the sanctions which cut out
> all staff involvement. We paid a penalty for that in
> the first year I'm sure.
>
> (Middle School Headteacher)

> Yes, it was definitely a problem because in that first year
> they (the staff) were operating a system they had no part
> in devising. Because of the action they weren't given the
> right sort of background or anything like it.
>
> (Middle School Headteacher)

The heads decision to press on with the development of a new transfer
package without the benefit of consultation was linked to the third and
in most teachers' opinion more influential factor than industrial action,
that is the LEA's decision to discontinue the use of the Cognitive
Ability Tests (CAT) within the county.

A significant number (12) of the teachers mentioned this as a crucial
factor in the decision to restructure transfer information within the
pyramid.

> We always relied on the CAT results to give us an idea of
> a child's ability. Those together with a Reading Age were
> sent up to the secondary school. Suddenly, the county
> withdrew CAT, and there was a vacuum.
>
> (Middle School Classteacher)

> We always used stanines (derived from CAT scores) as our
> yardstick — this worked very well I think, and then the
> county said no more CAT so we had to find other ways.
>
> (Secondary School Yead Head)

The middle school heads particularly, whilst acknowledging the gap left
by the removal of CAT, nevertheless regarded their demise as an
opportunity to break away from this type of standardised testing at
transfer which they felt did not present a true idea of the ability
levels of the base majority of children, and to move towards more
informal assessment procedures.

> I think that from our past experience with testing (CAT)
> we felt that attainment testing really wasn't suitable
> for the majority of children in this pyramid. The CAT
> tests didn't show up the same level of attainment that we
> felt they had achieved in the classroom. Also, it was
> against the normal working philosophy of our school to
> suddenly interject tests of this kind.
>
> (Middle School Head)

It was then, with factors such as these providing the spur that the idea
of restructuring the record keeping associated with inter-phase transfer
within the pyramid gained momentum resulting in the transfer package
discussed in the following sections.

4.3   Elements of the Transfer Package

There were a number of clearly defined elements within the overall
pyramid transfer package, this section seeks to identify these component
parts and to discuss the role and significance of each. The following
headings are used in order to achieve this:

    a.   The transfer tests.
    b.   The PR3 and pyramid profile
    c.   The discussions between secondary and middle school staff
    d.   The pupil induction package (see Chapter 6)
    e.   The parental induction package (see Chapter 7)

The Transfer Tests

As mentioned above the re-structuring of the transfer package within the
pyramid was to a degree prompted by the demise of the CAT tests. The
majority of heads saw this as a positive move which enabled them to look
with less pressure at issues involved in testing children's level of
attainment at transfer. However, discussions which took place during the
heads' liaison panel meetings indicated that the secondary schools would
still be seeking academic information on transfer children in order to
facilitate continuity. The need for academic information of this nature
was expressed by middle school heads who felt:-

> Generally speaking we wanted a range of tests that
> weren't too different from the way the children were used
> to working in class, so that we as middle schools would
> be able to evaluate the stage to which we had brought
> these children during their time with us.

and secondary heads who required such information in order to:-

> get to know them (pupils) as individuals, get to know the
> level at which they are capable of working, then we can
> know how to treat them and motivate them.

When considering which test items to include in the new package, the heads were broadly aiming at two things. Firstly, they wanted to include one or more standardised tests:-

> ...this was because, a) the County recommend a standardised
> reading and maths test, and b) because tests like these
> give us some idea of where our children stand in relation to
> a national norm and that is important. Also, they (the
> tests) allow us to monitor standards within our own school
> on a year to year basis. We we felt that standardised tests
> have a part to play - it is probably fairly limited but
> nevertheless important.
> (Middle School Head)

Secondly, particularly with reference to language and study skills within the middle school curriculum they wanted to:-

> create assessments which reflected the wide breadth of
> experience with regard to language that middle school
> children bring both to their fourth year and to their
> secondary school. To show the individual strengths and
> weaknesses that children have within the field of language
> as a whole.
> (Middle School Head)

So with these broad aims in mind the following test items were included as to make up the assessment package:

1. Gapadol Reading Test (1973, Heineman)

2. Maths 431 (1984, NFER)

3. Study Skills (School-based assessment)

4. Editing Task (School-based assessment)

5. Factual Writing (School-based assessment)

6. Imaginative Writing (School-based assessment)

7. Tricolore Tests 3 & 4 (French Scheme)

In the following section these are discussed in more detail, together with the teachers responses to them. The pupils responses are outlined in Chapter 5 (Section 5.1.3):

4.3.1 Gapadol Reading Test (1973, Heineman)

This is a group reading test designed to measure levels of reading
ability in the secondary age range. There are two equivalent forms
containing a series of paragraphs with approximately every tenth word
deleted. The pupil must write the missing words in boxes on the
adjacent page alongside the deletions. When marked the test yields a
Reading Age for each individual.

The test provides a quick general guide to reading ability and identified
pupils with 'superior' reading skills, and those who are experiencing
difficulties.

Discussion

This test was included mainly because the english staff of both secondary
schools find the Reading Ages which the test yields of considerable use.
In one of the secondary schools these scores are one of the elements
considered when the pupils are set.

> We make use of the reading ages when we're setting kids,
> but its only one of a number of results we look at, we
> don't attach that much importance to it unless it's way
> out compared with the other results. Then we'd need to
> look again at that kid more closely.
>
> (Secondary School Year Head)

In the other school which operates a mixed ability approach in the first
two years, they are used to alert staff to pupils who have difficulties
and are likely to require support.

> I might say to the staff involved with the second years
> "Look here's a list of girls who are going to need some
> help. Their reading is weak, keep an eye on them."

The majority of the middle school teachers (8) felt that this particular
reading test was of little value to them since it yielded no diagnostic
information, and was therefore unlikely to inform their future practice
to any extent.

> It doesn't tell you anything about the reading strategies
> the children are using, or their levels of understanding.
> I mean you can have two youngsters with the same Reading
> Age who are in fact using totally different strategies.
> That may be very important.

> I don't think for me personally as a class teacher the
> Gapadol tells me anything useful about these children's
> reading ability. I suppose it's O.K. as a quick screen,
> but I don't like to think they (secondary school) are
> using it as anything more than that.

Some of the middle school heads (2) felt that the Gapadol gave them an overview of the reading levels in their top classes, and identified any 'pockets of concern' which could then be looked at in more detail. The results obtained from this test also provided a basis for comparison in the future, but the headteachers pointed out that this was true of any standardised reading test and was not a particular merit of the Gapadol.

4.3.2 Maths 431 (1984, NFER)

This test was developed especially for the County by NFER for use at the top end of primary and middle schools to 'assist headteachers in compiling appropriate transfer information.' It is seen by the County as being of particular use during the transition period from CAT scores to a more criterion referenced approach to assessment within the County.

The test is constructed from the NFER Item Bank. The bank encompasses a wide range of mathematical content, and the questions have been written to include the common elements of many mathematics schemes and various LEAs' guidelines.

Since the test has been specifically constructed for the County no national standardised scores based on age allowance are available. However, NFER have provided a local standardisation table based on all the children who take the test within the County.

Discussion

This locally standardised test was included in the assessment package for many of the reasons outlined above with regard to the Gapadol Reading Test. However, unlike the Gapadol, the Maths 431 has had an effect on the curriculum of certain of the middle schools within the study pyramid. Some of the middle schools (3) have used the 431 results to highlight areas in the maths curriculum where children were gaining consistently low marks, and then gone on to look at the way that particular maths topic was being tackled in school:-

> I did an analysis of the individual questions that the
> children got right and wrong on the maths test and
> discovered that there were certain areas where children
> fell down badly. We talked as a staff about them - I
> think fractions and decimals showed up like this - and
> we made some changes in our maths curriculum and the way
> we approached and presented those two topics to take
> account of that.
>
> <div align="right">(Middle School Head)</div>

Another of the middle schools had adopted a similar method with regard to 'place value.'

So that although the 431 test is only done by the fourth year middle school pupils the results obtained may have effects on the maths curriculum of the whole school, and inform the future practice of the teaching staff.

The secondary schools use the results of the 431 Maths test in much the same way as those of the Gapadol, that is as an aid for setting, and/or as a means of alerting staff to pupils who may experience difficulties in this area. Over and above this, the maths score was seen as a significant indicator of a child's level of ability.

> The maths score is important because we have a mixed
> ability situation here, and I don't want any one group to
> have too many of the high or indeed low ability pupils.
> The range of maths scores helps me to decide where to put
> children.

> As you know we set kids from the word go, these maths
> results are a part of that process - an important part
> too.

4.3.3 School Based Assessments

The following four elements of the transfer test package are school based assessments which attempt to look more closely at those skills associated with the middle school language curriculum. The headteachers felt that it was important to make a distinction between the skills used by children in imaginative or creative writing and those employed when producing factual work.

> We felt it was important to distinguish between these.
> Factual writing it seemed to me was probably the most
> useful and used approach to writing that secondary school
> children and adults would use. Imaginative writing brings
> great colour to the curriculum, and has exciting form but
> from its utilitarian value, very few people become story
> writers or poets do they? I'm not decrying it but I'm
> thinking that over the years the factual apporach has
> become devalued, and yet it is the main vehicle through
> which most children work in secondary schools. Also, we
> wanted to look at this broad range of skills that we call
> study skills, and to demonstrate the level at which individual
> children were operating with respect to them.

Thus, with these notions underpinning their approach the following school
based assessment tasks were devised:-

4.3.4 Study Skills Unit

Each pupil was given a booklet on Seaside Holidays (see Appendix C) and
instructed to use the information contained in it to answer a variety of
questions which were presented to them in an answer booklet. There was
no time limit imposed on the task and the emphasis was on a relaxed and
informal approach. To begin with pupils were given only the information
booklet and encouraged to read through it in order to familiarise
themselves with the contents. In this initial stage of the task they
were working with a partner. This meant that weak readers could be
paired with more competent peers. Also, teachers were able to read text
to less able pupils at this stage. Following on from this, the answer
booklets were distributed and individual pupils tackled these
independently. The task was clearly identified at the beginning of the
answer booklet, and children were aware of their target.

The teachers involved were instructed to discuss the purposes behind
skimming and scanning so that pupils were reminded of the techniques.

Discussion

All the middle school teachers (10) were enthusiastic about this assess-
ment task. They felt that it mirrored classroom practice more closely
than any of the other components, and made assessment a more integral
part of the overall teaching process.   It was informative at the class-
room level in that it enabled them to see how efficiently pupils applied

the study skills and techniques promoted within class not only throughout
that final year at middle school but also during the preceding three. In
addition, a careful analysis of the pupils' responses revealed both
strengths and weaknesses, which teachers were able to use to formulate
future programmes of learning on a whole class, small group, or
individual basis.

Thus this particular assessment task informed future practice.

> I think the study skills component was very good, the
> children have done an awful lot of research from textbooks
> for project work, you know that that's a standard way of
> working in the middle school, and so they are used to it,
> and what's perhaps more important they actually enjoy
> doing it. So to have something like this bring all that
> together.
>
> (Middle School Teacher)

> We do a lot of this kind of work in the middle school and
> up to now we haven't really been able to indicate the
> capabilities of the children in project work to the
> secondary schools. I mean we could have sent them samples
> of project work, but they don't have the time to wade
> through them do they? So this test shows all that in a –
> how can I put it – miniature form, I was really impressed
> with it.
>
> (Middle School Teacher)

The secondary school staff also saw the value of such an assessment task.
Once in the secondary school, pupils are expected to process print at a
far greater rate than every before. It follows therefore that efficient
study skills are essential. The way in which pupils approach the kind
of task outlined above can give a useful overview of their ability in
this regard.

Originally, the actual scripts were not passed on to the secondary
schools, but such was the interest in this particular task that this has
now become the normal practise.

> The scripts are sent to me, and I pass them on to the
> english department, I know that they spend a lot of time
> looking at them, I've seen them with a whole pile of them
> sifting through. They feel that it gives them much more
> of an idea of how a particular child is going to cope than
> just a reading age. They tell me, and of course in some
> cases it's very obvious even to me and english is not my
> subject, that they can tell a great deal about a child's
> performance from them. It's again, part of being able to
> get to know something about these kids before they come to
> us. A way of building up a picture.
>
> (Secondary School Year Head)

4.3.5 Editing Task

For this task pupils were given a passage which contained a number of errors. The pupils were told that this was "some-one's piece of rough work" and were asked to punctuate it and correct any spelling or other grammatical errors they might find. Pupils worked individually with no help from the teacher or their peers.

All the pupils were given a practice item which was discussed thoroughly with them prior to the actual transfer assessment task, (see Appendix D).

Discussion

Reactions to this particular test item were mixed. A number of the middle school teachers (7) were not convinced that it accurately reflected classroom practise.

> Editing like this is something we don't particularly do
> in the classroom. I know that children edit and rewrite
> their own work, but that is completely different from
> editing someone else's work.

Others (6) considered it unacceptable for children to be deliberately given work containing errors. They pointed out that as spelling is very much a visual skill, exposure of this kind, when pupils are encouraged to read and re-read the passage would result in the reinforcement of incorrect letter patterns.

The point was made by middle school teachers (5) that this particular task was open to "coaching" and that there was a danger that teachers involved with the transfer package would "teach to the test." Thus, not only would children achieve results which did not accurately reflect their levels of achievement, but also teachers begin to place emphasis on areas of the language curriculum that are perhaps not as important as others solely because they can be coached.

> I think it's (the editing task) open to coaching, its
> very tempting to spend time making the children do similar
> passages when you know this is coming up.

> I found that the children who scored high marks for the
> editing task were those who weren't particularly good at
> punctuation and free writing generally speaking. I think
> it gave a false impression of children's ability.

These criticisms notwithstanding, all the teachers felt that the task attempted to assess some important syntactical aspects of language work, namely, spelling and punctuation, and that further consideration should be given to devising an alternative school based assessment tool which took account of these factors in a less overt manner.

Recent publications such as the Curriculum Matters series (H.M.I.,1984) the Kingman Report (1987), and The Cox Report (1988) place emphasis on the importance of the "drafting" process in the language curriculum, and this might prove to be a useful starting point for an alternative. They believe that pupils of all ages should be encouraged to draft, and re-draft a number of times in order to produce a "final copy." This process could be scrutinised as part of everyday classroom practice to facilitate an ongoing and continuous assessment of structural elements such as spelling and punctuation.

Alternatively, pupils could be given a set task based on the drafting process, with assessment procedures built into the various stages. This is a method of working which pupils are familiar with, and which forms an integral part of their everyday language experience within the middle school curriculum. It might be possible to combine this element with the creative writing task.

The editing task was not commented upon by the secondary school year heads when the transfer package was discussed with them.

After discussions between the various middle school staffs, and feedback via the Heads Liaison Group the editing task in the formal described above was dropped from the transfer package.

4.3.6 Factual Writing

This task required pupils to read a factual account, and to translate this into a report for a named audience. As with the editing task pupils were given a practise item which was discussed with them prior to the actual transfer assessment task. The aim of the practise item was to provide a basis for discussion. Teachers were directed to ensure that certain points were introduced into the discussion. Namely, that children should be made aware that the report should be a piece of

continuous prose, and not a series of sentences written in response to the "Advice headings." Also, that the writer is a participant in the story. The APU model of impression marking was used, and criteria established for 4 grade levels.

Discussion

The majority of the middle school teachers (7) saw the ability to be able to extract information from a given text and to present it for a specified audience as an important study skill. It is a skill which is at the heart of much of the project work which occurs at middle school level. The secondary school year heads also perceived this particular task as a "good grounding" for G.C.S.E. work.

4.3.7 Creative Writing

Pupils were presented with a stimulus (see Appendix E) and encouraged to create a story based around it. As with the factual writing task out-lined above the APU framework for impression marking was used together with the same grade-related criteria.

Discussion

The majority of middle school teachers (8) were disappointed with the stimulus used. They felt that it was restrictive and limited most children rather than firing their imaginations and enabling them to produce their best work in this field.

> The creative writing stimulus was very poor, it didn't
> get the children to produce anything like the work they
> are usually capable of.

> I think the stimulus could be improved. We didn't find
> it particularly inspiring, the children are used to
> resources that are perhaps a bit more sparkling, a bit
> more lively.

> When they're used to stimuli like artifacts, video tapes,
> actual colour prints and things like that, to get a black
> and white line drawing - with due respect to whoever drew
> it - it's out of context for them and they considered it
> to be rather boring.

The scripts were subsequently sent up to the secondary schools and passed
on to the english departments there. Feedback from these indicated that
the information was useful to, and used by members of staff in their
initial assessment of the transfer group. However, it was felt that
clarification was required as to the actual criteria middle school
teachers had used when impression marking. One english specialist put
forward the idea of inter-phase discussion groups as a liaison structure
in order to facilitate this.

4.3.8 Attitudes to Impression Marking

The notion of impression marking specifically excludes any attempt to
sub-divide a piece of creative writing into its component parts for
example punctuation, content, presentation etc. and to mark these
individually. Rather, the work is read as a whole and grades are given
on the basis of the overall impression gained by the marker. There are
however, a number of aspects to children's writing skills that are
considered to be important and these are translated into criteria which
are applied at the various levels. The pyramid used the guidelines to
impression marking set out in the teachers notes to NFER TEST 291,
together with the APU model as a basis and then built into this criteria
of their own. As a result 4 grade levels with related criteria emerged.

> We wanted teachers to be more decisive about their marking
> of creative writing, to think more clearly about what
> constitutes a good piece of work in this area. They do
> impression marking in the normal course of their classroom
> work all the time, but they don't call it that. We saw it
> as a way of bringing more structure to their professional
> judgement in this respect, so that we could compare
> children's work across the pyramid.
>
> (Middle School Headteacher)

Initially, there were mixed reactions to the idea of impression marking
from the middle school teachers. For example:-

> Teachers favour different creative writing styles, some
> stress flowery language and others don't, they go for a
> factual approach - if you're not careful it ends up with
> the teachers being marked, not the children.

Teachers felt that their knowledge of individual children affected their
ability to be objective when applying the pre-specified criteria.

The class teachers do the marking, and this is a problem
because they already have an opinion of the child - it
ends up that instead of doing all this you might just as
well have given them a grade based on what you think their
creative writing was like over the year.

A solution to this particular problem was offered by teachers suggesting
that one persons should mark all the scripts in order to attain a
uniformity of approach. Others felt that any discrepancies of this kind
could be "evened out" if some programme of moderation was introduced.

Yet others, felt that the secondary staff should do the marking since:-

After all, they're the ones who will be acting on this
information, they don't know anything about the pupils
so this would be a good way for them to see exactly how
they tackle creative writing and what they can produce.
We know what they can do because we've had them in our
classes all the year haven't we.

Once they had used the guidelines and impression marked their batch of
scripts the majority of middle school teachers (7) were positive about
the process.

4.3.9 Tricolore Tests 3 & 4

The final component of the transfer test package was a modern language
element. The above assessment tests are part of the french modern
language scheme followed by upper middle school pupils throughout the
city. Similar assessment tests are completed at various stages through-
out the scheme and are therefore familiar to the pupils who regard them
as a normal part of their french studies.

The tests combine listening, speaking and reading tasks and are aimed at
showing pupils "exactly what skills they have mastered in the course of
the unit" and giving teachers feedback on how well the material is
"getting through" to the class.

Discussion

These tests were included as part of the overall process of trying to
convey more about each individual child's level of attainment during the
transfer process.

Liaison between educational phases with regard to the teaching of french had until the teachers' action been strong. Regular meetings were held and the modern languages curriculum discussed in detail. Agreement was reached across the middle schools within the pyramid as to the way in which french would be approached.

Both secondary and middle school teachers saw Tests 3 & 4 not only as a good way of demonstrating the level of understanding in practical terms achieved by individual pupils but also as a means of informing secondary staff of the future curricular needs of individuals and/or groups in french.

4.4   Pyramid Transfer Profile

The pyramid transfer profile has two distinct but complementary components which are printed, one on either side of a single sheet of A4 paper. Thus, the profile is comprised of firstly, the PR3 County transfer record (see Fig. 3.1.) which is largely subjective and secondly, the school-based record of the transfer test package described in Section 4.3 above (see Fig.4.4.)

The form and function of the PR3 as an inter-phase transfer record is described in detail in Chapter 3 (Section 3.1.1) there is nothing to add at this point to that analysis since the pyramid middle schools all use the PR3 in accordance with County guidelines, and the observations made in Section 3.1.1 are therefore opposite in this context also. In summary then, this particular profile component is essentially a summative, descriptive document which is intended to convey not only the current "state of play" with regard to the individual pupils' skill levels within the curriculum categories highlighted on the record, but also to encapsulate any information previously recorded on the PR2 (Internal Annual Pupil Record) which is considered to be still relevant and important.

Since the PR3 has been dealt with elsewhere in the study, this section places emphasis on the second of the profile components, that is the school-based record of the transfer test package.

Consideration is given to the following aspects:-

1. Rationale for graphical mode of presentation

2. The graph and its constituent parts

3. Issues arising

4. Future developments

4.4.1 Rationale for Graphical Mode of Presentation

The original impetus to develop a graphical approach to the transmission
of inter-phase transfer information came from the middle school heads.
As a group they were interested in upgrading the level of information
that was being conveyed to the receiving secondary schools.

> The middle school heads felt very strongly that the actual
> fate -if I can use that word- of children who are
> transferring shouldn't depend on a few scores achieved in
> ‧ the last term or two terms of the last year in middle
> school.
>
> (Middle School Headteacher)

The new approach would aim to improve the system, which previously,
relied heavily on CAT scores, together with reading and maths test
results, and give secondary schools a broader picture of transferring
pupils, with the underlying notion of "presenting the child to a
secondary school as an all round person." The middle school heads
acknowledged that an important consideration in the process was that the
secondary schools had to contend with transfer information on relatively
large numbers of pupils drawn from a number of feeder schools. In
addition, they had to make decisions regarding teaching groups based on
this information.

> In my mind I was saying O.K. the secondary schools have this
> need, it's rigorous, it's unavoidable, and it won't go away.
> They've got to organise children they don't know into
> groups, it doesn't matter whether those are mixed ability or
> not, this is the way they do things and that's that. They've
> got to have information to be able to do this, so let's make
> that information better.
>
> (Middle School Headteacher)

Directly linked to this acknowledgement of large numbers of pupils was
the belief that it often prevented secondary staff from reading the PR3
documents thoroughly. From this grew the ideas that a "pictorial"

representation —with immediate visual impact— of childrens' attainment levels in the basic curriculum areas might prove a quick and efficient way to convey the relevant information.

> I had this rather simple idea, I saw rows of secondary teachers with this mass of paper (transfer information) trying to make sense of it, and I know from my own experience that words and numbers are difficult to handle, they're very complex. So I said "right let's make a picture." I wanted to find something that would give an immediate, quickie snapshot picture of the individual child.
>
> (Middle School Headteacher)

> We wanted a visual approach, we wanted to be graphical, we didn't want sets of numbers. That was important because we felt the graphical approach would create interest with people saying "Let's look at this, what does it tell us?" People can often be turned of by lots of numbers.
>
> (Middle School Headteacher)

The information on the graph would not only be of value to the receiving secondary schools but would also enable the middle schools to evaluate their curriculum by highlighting strengths and weaknesses within the various areas.

> We wanted to break new ground in the primary sector, and to see if we could communicate with other people —not only the secondary schools— in ways other than writing, by doing this we would draw our own attention to the use of the information that was presented visually. This could then be used to inform our future practice.
>
> (Middle School Headteacher)

The secondary heads felt that although their establishments undoubtedly required accurate transfer information on pupils, this need should not impose in any prescriptive way on the existing middle school curriculum, but rather should grow from the work covered there in the normal course of events. They therefore were receptive to a transfer profile which "grew out" of the middle school curriculum.

> I didn't want to be dictating to the middle schools about what they should be going, and the strength of the package was that it was coming out of their curriculum. It wasn't imposed.
>
> (Secondary Headteacher)

Discussions with a senior County Adviser who had been involved in this kind of approach followed. He showed one of the middle school heads the histogram approach. This was then discussed in depth at a pyramid heads liaison meeting, where it was agreed that a similar format would be adopted in order to convey inter-phase transfer information within the pyramid.

4.4.2 The Graph and It's Constituent Parts

(The following section should be read with close reference to Fig. 4.4 working across the graph from left to right.)

The "rising fives" intake procedure operated by Hampshire means that children born between May and the end of August are at school for only one term in their first year of compulsory education. So that by the end of the middle school children have spent either 10, 11 or 12 terms in the system. Many primary teachers believe that this can have a profound effect on the attainment levels of these pupils. In addition, it has been noted that certain pupils falling into this category lack the maturity of their older peers. The age of the individual was seen as an important factor by all the pyramid heads:-

> The age of the child is an important aspect. I feel that it is a significant but underated factor in transfer, when they come up here from the first school, but also when they leave us to go on to the secondary school. There is a 20-25% difference in the length of educational experience, I think that has a follow through effect.
>
> (Middle School Headteacher)

> The age difference only takes on an identify of effecting things because it's in school and school demands certain things, and a lack of school experience is bound to have an effect therefore.
>
> (Middle School Headteacher)

Consequently, the first bar of the graph is used to record the individual's age. The teacher completing the record simply shades in the month in which the child was born. The more shaded boxes, the older the child, thus a "tall" age bar indicates a 12 term learner, and a "short" one a 10 term learner. This may have implications when groups are being considered, with 10 term learners being given the benefit of smaller groups, although it should be acknowledged that often secondary schools do not have sufficient resources to take account of this discrepancy.
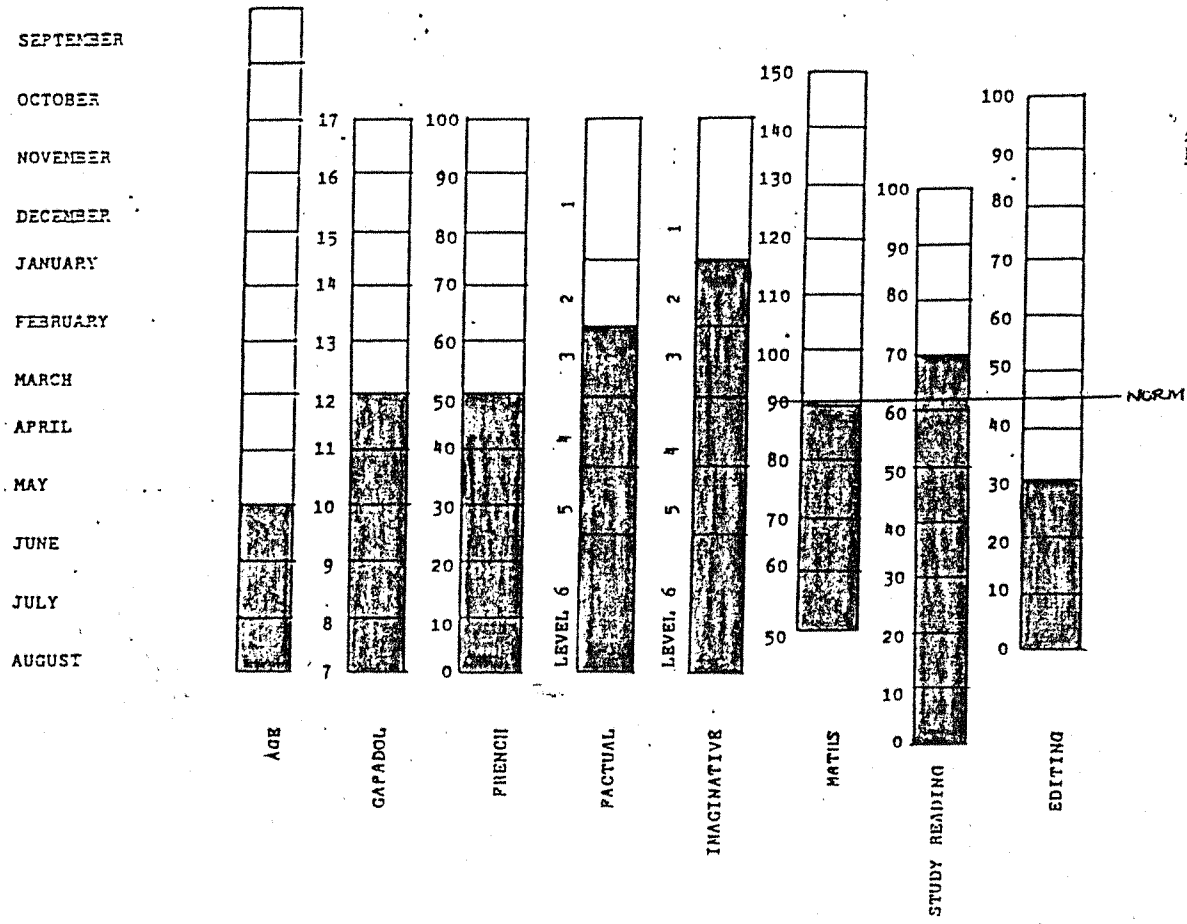
Fig 4.4.   Pyramid Profile (Side 2)

The second bar of the graph is related to the reading levels obtained from the Gapodol Reading Test (See Section 4.3.1.) the results of which yield a reading age for each pupil. These are the figures to the left of the column, and the appropriate number of boxes is shaded in. Thus in the example shown in Fig.4.4 the pupil has a reading age of 12 yrs 0 months.

The results of the french assessment (See Section 4.3.9) are recorded on the third bar. For this particular assessment the level of attainment is shown as a percentage. So that in the given example the pupil has scored 50%.

Bars 4 and 5 are concerned with aspects of the writing process, namely the factual and imaginative modes (Sections 4.3.6 and 4.3.7 respectively.) These assessment tasks were impression marked (Section 4.3.8) and graded on a 1-6 scale where 1 indicated high and 6 low attainment.

Bar 6 indicates the score obtained from the NFER 431 Maths Test, (Section 4.3.2.).

Bar 7 reflects the level of attainment in the Study Skills assessment task (Section 4.3.4.) In this instance the marks were percentaged. This was also done for the editing task - Bar 8 (Section 4.3.5.) Boxes were shaded accordingly.

It is noticeable that Bars 6-8 do not have the same baseline as the other bars in the graph. This is because they have been adjusted to reflect the norm within the pyramid middle schools. The 1986 norm was calculated and appears on the profile used in 1987.

Headteachers from both phases saw the establishment of a pyramid norm as being both desirable in terms of aiding comparability across the feeder middle schools, and useful as a way of monitoring standards from year to year.

> ...we would then see how children performed against the mean
> in following years. So that the profiles would work in two
> ways. We would have the individual scores reflecting the
> individual child's strengths and weaknesses, but these would
> also be compared against the pyramid mean and so we could
> also see how they were performing compared with their peers
> in their own school and in the other feeder schools. We felt
> that was useful.
>
> (Middle School Headteacher)

Any additional concerns with regard to the transfer tests may be recorded under the Additional Notes section. These observations relate only to the tests, for example if a child was ill or suspected of copying etc. it would be noted here.

4.4.3 Issues Arising

Visual Impact of Graph v Subjective Comments on PR3

The profile is used extensively by both receiving secondary schools, not only by year heads dealing with the new intake across the board but also by individual subject departments. It is perceived as an efficient way of recording transfer information, since it provides an "at a glance" view of individual pupils levels of attainment in the transfer tests. In particular, it enables teachers to identify "highfliers" or pupils at the other extreme. It may also draw attention to specific difficulties in certain curriculum areas. Some middle school staff (7) expressed concern that because the information on the graph is so visual it may be used in preference to the PR3 component of the profile.

> What concerns me is that the secondary schools seem to want it, seem to be using it, seem to be using it exclusively in fact, and not referring to the PR3 as well.
>
> (Middle School Classteacher)

> I think there's a danger that because they are dealing with large numbers the secondary schools might actually only look at the profile and not at the PR3 on the other side. I'd like to think that they were reading the PR3s because otherwise there's no point in doing them.
>
> (Middle School Classteacher)

Particular incidents were mentioned in support of this for example:-

> We had this situation whereby sheer fluke or more probably devious means a child in my class did very well on the graph – in fact had the profile of a genius! On the PR3 side I had put words to the effect that "This child is an idle little so-and-so who never works etc." But this obviously wasn't read and the kid was put in the top set on the strength of the graph – then proceeded to go from the top to the fifth set in one term!
>
> (Middle School Classteacher)

Following on from this, the majority of staff emphasised the need to make effective use of both profile components. In general, they felt that the graph gave a clear idea of attainment levels but this needed to be supplemented with the PR3 information concerning a number of non-academic areas if the original intention of the profile -"presenting the child as an all round person"- was to be achieved. Areas of importance in this respect included personality, level of motivation and approach to the learning task.

The majority of teachers (13) perceived the profile as an effective transfer document. The following is typical of the comments made in this respect:-

> For the transfer I would say that it's very clear and it gives you a lot of information very quickly. If you're a lazy teacher, or very short of time, you could get away, I would think, with just using the graph. If you're more conscientious then you can follow that up by reading the PR3, and all the papers that the individual children did. So for each child you have at your fingertips a considerable amount of information - it's up to you how you use it isn't it?
>
> (Middle School Classteacher)

In general critics of the profile (5) approved of the graph component although a small number (2) saw the new transfer tests as a "return to the 11+." However, they cited various aspects of the PR3 component as their main reservation to the profile being a competent transfer document. These adverse observations tended to coincide with the concerns identified by other Hampshire teachers (see Chapter 3 Section 3.1.ff) with regard to the PR3 document and centred around the subjective nature of the record, and the time constraints associated with its completion.

Time Constraints

Teachers from both phases commented on the time commitment involved not only in reading the profiles in detail and acting upon the information contained in them, but also in compiling them. Teachers working in the primary phase found lack of non-contact time a critical issue. In the current system non-contact time can only be achieved in two ways.

Firstly, if the head releases a classteacher, and secondly if staff
within the transferring year come to some arrangement whereby class sizes
are temporarily increased and for example three teachers work with four
classes in order to release one member of the team. Neither approach is
considered to be satisfactory and staff involved believe that if a
profiling approach is to be maintained and developed further within the
pyramid for inter-phase transfer then some acknowledgement of the need
for non-contact time must be forthcoming at a high level.

> There has to be a change of heart by those who hold the
> purse strings. The LEA need to make time available to staff
> within schools for this work by providing supply cover, or
> part-time teachers.
>
> (Middle School Headteacher)

The processing of the profiles at all levels is not the only undertaking
that is time consuming, other liaison related activities also require a
substantial amount of time. The most significant of these is discussed
in Section 4.5

Use of Transfer Profile Outside the Pyramid

Another issue arising from the transfer profile is its validity outside
the pyramid. The profile was designed specifically for use within the
designated pyramid schools and it would appear that it is effective
within this context. However, the introduction of parental choice in the
selection of secondary schools has meant a growth in the number of feeder
middle schools sending pupils to the pyramid comprehensives. One of the
secondary schools in particular now takes pupils from middle schools
throughout the city.

This raises the question of whether the transfer test package and profile
can be administered and understood by teachers outside the pyramid
schools, and subsequently used to convey appropriate transfer
information. At the time I was involved with the pyramid there was some
concern over this issue, with the comprehensive mentioned about

anticipating an intake of approximately 120 from the designated feeder establishments and a further 60 pupils from another 8 middle schools geographically scattered throughout the city.

> I can't agree transfer packages with every school in the
> city and yet in the interests of good transfer I need the
> same quality of information from all of them. At the
> moment I send the package we have agreed within the pyramid
> and say "Look, this transfer is obviously very important,
> would you please be good enough to work through this package
> and let us have the results, or if you don't want to make it
> we'll do that." I haven't had any refusals, but I don't
> know what they make of the package.
>   (Secondary School Headteacher)

I followed up two of the eight additional feeder schools and discussed the package with the classteachers involved. In both cases two pupils were transferring to this particular comprehensive. The classteachers involved had not experienced any difficulty in administering the tests, apart from finding time in which to do so. They both commented that the instructions were clear and easy to follow, however, both considered the marking involved to be considerable and time consuming. Neither had attempted to complete the graph, and found it difficult to understand.

It would appear that the transfer profile is of limited use outside the pyramid schools, but, since it was designed as an internal document and is apparently successful in this respect the question of validity outside the cluster is not at present relevant. However, the implications of parental choice, and the effects of the age-related assessments in core curriculum subject areas may make it desirable to consider the notion of a County agreed transfer profile in the future in order to provide a "common currency" between any feeder and receiving school.

Additional Comments

A number of constraints with regard to primary profiling are identified and discussed in Chapter 1 (Section 1.4 p.35ff.) The majority of these applu to the pyramid profile presently being evaluated. Questions of validity and constraints of time have already been considered, so that this section highlights other difficulties which have been encountered.

For example in order to achieve the "broad based assessment" characteristic of the profiling approach a range of assessors are typically used. This is easily achieved in the secondary phase where pupils are taught by a variety of teachers in discreet subject areas. However, in the primary sector the classteacher tends to deal with the full range of curriculum areas for his/her class. This is the case for the most part in the pyramid feeder middle schools, so that the majority of transfer profiles are compiled by one teacher working in comparative isolation. This practice tends to narrow the range of the assessment. However, in certain of the middle schools pupils are grouped on a year basis for maths and language work and therefore experience more than one teacher, thus a more collaborative approach to the profile may be achieved.

Another important aspect of profiling is the contribution that pupils may make to their own records and assessments. The notion of pupil-centred assessment requires the development of pupils involvement in their learning and a subtle shift of emphasis in the teacher/pupil relationship. Parents may also be involved as assessors of the interests their children may have independently of the school environment.

As yet this feature of profiling has not been developed within the pyramid. However, it would not be difficult to incorporate a component of this type into the current transfer profile.

Future Developments

At the time when my involvement with the pyramid came to an end discussions were under way with regard to expanding the transfer test package to include science and CDT (Craft, Design and Technology) components. It was proposed that these mirror as closely as possible classroom practice in these curriculum areas in the same way that the Study Skills task had.

Mention was also made of developing a similar approach to record keeping at an earlier age in the middle schools so that the transfer profile would simply be an extension of well established assessment procedures. This was however, "put on hold" pending the outcome of the TGAT Report and National Curriculum moves which were very much in the discussion stage at that time (September 1987.)

Concern was expressed as to how far the pyramid could develop this
particular profiling approach internally within the cluster.

> What we've done has been valuable but I think we've possibly
> come to a standstill now, I don't think it (further
> development) can be done in any parochial way. I think we
> need guidelines from the County. I'm interested in
> developing it further but I don't know if a group of six
> heads can do it on their own.
>
> (Middle School Headteacher)

Other proposed developments included the production of information book-
lets for both teachers and parents regarding the new transfer package.
The need to give more information to parents with regard to transfer was
highlighted and heads felt that a booklet of this kind could be used "as
a way of sharing more particularly with parents assuring them that we do
our very best to create a 5-16 curriculum that has continuity."

4.5   Discussions Between Middle and Secondary School Staff

The secondary school year heads visited all the designated feeder schools
in the middle of the summer term and discussed each transferring child on
an individual basis with the appropriate classteacher. This facet of
transfer liaison work was considered to be the most important and most
valuable by all the teaching staff involved in the inter-phase transfer
within the pyramid.

> I think that the face-to-face talk about each child is
> extremely important because you can convey your feelings
> very clearly. People can interpret what you mean by how
> you're speaking to them. You can't convey that tone on
> paper.
>
> (Middle School Classteacher)

Staff were able to set their own agenda for these discussions, with
middle school teachers offering information which they considered to be
important and secondary staff accepting this, but also taking the
opportunity to pursue the informational needs of their particular
establishments. This autonomy was perceived by all teaching staff as
being in direct contrast to the PR3 approach where categories of
information were specified and therefore prescriptive. Secondary staff
took notes to which they could refer to if necessary at a later date.

Despite their enthusiasm for face-to-face liaison staff acknowledged the
need for, and importance of, written transfer documentation and in the
majority of these meetings the pyramid profiles were used as working
documents and discussion centred around their contents. By using the
profiles in this way middle school staff were able to comment on the
academic attainments of pupils as recorded on the graph, and in addition
to give their opinions based on long term day-to-day knowledge and
assessment of the child.

> It's very useful when you get a child who reacts badly to a
> test per se, and you know that he is far better than the
> test says, then it's very nice to be able to override the
> automatic as it were, and go into manual by talking on a
> one-to-one basis.
>
> (Middle School Classteacher)

All the staff involved in these deliberations emphasised the importance
of discussing every child individually:-

> You must talk about all of them -that's most important-
> because there's always one or two in a class that don't
> get the attention they deserve because they're not
> disruptive or gifted, they are just there you know? So
> each kid gets a mention even if it's only something like
> "This is one of your average children who tend to get
> lost if you're not careful!"
>
> (Middle School Classteacher)

Another valuable facet of these meetings is that they allow teachers to
deal personally with "sensitive" information concerning individual
pupils. In this context sensitive information may be defined as any
knowledge which is considered to be relevant but which for a variety of
reasons may not appear in written form on the profile.

> There are things that I want the secondary school to be
> aware of, which I don't want to put on a PR3, things like
> home background which need to be taken into account -
> I've got lots of children in my class with problem
> backgrounds.
>
> (Middle School Classteacher)

> Often there are things you want to say that you'd be
> hesitant about putting on paper but which you feel should
> be said, O.K. it's not on paper so it isn't something that
> will go along with them for ever, but the staff are aware
> of it and can act on it should the need arise.
>
> (Middle School Classteacher)

These discussions are given high priority by both phases. The secondary staff are assigned time in which to make the visits, although both year heads pointed out that this time allocation was by no means sufficient and that in order to carry out this particular facet of liaison they also gave up a considerable number of their free periods. In the majority of feeder middle schools headteachers relieved staff as much as was practically possible, this has not always been the practice and a number of middle school classteachers mentioned previous years when these discussions had taken place in the classroom. One classteacher described it thus:-

> I can remember when you talked about the children actually
> in your classroom or just outside because there was no-one
> to take your class. So you might be overheard, and what
> you'd said repeated in the playground or worse still you
> got into the "ssH be quiet" syndrome in the middle of
> practically every sentence.

Assembly times, and french lessons are also used for this work. The onus is on the secondary staff to be as flexible as possible in order to capitalise on the infrequent free-time available to middle school staff. The effort that secondary staff made in this respect was acknowledged and appreciated by all middle school teachers.

The meetings although ostensibly informal are not without structure. They are characterised by a clearly defined and realistic agenda which is understood by both parties. In this respect they are consistent with the notion of "deliberation" oulined by Reid (1978) and Alexander (1984.) Deliberation in this context is seen as an highly acceptable alternative to at one extreme "random anecdotal chat" and at the other "highly formalised, bureaucratic discourse."

Clearly this aspect of liaison work is important. Deliberation on this scale involving teachers from both phases of education goes beyond its original intention of facilitating a "smooth transfer" for pupils. Meetings such as these engender a sense of collective commitment, in addition they may help teachers from both phases to gain valuable insights into the organisation of the educational phase with which they are not directly involved.

The more of the staff that you meet like this the easier
it is to build up a picture of what is happening there.
I don't say that it would alter our work here, I mean, we
are not a mini secondary school in the fourth year here,
but I do believe there is nothing really that is better
than personal contact with other staff.

(Middle School Classteacher)

We tend to be a bit "mother hennish" in middle schools,
you get very involved with the kids, and you worry that
at secondary level they just become numbers and such like.
I accept that this is a prejudice I have and it's only
through meeting the year leaders from secondary schools
that I'm beginning to see that they do care about
individuals and are treating them like human beings, but
you don't get to know this unless you meet them.

(Middle School Classteacher)

4.6   Further Issues

Teaching staff highlighted a number of concerns with regard to the

transfer test package which were not directly related to the areas

discussed in the above analysis.   However, they were perceived as being

of some significance by the staff involved and are therefore outlined and

appraised in the following sections.

4.6.1 Selection in the Secondary Schools

As mentioned elsewhere in the study, one of the receiving schools

operates a mixed ability approach within the first two years, the other

sets pupils, according to ability, on entry.

There was concern among the majority of middle school staff about the

significance attached to the transfer test results with regard to the

selection procedures operating in the pyramid comprehensives.   This

concern is not a new one and has its origin in the use made by secondary

schools of the CAT test results which were previously used on transfer.

(See Section 4.2 above for details.)   A number of teachers at all levels

referred to the CAT tests when interviewed and drew comparisons between

them and the new transfer package.

> I remember when the CAT tests were first introduced. They
> were never meant to be used as indicators of childrens
> potential, that was made clear by the Nelson Rep at the
> time, but over the years that's exactly what happened -
> particularly at transfer. Kids got put into sets on the
> strength of their CAT results - crazy. I think we're well
> rid of them. We're trying to move away from the approach
> now.
>
> (Middle School Headteacher)

> We saw the CAT tests for what they were, they meant nothing
> to us in terms of usefulness, but the secondary schools
> were using them to, if you like gamble on the future as to
> how children would go. Our new package looks at a much
> wider spectrum of achievement.
>
> (Middle School Headteacher)

The secondary schools however, did not share this middle school

perception of how the CAT results were utilised by them.

> Yes, they were useful, they gave you a rough idea, but
> that was all. We never used them exclusively to set
> kids, no, we always took account of other factors.
>
> (Secondary School Yead Head)

Middle School staff indicated a particular concern that the results of

the new transfer tests were the basis on which pupils were grouped within

the comprehensive that favoured setting on entry. They emphasised that

such tests could only ever sample the work and attainment levels of

individual pupils at a given moment in time, and that other elements, for

example the "deliberation" technique described in 4.5 above were of equal

importance.

However, the particular secondary school referred to here, perceived

their setting procedure rather differently. They viewed it as a positive

approach which was in no way inflexible, and which allowed individual

pupils to progress at their own rate. They felt that their internal

organisation did take account of other non-academic factors since

although maths, english, and general subjects were set on an academic

basis, the tutor groups within the school take account of "ability,

interest, apptitude - everything we can possibly include in order to make

a true social mix across the board."

There is regular movement between sets, in both directions as a result of

internal assessment packages which are carried out three times in both

the second and third years, so that the original groupings based on the

transfer test results are not permanent or binding. Again, the secondary

staff interviewed saw this as a beneficial aspect of their setting policy

since it allowed for regular review of pupils progress and attainment

levels and a more accurate placing of certain individuals within the

setup. They did not feel that it disturbed or disrupted pupils learning

in any way, or that self-esteem was lost if a pupil moved on a set.

They were at pains to point out that most movement was from a lower to a

higher set.

> We deliberately start off with large numbers in the lower
> sets, so that its easier to promote than it is to demote.
> We don't like demoting people, so kids have to be some way
> above the rest of their set to be promoted, and some way
> detached from it to be demoted.
>   (Secondary School Year Head)

> The boys are not valued any differently whatever set they
> are in, and they know this. At some schools what you
> might call the senior staff only teach the "A" boys, if
> anything it works the other way here, boys are valued
> equally, but they're working at different paces and speeds.
> We're looking for success for all boys at their own level.
>   (Secondary School Head Teacher)

In general, teachers in the primary phase "felt uncomfortable" with the

notion of setting on entry, many of them referred to the practice as

"streaming" and clearly associated a number of adverse affects with it.

> I don't know how one can justify putting children at any
> age - let alone 12 - when you haven't met them before
> into a rigidly streamed situation. Although I know that
> changes are made within the sets, I still think that it is
> very difficult from a transfer point of view - it must
> lead to a fraught situation for pupils and staff.
>   (Middle School Headteacher)

> I don't really see how a receiving school can do that (set)
> fairly with the information received from the feeder
> schools except by going on actual scores. So that numbers
> can be added up and evened out - and that I don't see as
> the chief purpose of these transfer tests.
>   (Middle School Teacher)

There is clearly a conflict of ideas with regard to the notion of

"setting on entry" within the two phases. For the middle schools within

the pyramid such a practice is seen to be contrary to much of their

working philosophy. However, the majority of those teachers who took issue with this procedure admitted to having had little experience of the way in which it was operated within this particular secondary school. For example, most middle school teachers perceived it as a "rigid procedure with little manoeuverability" and yet the information given by the secondary staff indicates that this is not the case.

Where a mixed ability approach was adopted on entry, middle school teachers felt that there tended to be less pressure because a school which is putting its pupils into a broadly banded situation has time to look carefully at the written comments on the PR3 as well as the transfer test results, and to use these to work out pupils needs in areas over and above academic subjects. They can for example consider:-

> ... how a pupil may relate to other pupils, what kind of
> a tutor he or she might need, because some do need more
> experienced teachers right from the start, and other
> things like this, which put less emphasis on an actual
> academic position within the secondary setup.
>
> (Middle School Classteacher)

Information given by the staff of the secondary school which operated the mixed ability approach indicated that the transfer test results were in this instance used to "ensure a good academic and social mix in each teaching and tutor group." However, even within this mixed ability approach pupils were set for maths, english, french and special needs in the second and third years.

Selection procedures in both secondary schools are also constrained by factors such as public examinations, and the number of feeder schools sending pupils.

> Having to handle children who come from up to 13 different
> feeder schools is not easy, there is no system which will
> work perfectly, we know this and we go into it (setting)
> with our eyes open.
>
> (Secondary School Year Head)

Perhaps to some extent the concern voiced by middle school teachers with regard to selection in the receiving secondary schools is based on hearsay and rumour rather than concrete facts. However, this holds true in the converse situation also, and a large number of staff (15) from

both phases within the pyramid felt that they did not have a realistic view of the practices and organisational procedures operating in the educational phase with which they were not directly involved as the following comments indicate:-

> I don't think we have the foggiest idea of what goes on in each others establishments.

> I don't actually know what the secondary view is, I can tell you what I think it is but I might be doing them an injustice. I know what I think but I don't know what they think!

> There is also this assumption that they (pupils) are allowed to "play" at primary level, that its not as serious - they don't have the constraints we have.

> The thing I thought that they (secondary staff) didn't understand was that we have a full teaching commitment right to the end of term whereas they haven't.

Some acknowledged that their opinions were based on hearsay and therefore open to misinterpretation or prejudice.

This is clearly an area where a frank exchange of views might prove enlightening to all teaching staff concerned in the transfer process. The middle school teachers concerns could be allayed if they were given more detailed information concerning the internal organisation of both secondary schools in an "official" setting such as a pyramid INSET day on transfer procedures. Alternatively, exchange visits between phases and the fostering of a 5-16 approach to the curriculum at all levels would also help in the respect.

4.6.2 Location of the Tests

There was some discussion within the pyramid as to where the assessment package would be most profitably administered. That is to say whether the children should do the tests either during their day visits or on arrival at the receiving secondary schools in September, or whether they were more appropriately completed within the final term of the middle school. Everyone of the 18 teachers interviewed felt that the middle school was the correct location. The following are a representative sample of the comments made on this issue.

> I think it's a good idea to do the tests here (middle
> school) rather than wait till they (the children) get to
> the secondary school, because here they are in an
> environment they know and hopefully do their best. So
> that the secondary teachers know what they can expect from
> a child even if for a while they're (the children) not
> quite showing it because of the settling in period.
>
> (Middle School Classteacher)

> They need to be done in the middle schools because I want
> to know what the children are capable of doing in their
> own environment. It would be pointless having them all up
> here, and in a time of trauma - I don't mean that nastily -
> I think any move is traumatic, obviously it's a pressured
> time. I don't want to bring children here and say "I'm
> going to test you." What kind of results would that
> produce? You don't need me to tell you!
>
> (Secondary School Headteacher)

> I want to know how well they are capable of operating in a
> very comfortable, well-known environment doing work that
> they have been used to for some time with teachers they
> are familiar with. I'm not going to come along and impose
> outside tests because I don't think that tells me anything.
>
> (Secondary School Head Head)

4.6.3 Marking of the Transfer Tests

The majority of teaching staff (14) commented on problems surrounding the
marking of the transfer tests. The secondary year heads had received
feedback from both maths and english departments to the effect that the
test results would have enhanced value for them if they had been involved
in the original marking of them. Although the time commitment implied
would be a constraint. Certain of the middle school teachers also
commented that since the secondary schools derived most benefit from the
package it would be to their advantage to mark the scripts.

With regard to the impression marking of the imaginative writing
component, two of the middle school staff felt that if this particular
assessment exercise had been marked by secondary staff it would have lent
a degree of objectivity which they felt was lacking.

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> I think it's wrong that we do the impression marking. I
> think the secondary teachers should do it because they can
> bring an objective view to it. You see when I mark the
> work I may say "Oh! Yes, she's a 3 automatically because
> that's the level of work I expect from her, and then the
> secondary school teacher picks that up and says "This one's
> a 3." So that already my view of the child has gone on to
> the secondary school. I can't impression mark objectively
> because I know the children too well.
>
> (Middle School Classteacher)

One of the secondary schools had requested the scripts as well as the
results of the various language components. These had proved very useful
within the english department, and were used extensively to ensure a
mixed ability grouping. When commenting upon this practice a middle
school teacher said:-

> They had asked for the actual test papers so that they
> could look at them for themselves, now isn't it a pity
> don't you feel that it spoils their first impressions if
> we've already put a mark on them?

The notion of dual marking by both middle and secondary staff was
explored but rejected because of the time involved in such an
undertaking. The idea of each middle school moderating another middle
school's scripts was also discussed, but perceived as impractical within
the time-scale allocated.

Discussions concerning the marking of the transfer test scripts were on-
going within the pyramid throughout the time of my fieldwork, and no firm
conclusions had been reached with regard to future practice in this area.

4.6.4 Relevance of Transfer Test Results to Middle Schools

There was a suggestion from a small number of middle school teachers (3)
that the transfer test results were of no benefit to them in terms of
assessment of their pupils or curricular development within the school.
They felt that they were doing all the work with regard to the
administering and marking of the tests, but were unable to utilise the
results in any positive manner.

> I don't see they they are of any use to me at all, as far
> as I'm concerned they don't tell me anything I didn't
> already know about the children in my class - after all
> I've worked with them every day since last September!

The majority of the middle school classteachers however, held a contrary view to this, and were making use of the transfer test results in a variety of ways. For example, certain teachers used them to identify "gaps in children's knowledge." Since the tests were done early in the summer term it meant that there was still time to devise and implement an appropriate programme of work in the areas identified in this way.

> I use them (results) a lot, I look at them and say "Oh yes! so and so hasn't picked that up during the year. What can I do about it?" It gives me valuable guidance.

In a similar vein several of the teachers used the test results as a "checking device" not on individual children, but rather to ensure that they had covered various curriculum areas satisfactorily. Used in this way the test results informed their practice for the remainder of the summer term.

> They serve us very well because when we do the tests for transfer they are a check that we've got it right, and that we're not missing out on anything.

Others, used the transfer test results as a basis for their liaison discussions with the secondary year heads. In this context, middle school classteachers were able to say whether an individuals level of attainment in the tests was accurate and therefore representative of their capabilities or not. In this way they felt that they were able to offer further information which might influence the selection procedures operating in the receiving schools.

The middle school headteachers had a slightly different perspective from the classteachers. That is to say, headteachers tended to see the transfer test results as a way of evaluating the stage the children had reached after four years in their respective schools. Such evaluation might then lead to modifications in curriculum content and teaching method, thus affecting future practice within the individual establishments.

> I look at the test results and I ask myself are they telling us about writing? Something about the children? Or something about our schools and the way we teach? I think they're probably telling us more about our schools and the way we teach than anything else! That's the first stage, I then have to go on and ask "How can we improve what we offer in the future?"

Despite a variation in opinion as to the relevance of the test results within the primary sector all teachers interviewed agreed that the main beneficiaries of the transfer tests must be the children for whom they are intended, and that the main purpose of such tests was "to make the transfer as smooth as possible for all pupils."

4.6.5 Timing of the Tests and Pupils' Motivation Levels

A number (6) of the middle school classteachers were concerned with motivation levels among pupils once the transfer tests had been completed. They commented that the children often saw the tests as heralding an end to their academic efforts in the middle school and that it proved difficult to motivate them for the remainder of that final term.

> I thought in a way that the end of term came a little bit early for them. They still had a lot of weeks to go after that. I just felt that the testing, and even the writing of the PR3s was very early and it seemed to take the edge off the work you were going to do with them afterwards.
>
> (Middle School Classteacher)

This observation prompted discussion concerning the dates of the tests and an investigation to determine whether the transfer package could be completed later in the summer term was undertaken. However, it was concluded that in order to complete the marking for the PR3/profile, convey the results to both parents, and secondary school teachers, and finally to collate all the records and transfer them physically to the various receiving schools on time, the dates for the tests would have to remain much as they were, (i.e. late May early June.)

In addition it was felt that a fall in motivation levels was not necessarily related to the transfer tests, but was more likely to be part of the wider issue of pupils adjusting to the notion of transfer by focusing more on their future school and less on their present. Consequently, a change in the transfer test dates would not alleviate this particular problem, and might indeed create others in terms of the practical administration of transfer records.

4.6.6 Fresh Start Syndrome

The underlying rationale of the "fresh start" approach is discussed in Chapter 1 (Section 1.6) and the reader is referred there for details. This section looks at the opinions of the teaching staff involved in the research with regard to this issue.

Teachers working within the pyramid schools identified two aspects of concern with regard to the notion of pupils getting a "fresh start" on entry to their respective comprehensive schools.

Firstly, a number of teachers were concerned with prejudicing pupils' secondary school careers by passing on certain information about them to the receiving school. The type of information falling into this category tended to be concerned with personal aspects of pupils behaviour or home background. Teachers were divided on whether a fresh start was advantageous under these circumstances or not.

The following extracts are representative of the views expressed.

> I find this one really difficult to make up my mind about, it's not straight forward. Take something like petty crime for example. At this age a number of children try it out - taking something from the corner shop, that kind of thing- but it doesn't really mean anything, it's over and finished, and never happens again. Now if I commit that to paper it will go along with that child for ever. Every time something disappears they're immediately under suspicion. On the other hand if I don't say anything about it and there is a re-occurrence the secondary school could turn round and say "Why didn't you tell us?"
>
> (Middle School Classteacher)

> I think in most cases a child deserves to be able to turn over a new leaf in a new school, just because he's been a pain in the neck with us doesn't mean he'll be the same for them does it?
>
> (Middle School Classteacher)

> One of two of our kids have a really tough time at home, and of course that affects how they are in school, so you've got to pass that on because a fresh start just isn't on for them. They need as many staff to know as possible so that allowances can be made.
>
> (Middle School Classteacher)

> Interesting isn't it that fresh start business? I
> personally feel that I want this information, I'm not
> going to use it against the child, but at least I'm aware
> of things that have happened which may count. But some
> staff say to me "I don't want to know, I want to see this
> child for myself." Strange, I can't understand it.
>
>   (Secondary School Year Head)

> For the average kid I try very hard to say "everyone
> deserves a new start" therefore I don't look at what I've
> been given unless something happens and then I say
> "Better have a check!"
>
>   (Secondary School Year Head)

Teachers involved in the research identified a second area where the idea

of a "fresh start" for pupils might cause concern, that is to say when it

relates to curriculum continuity. None of the 18 members of staff

interviewed supported a fresh start approach in this context and emphasis

was placed on the importance of liaison and continuity.

> I think that continuity as far as the content of their
> (the children) work, and the areas they have experienced
> is very important because we don't want to duplicate things
> in the areas that we've covered.
>   (Middle School Classteacher)

> It's the biggest turn off ever for a kid to have to do the
> same things over and over again - so of course an academic
> fresh start is a nonsense, that's why we spend time on
> trying to link up with the middle schools.
>
>   (Secondary School Head)

However, staff from both sectors felt that a new school environment was

in itself a positive "fresh start" for the majority of pupils:-

> I don't think that the schools (middle and secondary)
> should be too alike, because I think there is a
> tremendous excitment in finding yourself in a new
> environment with new approaches.
>   (Middle School Classteacher)

4.7   Summary and Conclusions

This chapter has looked in detail at the way in which a pyramid of

schools developed a transfer profile as a way of meeting the

informational needs both academic and non-academic associated with middle

to secondary inter-phase transfer.

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Demographic details of the pyramid schools and their surrounding
catchment areas are given in order to clarify the extent to which
individual establishments are involved in meeting both the social and
educational needs of their pupils.

Origins of the transfer test package are explored and the individual
components outlined and appraised, together with the responses of
teaching staff at all levels.

The effectiveness of the pyramid profile as a transfer document is
considered, and a number of problems associated with profiling in the
primary sector examined with specific reference to it.

Finally, the ways in which the transfer profiles are utilised by both
phases are outlined and key issues relating to these analysed. Issues
include the range and scope of inter-phase liaison activities, and
various constraints on recording and processing transfer information.

CHAPTER 5

ANALYSIS OF CASE STUDY DATA - PART TWO

PUPIL PERSPECTIVES

Introduction

The pupils themselves are the direct interface between parental and teacher perspectives with regard to inter-phase transfer. They not only exert influence here, since it is their needs that both parties are attempting to meet, but are also greatly influenced by the beliefs and opinions of both parents and teachers. This can lead to conflict.

5.1 The Pupil Perspective

This particular section of the analysis of the case study data is concerned with the issues that make up the pupil perspective of the transfer class which participated in the research. The way in which these issues were identified is described in Chapter 3 (Section 2.3.5.) Broadly, concerns fell into 4 major categories. That is, difficulties associated with the new school (organisational), fears concerning relationships with peers and adults (interpersonal) anxieties related to the new breadth of curriculum (intellectual), and positive aspects of the transfer process.

These categories coincide with the findings of other studies involved with sources of transfer anxiety among pupils, (see among others Nisbet & Entwistle,1969, Measor & Woods,1984, Brown and Armstrong,1986, Murdoch, 1986.)

5.1.1 Organisational Issues

The concerns which fell into the category of organisational issues were wide ranging and individualised. For example a small number of girls (2) saw the location of toilets and the frequency with which they would be permitted to use them as a source of worry they felt unable to vocalise

CONCERN	No.	%

ORGANISATIONAL

SIZE & NUMBER OF SCHOOL BUILDINGS	24	100.0
GETTING LOST	20	83.0
TIME TABLES	20	83.0
RELOCATION - SUBJECTS	15	62.0
RELOCATION - TEACHERS	15	62.0
RUMOURS & HEARSAY (VARIOUS)	12	50.0
HAVING APPROPRIATE TEXTBOOKS ETC.	11	45.0
NEW RULES	11	45.0
EARLY STARTING TIMES	7	29.0
LOCATION OF TOILETS	2	8.0

INTER-PERSONAL

RELATIONSHIP WITH NEW TEACHERS	15	62.0
RELATIONSHIP WITH CURRENT PEERS	14	58.0
ABILITY TO INTEGRATE WITH ESTABLISHED PUPILS	11	45.0
ABILITY TO INTEGRATE WITH FEEDER SCH. PUPILS	9	37.0

INTELLECTUAL

CONCERNS OVER TRANSFER TESTS	22	91.0
CONCERNS OVER PERSONAL ACADEMIC ABILITY	19	79.0
CONCERNS OVER LEVEL OF SECONDARY WORK	18	75.0
CONCERNS OVER HOMEWORK	15	62.0

POSITIVE

MORE SPORT	13	54.0
NEW SUBJECTS	10	41.0
TREATED AS AN ADULT	8	33.3
SCHOOL DINNERS	6	25.0
SCHOOL TRIPS	5	21.0
SCHOOL DISCOS	3	12.5
SCHOOL UNIFORMS	3	12.5
TUCK SHOPS	3	12.5

TABLE 5.1 - CONCERNS EXPRESSED BY PUPILS PRE-TRANSFER

to any of the staff involved with the transfer.   Similarly, certain boys (3) expressed fears concerning fighting in the playground, and one pupil regarded the "showers" as a problem area.

Over and above such idiosyncratic concerns three major areas emerged, these being:-

  a. size and number of the secondary school buildings.

  b. secondary school time-tables.

  c. rumours and hearsay.

Size and Number of Buildings

All the children interviewed expressed concern over the physical size of the secondary schools to which they would be transferring.

> It is just so big, right, there's not just one building like here, (middle school) I think there's three or four, right, but I'm not sure. I just don't think I'll be able to get where I'm supposed to be. It frightens me coz you get detentions there if you're late and things."

> Have you been there Miss? You could fit this place (middle school) into about three of the classrooms. My brother, Miss, he went there, and he kept getting lost to start with. He says not to worry coz you soon get used to it, but I'm still scared. You wanna go there Miss - it's big!

When asked to discuss this in more detail, it transpired that the anxiety about getting lost was a small part of an overall concern about coping with changing classrooms and teachers on a regular basis. This system of organisation was alien to most pupils, although children in the final year of some middle schools within the pyramid had had a limited experience of this:-

> Well, we have Mrs._____ for maths and we go to her room for it, but it's next door to us anyhow, if we don't finish stuff, she just says take it back to class with you. It's not the same is it? We don't have bells going off and things.

> We have Mr._____ for games, but I had him in the first year, right, so I know him - he's good fun. Then I have Mrs._____ for reading, so I move around a bit, but I don't have to take everything with me all the time, do you know what I mean?

We have a different teacher for french. She comes to us,
we don't move or nothing.

Discussion

The familiarisation of pupils with the buildings and layout of their
secondary school can go a long way to alleviating the kind of concerns
expressed above. This can be achieved in a number of ways, for example
displays in the feeder middle schools. Such exhibitions could include
photographs of the various buildings and classrooms, maps of the layout
of the school, examples of work, and the type of school uniform worn.

The displays could remain in the designated feeder schools for an agreed
period of time and be passed on from feeder school to feeder school.
Once intially produced they would need very little maintenance, and it
would be possible to involve pupils, parents and governors in such a
project rather than teaching staff whose time is more obviously limited.

The main advantage of such schemes lies in the fact that they do not only
familiarise the current transfer group but are also seen by other year
groups, thus, the familiarisation process is a cumulative one. In
addition they become focal points for teacher/pupil discussions on
transfer and can be used effectively by both middle school staff and
visiting year heads from the secondary schools. This option has yet to
be explored within the pyramid studied.

However, the pyramid schools acknowledge familiarisation as an important
transfer issue and have evolved a number of strategies designed to meet
the needs of transferring pupils in this respect. The most effective of
these would appear to be that of school visits. Both of the secondary
schools in the pyramid organised visits for the transferring pupils in
the summer term prior to transfer. In both cases a tour of the school
was provided and pupils were able to sample lessons.

Conversation with transfer pupils both during and after these visits
indicated that a number of "ghosts were laid" on these occasions,
particularly as older pupils who could testify to there being "life after
transfer" were used to show small groups around the schools. The
following responses were typical of the reactions of both boys and girls
and illustrate the positive emphasis of their comments:-

> I feel much better about now. It's not as big as I
> thought.
>
> They talked quite a lot about getting lost! It doesn't
> matter - they expect quite a lot of us will get lost to
> start with, but we'll soon get used to it they said.
>
> The older girls were nice to us, we had a good laugh.
> Near the end of it you felt like you were almost part of
> the school - Yeah, I thought it was O.K. much better than
> I expected.
>
> I really liked the music lesson, the teacher let us sing
> the number 1, that was brill.
>
> They treated you like grown-ups. I liked that, but I'm
> still worried, but maybe not so much now, do you know
> what I mean?

Once the visits were completed, the year heads in both secondary schools
discussed them with those pupils who had acted as guides. This was done
in order to pinpoint any difficulties that might have been expressed to
them, so that the approach might be modified or developed in the future.

> You get better, by that I mean more honest, feedback this
> way. Obviously, they're going to say more to other kids
> than they are to me. So I need to be able to tap into
> that.
>
> Before they (transferring children) arrive I talk to the
> "guides" and I say "Look I want you to try and find out
> what sort of things they're worried about, then we can
> talk about it later" - so they're (the guides) primed,
> they keep their eyes open. Obviously, you choose your
> "guides" carefully.
>
> I use the information that I get in this way to help me
> to make them feel more at ease when I go to their schools
> to talk to them. It's a big jump for them coming up here.

A further facet of these visits commented upon by a number (11) of the
transfer children was that they had to make their own way to the
secondary schools on the morning of the visit, and that their middle
school teachers did not accompany them. From their point of view it
appeared that they were being thrust into an unaccustomed situation
without the support of staff with whom they were familiar and whose
presence would have been welcome. This point was raised with middle
school teachers who felt in the main that it was good experience for the
children to make their own way as they would be doing this daily once

they had transferred. Some teachers were doubtful of the value of their presence in the secondary school.

> It's a difficult thing this, because the kids have to cope on their own, so from that point of view, the sooner they do this the better, also it might make it difficult for the staff up there if we were around. I don't know really, it's not something we've ever done, so I haven't really given it that much thought.

The presence of some middle school staff for perhaps the initial phase of the visit would convey more clearly to the children the importance placed on continuity within the system. It would also forge liaison links between staff in both phases thus aiding in pastoral continuity, and give middle school staff an opportunity to visit the receiving schools per se or to develop contacts with specific subject departments on an informal basis. In addition the visits would then become a "shared" experience for both staff and children which might be used as the basis for further discussion on transfer.

Heads of Year from the secondary school also visited every feeder school to talk to the chidren they would be receiving the following September. This was done on a very informal basis and was very successful. Children were given the opportunity to ask questions, and a range of concerns and worries were expressed and discussed. One of the secondary schools brought two ex-pupils of the feeder school in their school uniforms as part of the visit. A minimum of 4 feeder schools were covered in this way. The time commitment for the secondary staff was considerable across the four feeder schools. This was not always acknowledged fully in terms of time-tabling, and in some cases involved giving up free time. However, both year heads felt it was a very worthwhile exercise.

> It helps me to get to know them as individuals, I can begin to put names to faces, that's important. You see I'm the one who's supposed to know everything about these kids when they first come to us - that can be rather daunting. So any time you can spend with the kids is valuable. Of course there's never enough time is there?

In addition to these visits, the receiving schools encouraged parents to visit on a number of designated occasions both with and without their offspring. These are discussed more fully in section 6.2 which is concerned with the parental perspective.

Perhaps the last comment on the importance of such visits should rest
with the middle school headteacher who had the following to say:-

> I think that from the point of view of the children, that
> we don't do enough to reassure them, particularly on a
> social basis. Some children have real fears that they
> can't express because of the power of the peer group -
> they don't want to appear soppy or lacking in courage.
> There are some children who need more than the
> established schedule of visits. It seems to me that to
> get the children into the school they're going to go to
> a year or maybe two in advance on some kind of basis of
> being guests to, for example netball tournaments, or
> concerts, would reassure them quite a bit.

Secondary School Time-Tables

Another important aspect of secondary school organisation is the time-
table. Pupils are expected to effectively use time-tables in order to be
able to interpret changes of room or building, teacher, and subject
matter, and to have the appropriate materials with them. This may occur
up to seven times daily. Again this is a completely new experience for
the majority of middle school pupils, and one which they regard with some
anxiety.

> You get this time-table that you have to copy where you
> are and what subject you're going to be doing onto. Then
> you have to use it all the time - that could be bad news.
> What if it gets lost?

> I'm quite slow at reading and writing and things, so I'm
> going to need lot of time to get it down.

> It'll be O.K. - but you probably have to look at it all
> the time to start with. I expect you soon get used to it.

In the middle school the time-table as such is flexible in order to
facilitate an integrated approach to learning. Much of the day is spent
in one classroom with one teacher. The so called "child centred"
methodology which underpins the primary sector allows for many
individualised and small group learning situations which may be extended
or curtailed as deemed necessary or desirable by the class teacher. This
allows for a freedom of curricular organisation and teacher autonomy not
feasible within the secondary school set-up. In the middle school a
small number of curriculum activities involving resources such as

televisions, computers, school hall etc. are more rigidly time-tabled. However, the pupils do not necessarily have their own copy of this, nor are they expected to act upon the information contained on it.

Discussion

The most obvious way of alleviating transfer pupils anxieties in this area would be to explore the possibilities of a more rigidly time-tabled fourth year within the middle school.

Over and above such constraints it should be possible within the middle school to give transfer pupils the experience of working from individual time-tables albeit to a limited degree. This option has been taken up in one or two of the fourth year middle school classes within the pyramid. However, where this practice has occurred it has been on the initiative of individual class teachers who have recognised, and attempted to meet a need in this area, rather than as a result of collective policy within the pyramid.

> Quite a few of the children come back to visit us, they
> like to tell you how they're getting on, you know how it
> is, and one of the things they kept mentioning was this
> business of the time-table. So I thought I ought to do
> something about it, and I decided to give my class time-
> tables, and to make them use them. It's very simple, for
> instance I ask them what we're supposed to be doing and
> where, that sort of thing. I think it helps - well I
> hope it does anyway.

Operating time-tabling on a simplified basis such as this not only encourages confidence in the handling of the type of time-table that is likely to be encountered at secondary level, but also gives pupils valuable practise in responding to the written information contained in such time-tables.

If the receiving secondary schools within the pyramid were able to give sample time-tables to their designated middle schools, this would give middle school staff the opportunity to discuss the processes involved with their pupils and to familiarise them with this important secondary school organisational structure.

Rumours and Hearsay

There were a number of "out-of'school" tales which had filtered down by various means to the transferring pupils both boys and girls in the pyramid. These included such "old chestnuts" as:-

the older boys take you and stick your head down the loo!

they (the older pupils) get you in the corridor and nick your lunch

they (older pupils) take your bags, so that you can't find your homework or your books.

they (older pupils) don't like you coz you're new, and your uniform's smart so they try to get you.

The teachers are all strict, you get detentions if you just breathe!

You get bullied by the older kids - I wont' coz I do judo - but other kids might.

When a number of these fears were raised in discussion with the transfer pupils it became clear that they had heard them from "a friend of a friend" and that no hard evidence existed to confirm the reality of such fears. When faced with such questions as "Do you know anyone who has actually had this done to them?" and "Why do think this kind of thing happens?" pupils responded in the following ways:-

No, but my brother knows someone that they did it to.

I can't give you any names, but plenty of people know it happens.

Despite the lack of proof that such incidences had actually occurred, or that no logical or indeed illogical reasons existed as to why such patterns of behaviour should exist in the secondary schools, nevertheless, such apprehensions were very real for some pupils.

Many of the staff, both middle and secondary were also aware of these rumours and did their best to allay pupils' fears in this respect.

Do you know it's funny, I've taught in a number of schools, and every school I've been in that story (putting heads down toilets) has gone round. I just don't know where it comes from or how you stop it - I mean obviously, it's just not true.

> I collect all these stories - I'm a great collector of
> gossip - and when I talk with the kids I say "Now, you
> lot may have heard all sorts of daft things about our
> school, I'm Here to tell you they don't happen, and if
> you get into any kind of trouble I'm the one to see.
> I'll sort them out.

Discussion

The strategy adopted by the teacher above, that is, the highlighting of the rumours which abound at time of transfer, and the provision of opportunities for transferring pupils to discuss such rumours both individually and in small groups is the most effective way of dealing with this particular transfer anxiety.

The apparent credence with which transferring pupils regard such "rumours and hearsay" is perhaps part of a psychological coping strategy (displacement theory) adopted albeit unconciously by them. That is to say that whilst time and energy is spent in worrying about such concerns, more deeply rooted anxieties such as coping with a wider curriculum do not have to be faced. This may in part explain the fact that this category of transfer difficulty was not highlighted in any way by pupils when they were interviewed a term after transfer had taken place, and would appear to be of a transitory nature.

Relationships with Teachers

Many pupils (15) expressed doubts about their ability to form satisfactory relationships with the "new" teachers. Again these concerns were not based on fact or experience, since at the time the discussions occurred transferring pupils had yet to make the acquaintance of the majority of the receiving secondary school staff. Pupils opinions at this time were heavily informed by "rumour and hearsay."

> I've heard about _____ you get a lot of
> detentions from him for doing nothing.

> _____ gives you homework all the time, that's
> not fair.

It was interesting to note that in conversations following visits made by the year heads pupils referred to them as "my kind of year" at "my new school," and that these teachers did not figure in the discussions

concerning the establishment of relationships with secondary school teachers. This would indicate that "fear of the unknown" is the over-riding factor in this instance and that as pupils meet with and are taught by the various teachers anxieties in this area are allayed and subsequently disappear.

This view was supported when in conversations post transfer only 2 pupils mentioned difficulties in this area.

Discussion

It would appear that familiarisation with as many of the receiving secondary school staff as possible prior to transfer would answer this particular concern which is very much of a transitory nature.

The possibilities in this respect are varied. For example photographs of members of staff giving details of the departments in which they work might be an integral part of the transfer display scheme outlined above.

Other approaches might involve visits by transferring pupils to take part in lessons in specialist subject areas where the secondary schools have more equipment than the middle schools for example CDT, home economics, science subjects or computers. Alternatively secondary school staff could bring their specialisms to the middle schools. Such approaches are however heavily demanding of teacher time and require careful and effective liaison between the two phases.

The response of the secondary school headteachers to this was as follows:-

> Of course there would be incredible value in what you're suggesting and I think the majority of my staff would agree with you, but can you please give me the time in which to do it? Where do I put it on my priority list? That list is growing longer by the minute.
>
> The transfer issue is just one of so many we have had to contend with recently, as you know there's been GCSE, TVEI, and PAVE to name but a few. GCSE has been the overwhelming priority, it has had to be, and it has absorbed so much time that non-one has been able to give much thought to anything else.

Even if the problem of time can be satisfactorily overcome the geographical separation of the receiving school from it's designated feeder schools is often problematic.

However, as mentioned in the review of transfer practice within Hampshire (Chapter 3) such initiatives have been successfully implemented as component parts of inter-phase transfer packages.

Relationships with Peers

Concerns here were in the main associated with:-

    a. The loss of peer group status

    b. The break-up of longstanding friendships

    c. The ability to integrate with the pupils who were transferring from the other feeder schools

    d. The ability to integrate with those older pupils who were already well established at the respective secondary schools.

Discussion

Within the final year at middle school friendship groups were well established, and the relative strengths and weaknesses of component members recognised and allowed for. In the majority of cases such friendships had evolved over not only the middle school years but dated back to the first school.

One of the secondary schools within the pyramid acknowledges these strong ties and operates a "friendship scheme." The Head of Year described it's function thus:-

> I've devised a "friendship" form which I use. It is
> filled out by the girls when I visit them in their feeder
> schools, and I ask them to put down the name of some
> girls that they would like to be with when they first
> come to our school. I personally think it is very
> important that they've got the security of a friend at
> the beginning. I know they may change that friend half
> a dozen times at least - but to begin with it helps.
> I work hard on the tutor groups in that respect.

The transferring girls found this approach most reassurring and it was referred to positively by various pupils, as one put it:

> I was worried about being in different tutor groups from
> my mates Miss, we've been mates since we first started,
> but I put _____ and _____ on my form so we'll be
> together, so it'll be alright.

The system appeared to work very well. The Year Head concerned saw it as an important aspect of the mixed ability approach adopted in the second and third years within the school.

This is a different procedure from that adopted in the other pyramid secondary school, where setting occurs from the outset. A number of transferring boys commented on this fact and it did cause some pressure since it was seen as desirable by all but two boys to be in a good set.

> If you don't get into a good set like A1 of A2 then you
> go into 2B1 or 2B2 or something, if you go any lower you
> don't get a job at the end of it. My brother's in A2, so
> he's O.K.

> My Dad'll kill me if I don't get into a good group - he's
> already said that!

> It's O.K. if you get into a good one, if you don't your're
> just rubbish!

The boys did not appear to be as concerned as the girls regarding friendship groups, they took it as read that the process of setting would mean separation and were not unduly bothered by this.

> So what if you're not with your mates in class, you see
> them in the playground and after school - you know, so
> what?

> You need to work hard and that's easier if your friends
> aren't with you, you don't muck about so much.

The majority of pupils also mentioned the fact that they would be mixing with children from other feeder schools, and were somewhat apprehensive on this count:

> There'll be a lot more kids there from like _____
> (middle school) and _____ (middle school,) I don't know
> who will be there exactly, but I know some of them -
> they live round our way.

> You don't know what they'll (other transferring pupils)
> be like, here, you know who's going to give you aggro
> (aggravation) and you don't mind coz you're used to
> them. But there (secondary school) I don't know if it'll
> be like that.

> I don't want my mates to go off with them (other children)
> or things like that, I sort of think sometimes – what if
> they like my mates but they don't like me.

In addition some fears were expressed concerning integration with those
pupils who had been at the secondary school for some years and who were
therefore well established both socially and academically. One approach
to this particular aspect of transfer is the pairing of secondary pupils
with middle school ones in a "pen-pal" setting. Letters could be
exchanged periodically, perhaps termly, throughout the final year at
middle school. Such a system would facilitate an effective, and perhaps
more importantly personal, point of contact for transferring pupils. The
security of knowing you have at least one friend in the "new school"
should not be under-estimated.

5.1.3 Intellectual Issues

Such issues revolved around:

a. Pupils own perceptions of their academic abilities.

b. Pupils reactions to the transfer test package.

c. Concerns about coping with the level of work at secondary level.

Pupils Own Perceptions of their Academic Ability

The group of pupils that were involved in the study had worked together
for some years and had fixed ideas on their own academic ability and how
that related to the rest of the class.

> I reckon I'm about 4th or so in the class, _____
> and _____ are better at maths than I am, but I'm
> better at writing and stuff like that.

> I'm not much good at school, I've never liked it, I can
> read and write a bit – when I want to, but I don't
> finish work – I'm good a footy (football).

The majority of them (19) were uncertain as to how their individual skill levels would transfer to the secondary school situation in terms of what would be expected of them there. Again as in 5.1.2 above this was linked to concerns over the expectations of new teachers and the unknown qualities of pupils transferring from other feeder schools.

Pupils Reactions to the Transfer Test Package

Discussions with pupils occurred after the individual test items had been administered. These indicated that pupils were aware of the importance of these tests, and elecited a number of reactions

> You worry whether you're going to pass or not, I get nervous when I have to do these tests - I don't know why - my hands start shaking and I can't hold my pencil straight, but when I've finished it, I feel glad it's over.

> I don't really get that worked up about it - we do things like this in class so you're used to it, but I just hope I pass because otherwise you don't get into a good set.

In general the study skills exercise was perceived as an extension of normal classroom topic work and was well received by the majority of pupils, with 18 expressing positive comments about it.

The Gapodol Reading and the Maths 431 were standardised tests and had the appearance of such to the pupils. Pupils were perceptibly more anxious after the completion of these items of the transfer test package, although they had previously been given practise items to familiarise them with the procedures involved.

> That (Gapodol Reading Test) was one of the hardest to do, there were lots of hard words in it, and I didn't have enough time. I felt nervous all the time I was doing it.

The majority of pupils (17) felt able to cope with the creative writing task. Again, this was a familiar part of their day-to-day curriculum and caused very little anxiety, although a number (9) found the stimulus (a picture) difficult to respond to and did not feel that they had produced their best work.

> I just couldn't work out a story from that, (the picture)
> do you know what I mean? I sat there for ages trying to
> think — in the end I just wrote anything that came into
> my head, I don't think it was very good!

The pupils were given feedback after each component of the transfer test
package had been marked. This was seen by the children as a positive and
informative activity and was remarked upon by 13 of the group during
discussions.

> _____ (class teacher) just gets us all together and
> says "Look you remember the test you did yesterday" or
> whenever it was, then she talks about it. It makes you
> feel better if you were worried about it or something.

> You don't know if you're top or bottom exactly, but you
> do get told if you're in the high part of the class or
> the middle or the bottom, but you don't get told your
> actual mark.

> I think it helps to talk about it, then you can look at
> your mistakes and do better next time.

Although a major concern at the time they were involved in them, (early
summer term) concern over the transfer tests was quickly dissipated and
none of the group referred to them during discussions at the end of the
summer term or in the follow-up visit.

Concerns about Coping with the Level of Work at Secondary Level

A number of pupils (18) expressed doubts concerning the level of work
that would be expected of them not only in subject areas with which they
were faimilar eg. maths, and general language work, but more particularly
in those subject areas where their experience was more limited eg.
science, modern languages, home economices, CDT. As might be expected
individuals expressed most concern over subjects they experienced
difficulty with.

Linked into this was the relatively unfamiliar phenomenon of homework,
most pupils (15) were not looking forward to this but accepted it as an
inevitable part of the transfer from middle to secondary school.

These concerns were of a more enduring nature than the organisational and
interpersonal ones discussed above, and were still considered to be
problem area by 10 or the pupils when they were interviewed one term post
transfer.

Positive Aspects of Transfer

So far this perspective has dealt exclusively with the anxieties and worries expressed by the transferring pupils. This is justifiable since all of the pupils involved in the research expressed concerns of the types outlined above, and undoubtedly these formed the major thrust of the pupil perspective. In addition the pastoral aspect of the transfer package in operation within the pyramid was designed both to identify, and to allay the anxieties of transferring pupils. However, these issues notwithstanding a large number of pupils (20) also expressed a variety of positive feelings towards the transfer and this section attempts to redress the balance by placing emphasis on a selection of these.

There was a distinct gender bias here, with boys tending to look forward to increased opportunities with regard to sport and practical subjects such as metalwork and woodwork. The girls in the sample did not highlight individual subject areas but placed emphasis on being treated as "grown-up." Both boys and girls were looking forward to the new curriculum areas and saw these as a challenge.

A small number of pupils (3) were happy to leave middle school because they felt they had failed to "make friends" and saw the transfer to secondary school as a new opportunity in this respect.

> Nobody really likes me here, I haven't got any real mates, so I won't really mind not coming here anymore. I'm looking forward to the new school, the teachers there don't know me so they won't pick on me, and I'll be able to make friends.

Certain pupils remarked on the respective school uniforms and saw these as a positive part of transferring to the secondary phase of education. School dinners in the secondary schools were also regarded in a beneficial light as was the continental time-table operating in one of the comprehensives.

In addition mention was made of tuck shops, school discos, and school trips which were seen as an advantageous aspect of the secondary schools.

5.1.5 Follow-Up Visits

18 (75%) of the class of 24 finally transferred to the pyramid secondary
schools. Follow-up visits were arranged during the second half of the
second term and all 18 were seen in small groups. They were given a list
of their original concerns and asked to indicate which, if any, were
still problematic and to what extent.

Of the four categories identified and analysed above, concerns falling
into the organisational and interpersonal divisions appear to fade
relatively quickly once transfer has taken place as Table 5:2 which
summarises pupils concerns two terms after transfer indicates.

> After one week here I felt very tired and worried. Now
> (after 2 terms) I feel very happy and back to the way I
> felt in the middle school. I don't worry about having to
> get to different rooms or things like that, or about
> getting lost. Things are O.K.

> To start with I did get lost. It is O.K. now I get on
> with the teachers, I like french.

> I broke my arm when I first got here, and it was the arm
> that I write with! Now I have no worries about the school
> apart from the doors, I always get crushed.

> I wonder now what all the fuss was about. The homework
> is a bit O.T.T. (over the top) but apart from that I like
> it.

> I don't need a timetable now, I know where I'm supposed
> to be. I've got used to the rooms and I know all the
> teachers' names.

Only one child was still experiencing problems in this area and had
failed to adapt to the secondary school. It should be pointed out that
this particular child had also experienced problems at the middle school
level.

> After one week I felt terrible, I hated the school, I was
> always in trouble. Now, I feel like leaving school.

More persistent are those relating to academic ability and the level and
scope of the secondary school curriculum. These were mentioned by 10
pupils during the follow-up visit.

CONCERN	No.	%

ORGANISATIONAL

SIZE & NUMBER OF SCHOOL BUILDINGS	0	0
GETTING LOST	0	0
TIME TABLES	2	11
RELOCATION - SUBJECTS	0	0
RELOCATION - TEACHERS	1	5
RUMOURS & HEARSAY (VARIOUS)	3	16
HAVING APPROPRIATE TEXTBOOKS ETC.	1	5
NEW RULES	0	0
EARLY STARTING TIMES	0	0
LOCATION OF TOILETS	0	0

INTER-PERSONAL

RELATIONSHIP WITH NEW TEACHERS	3	16
RELATIONSHIP WITH CURRENT PEERS	1	5
ABILITY TO INTEGRATE WITH ESTABLISHED PUPILS	1	5
ABILITY TO INTEGRATE WITH FEEDER SCH. PUPILS	1	5

INTELLECTUAL

CONCERNS OVER TRANSFER TESTS	0	0
CONCERNS OVER PERSONAL ACADEMIC ABILITY	10	55
CONCERNS OVER LEVEL OF SECONDARY WORK	13	72
CONCERNS OVER HOMEWORK	12	66

THE POSITIVE ASPECTS OF TRANSFER IDENTIFIED IN TABLE 6.1 WERE NO LONGER CONCERNS AND WERE MENTIONED ONLY IN PASSING BY PUPILS POST TRANSFER AS INTEGRAL PARTS OF THEIR SECONDARY SCHOOL LIFE.

TABLE 5.2 - CONCERNS EXPRESSED BY PUPILS POST TRANSFER

I try hard, but I still find the work very difficult.

There's a lot more work than I thought there would be, it's difficult to keep changing from one thing to another.

I worry about my work, and getting homework done.

5.1.6 Summary and Conclusions

A wide spectrum of anxieties and concerns were expressed by the transferring pupils taking part in the study. Many of these worries were individualised and idiosyncratic in nature but were nontheless heartfelt. Tables 5:1 and 5:2 show the level of concern pre and post transfer.

Suggestions concerning the familiarisation of transferring pupils with the receiving secondary schools and their staff and pupils are put forward and discussed. The role of the secondary year heads is explored, and the crucial part played by middle school teachers in inter-phase transfer is acknowledged.

CHAPTER 6

ANALYSIS OF CASE STUDY DATA - PART THREE

THE PARENTAL PERSPECTIVE

6.1   Introduction

This section is concerned with the experiences of a group of parents whose children were transferring from middle to secondary school during the summer of 1987, and their responses to this transfer.   In attempting to analyse the parental perspective in this specific educational context I have drawn on the "interactionist" school of thought, this allows the relationships which are formed between home and school, individual parents and individual teachers to be seen as emergent and therefore open to influence, modification, and change.   So that by using this viewpoint, attention can be drawn to the actual experiences that parents have of their child's school and the ways in which they (the parents) perceive home-school relations.

In this particular instance the parental perspective was explored in one middle school in the pyramid of schools within which the research was conducted.   It goes without saying however, that the induction package reviewed here was not restricted to this sample of parents but was available to any parents who were considering either of the pyramid secondary schools as a possibility for their child.

The decision to analyse the parental viewpoint in a separate chapter from the school/teacher/LEA perspective was taken because, as with the pupil perspective explored in Chapter 5 of this study, the main thrust of parental concern centred around social and personal issues rather than the efficient processing of information and records associated with the institutional perspective detailed in Chapter 4.

This apparent lack of interest in the academic aspects of transfer was noted by the researcher during the fieldwork, and discussed with a number of parents.   The following excerpt from a parent interview was typical of the responses I received:-

That's ridiculous, I'm sorry, but you've got that all
wrong. Of course I'm interested in the work aspect,
everyone knows how important that is for getting a job
when you leave and everything. I want a school that's
got good exam results for Matthew, and I want him to get
good exam results too!

The thing is this, I know what his work is like at the
moment because I come to all the parents' evenings, I
always have done - except for during the strike of course
- I talk to his teachers and look at his work, so I've
seen more or less everything he's done. His teachers have
always said he's one of the best in the class, so I haven't
really had to worry. It's their job to get that over to
the secondary school isn't it?

What I don't know is how good he is compared to other
children from other schools - but then neither does his
teacher, so there's no point asking about that is there?
Do you see what I'm getting at? At _____ (the
secondary school) they'll probably be able to see that
after a term or so, we'll just have to see how he gets on.
But he won't get on there if he's not happy so I suppose
I'm more interested in sorting out those kinds of problems
at the moment to make sure that he is.

I just took it for granted that you'd know the work side
was very important to me!

From this interview and others which expressed a similar view it became

clear that this group of parents were in fact very concerned about

academic issues. However, they had established a good level of

communication with the middle school, and had been regularly informed of

their child's progress and academic ability over his/her time in the

middle school. They assumed that such information would be passed on to

the secondary school as a matter of course. So that in the main parents

felt their children's academic needs at transfer were being adequately

met, and saw their role in the transfer process to be more immediately

concerned with practical issues and it is this aspect which comes across

in the following analysis.

The research methods utilised in order to explore the parental

perspective in this particular education context are described in detail

in Chapter 2 Section 2.3.5.

The analysis is considered under the following headings:-

    1. Factors Affecting Parental Choice of Secondary School.

    2. Parental Response to Induction Package

These sections are by no means mutually exclusive, and there is a considerable degree of overlap.

6.2   Factors Affecting Parental Choice of Secondary School

(see also Fig:6.1)

Timing of the Decision

The majority of parents (60%) had made their decision regarding choice of secondary school prior to the academic year 1986-1987. The reasons given for this were varied for example:-

> We made the decision four years ago for personal and private reasons.

> We had knowledge and experience of this school from a niece who attends there. We are happy with what the school has to offer and have visited there on a number of occasions.

> I made my decision after a visit to the school at an open evening - not this year - the reason for my decision was the friendly and caring attitude of the teachers.

Often those parents who had made the decision prior to their child's fourth year were influenced by the fact that they had other children already attending that secondary school.
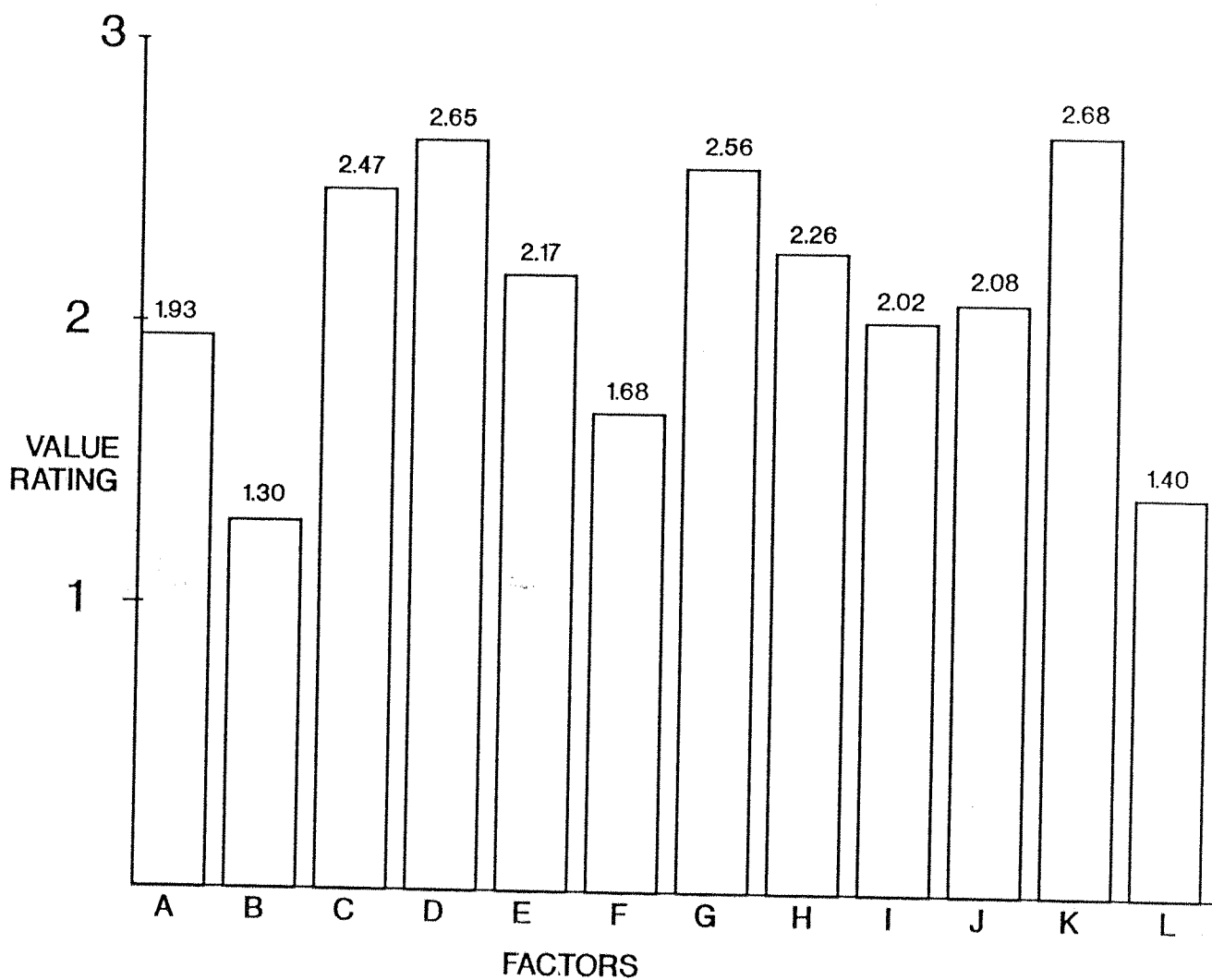
> My eldest daughter attends this school, is very happy and doing well.

> My other son attended there and was well educated there.

Parents tended to make the decision as early as the second year of middle school. This has obvious implications for the secondary schools who do not as a rule make formal contact with parents until the Spring term of the fourth year middle.

For some parents the decision was difficult and involved a great deal of "heart searching" and visits to more than one secondary school:-

> It's probably the most important decision we will ever make with regard to _____ 's schooling. This worries us a great deal. We visited three schools in the city before we made up our minds. Once we had, I can't tell you what a relief it was.

VALUE RATING (y-axis)

Values shown on bars:
- A = 1.93
- B = 1.30
- C = 2.47
- D = 2.65
- E = 2.17
- F = 1.68
- G = 2.56
- H = 2.26
- I = 2.02
- J = 2.08
- K = 2.68
- L = 1.40

FACTORS (x-axis)

KEY:-

A = NEAREST SECONDARY SCHOOL
B = OLDER SIBLINGS AT SCHOOL
C = GOOD PUBLIC EXAM RESULTS
D = GOOD DISCIPLINE
E = GOOD EMPLOYMENT RATE
F = SINGLE SEX SCHOOLS

G = SCHOOL HAS CARING ATTITUDE
H = SCHOOL HAS GOOD FACILITIES
I = SCHOOL UNIFORM IS WORN
J = CHILD WILL REMAIN WITH FRIENDS
K = CHILD'S CHOICE OF SCHOOL
L = SCHOOL RECOMMENDED BY NEIGHBOUR
        OR RELATIVE

Fig 6.1:   Factors Affecting Parental Choice of Secondary School

You want to do the best you can for them, so you try to think what sort of school they need, and you go out and look for it, it's as simple and difficult as that!

My wife made me go to all these open evenings, but in the end it was worth it because we had a good look around and decided this one was just as good as any of the others.

I am exercising my right to have a choice within the city and to send _____ to a school other than the local comprehensive.

For others there was no conscious decision involved.

I never consciously made a decision. It never occurred to me that my son would or could go to another school.

My child has grown up in the _____ neighbourhood since the age of 5, I saw no reason why he shouldn't go to the neighbourhood comprehensive.

It was always been assumed that she would go there.

6.2.1 The Reality of Parental Choice

Much has been made of the notion of parental choice with reference to inter-phase transfer in the available literature, and there is no doubt that a number of parents within the sample have taken advantage of this. However, there were parents who because of various social circumstances found "parental choice" to be in actual fact a "Hobson's" choice.

It's all very well saying we have a choice, but what choice do I really have? My husband has been out of work for some time, so money is very short. If we didn't send _____ to the nearest school we'd have to pay bus fares, and we just can't afford to do that.

I would have liked _____ to go to another school, but we can't afford the bus fares and because that school isn't the nearest one to us we'd have to pay them.

Parent's choice - that's a laugh - I didn't choose to be a single parent, but I am, and there's a limit to what you can afford in the way of bus fares. So there's no real choice is there?

Parents were not the only ones to question the reality of their choice of secondary school, teachers and headteachers also voiced concern in this area:-

> I feel that for some parents it's a mirage - it looks
> real but it just isn't there!
>
> Middle School Headteacher

I would seem therefore, that parental choice works well in theory, but that in practice there are a number of constraints. The most significant of these within this particular pyramid being the fact that parents have to fund their child's journeys to and from school if the school of their choice is an out-of-catchment establishment.

6.2.2 Significant Factors Affecting Parental Choice

As far as the parents in this survey were concerned the most significant factor in determining the choice of secondary school was the opinion of their child.

> _____ won't work unless she's happy, so we've let her
> decide where she wants to go.

> We've talked it over with _____ and he want to go to
> _____ school, we've been to see it and we think that
> it will be alright.

This in turn seemed to be governed largely by the fact that the child would remain with his/her friends.

This was closely followed by the desire on the behalf of parents to send their child to a school which was known to hold formal views on discipline:

> I want a school that is well known for its discipline.

> Children today need discipline more than ever before,
> there are so many problems in the world, good discipline
> at school is a good basis for adult life

The caring attitude of a school was also rated highly by parents. The pastoral care systems operating within the secondary schools were commented upon positively by parents, and were seen to be of value.

Many parents chose to look at the public examination results as a factor in their decision making process.

> I want a school with a proven academic record.

> The school is lovely, but their exam results aren't as
> good as they could be.

> Those pieces of paper are what count with employers, so
> we want a school with a good academic record.

Another important factor to many parents was that the school was close to
their home.   In identifying this factor parents mentioned a number of
fears associated with long journeys, which included child molestation and
abduction.   Clearly, they felt that such possibilities were reduced if
the child attended a neighbourhood secondary school.

> We live so close to the school, and most of her firneds
> will be going there.

> It is near to us and his friends will be there too, we
> think that's important.

> We live so close to the school that it would be silly for
> _____ to go anywhere else.

6.2.3 Parental Concerns Post Transfer

(see also Fig:6.2)

The majority of concerns expressed by this group of parents centred
around pre-transfer issues.   However, some parents were anxious about
their child's ability to cope with certain things once transfer had taken
place.   These included the level of academic work, homework, new
teachers, separation from current peers etc.   These were in the main the
same categories of concern identified by pupils.

6.3   The Parental Induction Package

(see also Fig:6.3)

The induction programme for parents was an integral part of the overall
transfer package operating within the pyramid.   This package was
comprised of the following components:-

1.   Distribution of LEA and individual Secondary School booklets on
     Secondary Education.
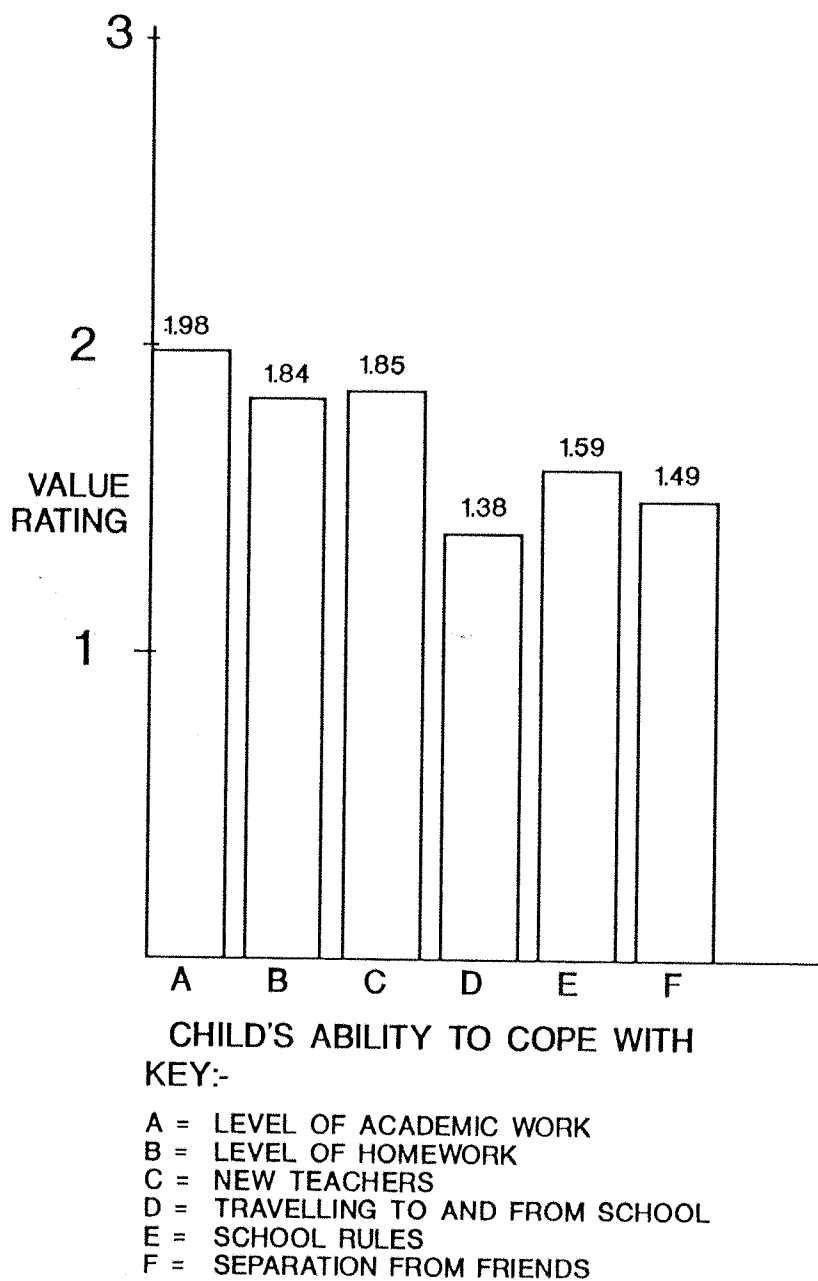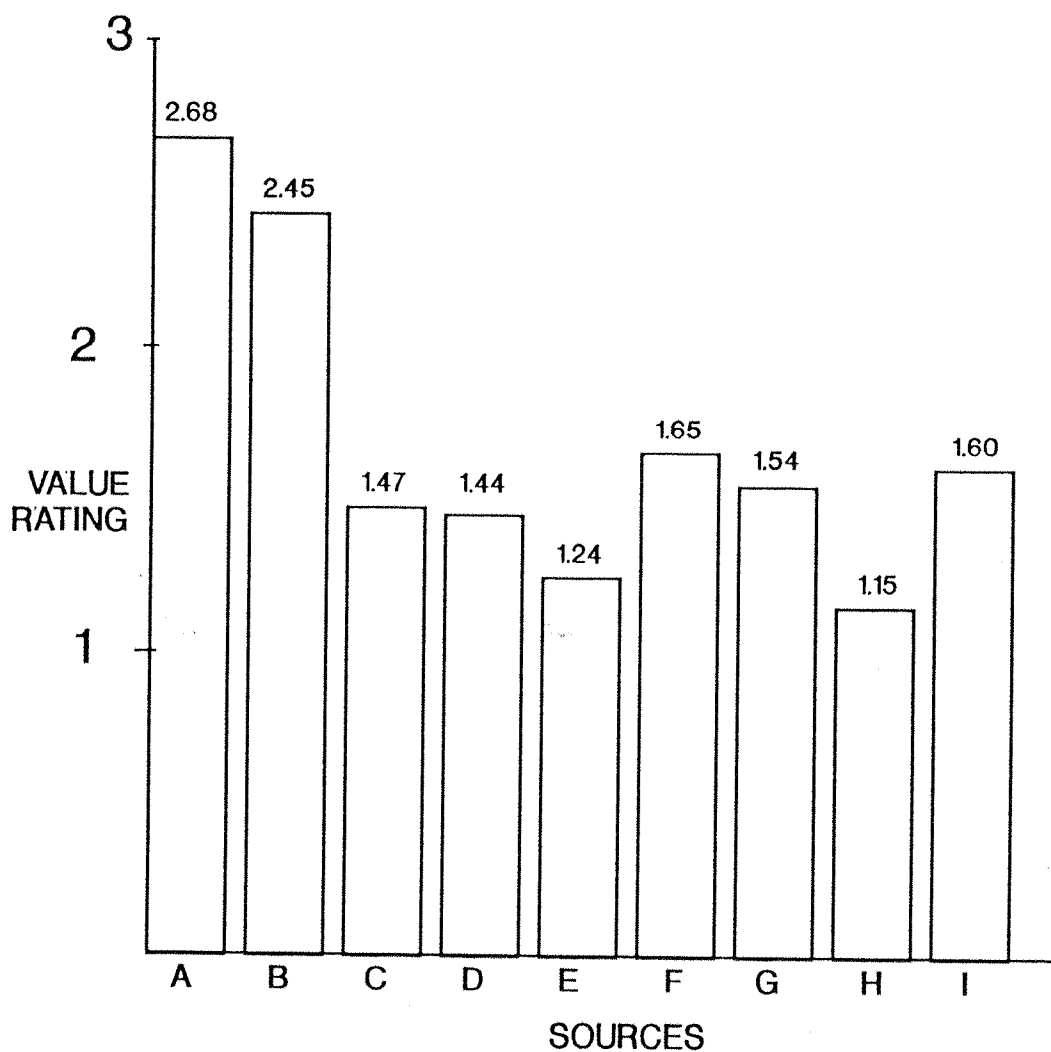   Middle School - Autumn Term.

```
3 ┤

2 ┤  1.98
        1.84  1.85
                           1.59
                      1.38        1.49

VALUE
RATING

1 ┤

     A     B     C     D     E     F
```

CHILD'S ABILITY TO COPE WITH

KEY:-

A = LEVEL OF ACADEMIC WORK
B = LEVEL OF HOMEWORK
C = NEW TEACHERS
D = TRAVELLING TO AND FROM SCHOOL
E = SCHOOL RULES
F = SEPARATION FROM FRIENDS

Fig 6.2:   Parental Concern Post Transfer

KEY:-

A = SECONDARY SCHOOL BOOKLET
B = MEETINGS/OPEN EVENINGS AT COMPREHENSIVE
C = MEETINGS/OPEN EVENINGS AT MIDDLE SCHOOL
D = MIDDLE SCHOOL CLASS TEACHER
E = MIDDLE SCHOOL HEADTEACHER
F = OTHER CHILDREN ALREADY AT THE SCHOOL
G = PRIVATE VISITS TO COMPREHENSIVE
H = AREA EDUCATION OFFICE
I = FRIENDS OR RELATIVES FRIENDS

Fig 6.3:   Main Sources of Information About Secondary Schools

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2. Middle School Parents Evening
   Autumn/Spring Term.
3. Secondary School Parents Evenings
   Spring Term.
4. Parents Individual Visits/Interviews to Secondary School
   Summer Term
5. Middle School Parents Evening.
   Summer Term.

There now follows a detailed description of each component together with an analysis of the parental response to it.

6.3.1 Area Education Officer Booklet/Industrial Secondary School Booklets

This booklet is produced by the A.E.O. and distributed through the middle schools to the parents of all transfer children throughout the city. It is issued during the Autumn term prior to transfer and is designed to give a brief overview of secondary educational provision within the city. The booklet lists the fifteen secondary schools and their designated feeder schools together with numbers on roll. It also gives information on a variety of topics such as "secondary school curriculum," "travel expenses," "free school meals," and the "education welfare service."

Parental choice with regard to secondary school is explained in some detail, the booklet stresses:-

> Every effort is made to accommodate children according to parental wishes over the choice of school but the numbers of places available must obviously affect the decision.
>
> p.7.

The procedure for appeals by parents who are dissatisfied with an admission decision after the preference for a particular school has been considered through the established channels is outlined, as are the factors governing such decisions.

In addition parents receive a booklet/brochure of the designated secondary school.

The following comments are representative of the parental response to this booklet:-

> It was just right, not too thick so that you didn't
> bother with it, it answered a lot of my queries and told
> you where to go if you needed more details about anything.

> It was useful, but I didn't think it gave you enough
> details about individual schools, I don't have the time
> to go to all the schools we're considering for Matthew
> and if there was a bit in it on all the schools in the
> city, just half a page or so, we could have used that to
> narrow down the ones we visited.

> I think it should have included last years "0" level and
> C.S.E. results for all the schools, but apart from that,
> it was good to have it all written down like that in a
> way that was easy to understand.

Both booklets were perceived as important and useful by the parents who responded to the questionnaire, and 89% had used them widely, and gained valuable information from them. Together, the booklets would appear to cover a wide spectrum of transfer issues in sufficient detail as to raise parents' awareness of them. They also managed to convey relevant practical information and to provide parents with the means to pursue further any queries they might have. Parents were reassured by the informal and personalised introduction by the Area Education Officer and by the offer of further help from headteachers and Area Office staff.

> If you have any further questions, the head of your child's
> present school, or of any secondary school, and members of
> the Area Office staff will be pleased to help you.
>   (Introduction)

The LEA booklet also brings a small degree of uninamity to inter-phase transfer across the city. Both booklets were therefore an important component of the parental induction package.

6.3.2 Middle School Parents Evening (Autumn Term)

This was held during the Autumn term prior to transfer, and took place after the distribution of the AEO and Secondary School booklets mentioned above. The open evening was not held specifically to discuss middle to secondary transfer with parents, but inevitably the subject arose during

the course of individual parent/teacher interviews since this was the time when the majority of parents were beginning to examine secondary educational options in detail.

At times the interviews resulted in tension since parents were seeking detailed advice on individual secondary schools and the class teachers and headteacher involved felt that it was unprofessional to express opinions or make value judgements in this way.

> It's very frustrating, I want the answers to my questions, I want to know what this secondary school is really like, not what they (secondary school) say they're like, I don't know anyone else I can ask, and Mr. _____ (headteacher) obviously has some experience of it, but feels he can't say anything. I can see why, but it's still frustrating. You can talk to other parents about it, but that's not the same is it? I mean they're in the same boat as me.
>
> (parent)

> Some parents express particular concerns – but they tend to be on an individual basis – seeking my opinion about where I think a child would best be placed or similar. I try hard not to influence them because they must make the decision themselves, but very occasionally in exceptional circumstances I might suggest that a parent look at another secondary school as an alternative. It's a very difficult position to be in isn't it? On the one hand you can see why parents are concerned, but often you just couldn't comment professionally on secondary schools in the way they (the parents) expect. I try to keep to practical things like the curriculum, and I usually suggest that they approach the secondary school directly.
>
> (Middle School Headteacher)

> I don't mind if it's a genuine request for information about one of our secondary schools I do my best to answer that, but when it's a case of parents wanting me to make the decision for them, then I fight shy of that!
>
> (Middle School Classteacher)

For the parents involved, this was perhaps the least satisfactory component of the induction package. Only 19% of parents replying to the questionnaire had gained information on transfer from their child's class teacher, and 16% from the Headteacher of the Middle School, and the information gained in this way was rated as being of little use.

The problem with this component is that this particular parents evening is not held primarily in order to discuss middle to secondary transfer with parents. It's main purpose is to let parents know how their child

is settling into his/her final year at middle school. It provides an opportunity for parents to look at the curriculum work their child is involved in and to discuss this and any related difficulties with the class teacher, and there is little doubt that on this level it works well.

> _____ is settling in O.K., we've had a good look at her books and we were impressed with the topic work, most of all I think, _____ works hard so we don't have any worries on that score, her (class teacher) was happy with her work, so I think it's all gone really well.
>
> (Parent)

However, parents are concerned about choice of secondary school at this stage in the school year, and it is very much on their agenda when they come to this parents evening, consequently the teacher's apparent reluctance to discuss transfer issues in detail on this occasion is viewed by parents as a failure to meet their (the parents) perceived needs.

Perhaps it would be useful for the school to review their approach to this first parents evening in the light of the parental opinion expressed in this survey. A number of options suggest themselves, for example the school could more explicitly state the purpose behind the evening and allocate a different time for home/school discussions on transfer. Alternatively, they could re-schedule the evening to take place after the secondary school meetings have occurred and parents have received detailed information concerning transfer which has answered many of their queries. Finally, the middle school staff involved could agree a joint policy on how best to deal with parental concerns in this area.

6.3.3 Secondary School Parents Evenings (Early Spring Term)

The "Meetings for Prospective Parents" held by the two receiving secondary schools within the pyramid followed a similar format. In both cases the meeting was opened by the Chairman of the School Governors, who named the designated feeder middle schools and welcomed the headteachers of those schools who were present at the meeting.

At each meeting this was followed by a speech from the Secondary Headteacher, where the philosophies of the respective schools were outlined. Both Heads placed emphasis on the individual development of pupils and the right of parents to choose:-

> The secondary school has the particular task of moving
> children onto adulthood. Within the school ethos great
> emphasis is placed on the development of relationships,
> in the context of the school, work experience and the
> community. Parents have an important decision to make in
> choosing the right secondary school for their child,
> education is a contract between school and home and the
> home must be prepared to play its part.
>
> (Secondary Headteacher)

> The aim of this school is to make the transfer from
> middle to secondary school as painless as possible.
> Great emphasis is placed on equality of opportunity for
> all pupils here, and we promote high standards in work,
> behaviour and dress. We want to foster a sense of order
> and a sense of caring for one another in the community.
> To do this we foster self-awareness and self-confidence
> in our pupils... We look forward to four years of a
> very real relationship in which your voice (parents) is
> important.
>
> (Secondary Headteacher)

In one of the secondary schools the Headteachers speech was followed by
talks on curriculum and pastoral care given by the Deputy Heads. The
Year Head responsible for new entrants also addressed parents. The
meeting was then thrown open for questions from the floor. In this
particular secondary school visiting parents had been given a conducted
tour of the school before the meeting began.

In the other secondary school the Head's speech concluded with the
comment that the purpose of the meeting was for parents to see something
of the school and what it had to offer, "this is best achieved by
visiting the various buildings, talking to the staff and pupils, and not
by sitting for long periods listening to the Head." The Head and members
of staff remained in the school hall to answer any questions parents
might have on an individual basis.

At both meetings the respective pupil induction packages were outlined,
together with the organisation of the schools and the breadth of
curriculum offered, some mention was made of tutor groups and ability
setting. School brochures were available for those parents who "didn't
already have one." Parents were also invited to contact the individual
schools if they required any further information or wanted to arrange
additional contact with staff.

In both cases the evenings were professionally presented and well received by the parents who attended. Both meetings were well attended and the atmosphere was happy and relaxed. The impression of caring for the whole child and their individual development within the school environment was clearly conveyed by both secondary schools.

The following comments are a representative selection of parental responses:-

> We were very impressed with the whole evening, we felt that we had been made welcome and that the concern shown by the Head and staff was genuine.

> We weren't sure about sending _____ here, but after this evening we've no more doubts.

Some parents expressed concern about the way in which one of the secondary schools operated "setting" of children.

> I'm not too happy about them being set as soon as they get here, I think they should be given time to settle down a bit more. I shall be asking to see the Head to talk a bit more about that.

Many parents were attracted by the emphasis placed on discipline and the wearing of school uniform. Both headteachers talked about the importance of discipline in their respective schools and the need to foster self-discipline within individual pupils.

> I like the idea of strict discipline and a school uniform, those are important things to me, I don't think children today get enough of that, and I think this evening has shown that they are important to the staff here as well.

> As a parent I want a school that is known for its discipline.

> Its reassuring to know that the kids who come here don't get away with anything.

The opportunity to ask questions at the end of the Heads' speech was seen by many parents as a daunting prospect, and very few took up the offer. At one school no questions were asked during this session and at the other only two parents addressed questions to the Headteacher:-

> I would have liked to ask some questions but there was no way I'd do that in front of everyone!

> I'm just not the sort of person who can talk in front of
> loads of people like that - I'll ring up the school later
> if I think I need to.

The practice adopted by one secondary school of the Head and other senior
staff remaining in the hall so that parents could speak to them
individually or in small groups was seen to be less threatening, and more
parents were prepared to make contact in this way.

However, the large numbers of parents attending such evenings almost
guarantees anonymity unless the parents wish otherwise, and so any
decisions or judgements can be made in a pressure-free situation, and
this was valued by some parents.

> No-one knew us there so we were able to look at every-
> thing and weigh up the pros and cons without being asked
> questions or anything like that.

> We didn't have to commit ourselves there and then, staff
> were there if you wanted to talk to them, but you were
> free to have a good look at everything and make up your
> own mind.

The meetings also provided an opportunity for parents to meet with other
parents from all the various feeder schools, and some spontaneous
discussions arose from this, with parents discovering that others shared
the same kinds of concern over transfer.

One criticism of the meetings was that the transferring children were not
invited to attend:-

> I don't understand why its parents only at these evenings,
> It would make much more sense to be able to come with your
> child, so that you can discuss things together.

> I know we will be able to visit with _____ later in the
> year, but by then we'll have made the choice anyway, it
> would have been so much easier if we'd all come together
> tonight.

> I've got to try to remember all this to tell _____ when
> I get home, whereas if your kids could come too, there'd
> be no problem would there?

So that overall the secondary school open evenings were considered to be
a priority by the majority of parents canvassed during the research.
Approximately 65% of the questionnaire respondents had attended at least
one such evening and the information gained there was rated as "useful."

Such meetings would appear to be a successful vehicle for introducing parents to the secondary school environment, familiarising them with staff, and of communicating something of the "flavour" of the individual school.

6.3.4 Parents Individual Visits to Secondary Schools

One of the secondary schools issues an informal invitation to parents and their children to contact the school to arrange individual visits or discussions if required after the open evening, and before the end of the summer term.

> Some pupils need to come here more than once before they feel comfortable. That's understandable, it's a big school isn't it, there's a lot going on all the time. If a child is a bit nervous I say to his parents just bring him along for a morning, to get the feel of things. Parents too sometimes like to visit during a normal working day - that's fine we're quite happy to arrange this. If I'm not free I'd arrange for one of the members of staff to show them around.
>
> (Secondary School Headteacher)

> If there is a specific problem for example a medical one then I'd probably contact Mum and ask her to come in to explain the details to me - I mean, can the kid do P.E. and games for example, will he need any medicines during the day? How do we react if such and such happens? This is on my mind because recently I've been doing just this with a diabetic kid who's coming to us in September.
>
> (Secondary School Yead Head)

This particular school does not as a matter of course see all parents of new entrants on a personal basis, preferring to respond to individual requests as indicated above.

The other seconary school places importance on making personal contact with all the parents of new entrants on an individual basis. Interviews for parents and child are arranged during the second half of the summer term, and are conducted by the Head, Deputy Head and Year Head.

> We feel it's important to be in personal contact with
> every home before the children come to us. You learn a
> lot about individual children and their family situations
> in this way that you wouldn't necessarily find out in the
> normal run of things. Often this prevents problems arising
> when the child comes to us. The interview is very informal,
> but I think it shows that we care about individuals. If
> parents are unable to come to an interview we would
> consider a home visit.
>
> (Secondary School Headteacher)

> I think these interviews are important because I can talk
> to children individually and that's rare because usually
> they're in a group or in their class at middle school.
> They get to know me a bit better, and know that I'll be
> looking out for them on the first day — I think that's
> reassuring for them.
>
> (Secondary School Year Head)

Parents who were involved in personal visits or individual interviews at
the respective schools spoke highly of them and welcomed the opportunity
they provided for further contact with the receiving secondary schools.
Parents who went for interviews as part of the normal induction package
felt that they were able to draw attention to "small worries" without
making a "big fuss about it," and were able to ask about practical
considerations and receive immediate feedback.

Similarly, parents who had requested further visits or contact with the
other receiving secondary school also found the experience reassuring and
helpful.

In both cases parents commented on the "helpfulness" of secondary school
staff and their willingness to discuss problems at length.

Both approaches indicate the strong emphasis placed on effective pastoral
systems and care of individual pupils within the respective institutions.
Making contact with all the families of new entrants is time consuming
and requires a heavy staffing commitment. Although since this require-
ment is known in advance it can be budgeted for. Within this setup
"nothing is likely to be missed" and problems however small can be
identified and discussed. Equally the positive strengths and interests
of pupils can be explored. This conveys to parents that the school
wishes to establish contact per se and is not restricting this to the
discussion of difficulties.

Where the school invites parents to contact them if the need arises reliance is placed on the judgement of parents to decide if a problem/query merits a visit or interview with secondary school staff. Inherent in this approach is the possibility that parents will be reluctant to make contact, and that requests for visits/interviews will be closely linked to pupils with problems.

6.3.5 Middle School Parents Evening (Late Summer Term)

This is the last official contact that parents have with their child's middle school teacher. In line with normal middle school practice parents were seen individually and all aspects of their child's academic and social development were discussed. Teachers also gave some indication of the levels of achievement attained by the pupils in the transfer test package.

By this time the decision regarding choice of secondary school have all been made and places allocated, so that the anxieties shown by parents at the previous open evening were not evident on this occasion.

These parent/teacher interviews are then, very much in the nature of a "winding up" of contact between parents and the middle school. Consequently, it was for many parents a time of reflection about the past and apprehension concerning their child's future.

> _____ has been very happy at this school, I'll be sorry to see her leave in one way, but it's all part of growing up isn't it? It's not entirely to do with changing schools, there's more to it - "growing up" is the only way I can think to put it, you know changing from a child to an adult, as a parent that's difficult to cope with!

Some parents commented on the good relations they had achieved with the middle school, and expressed hopes that this would continue into the secondary school. However, more than one parent admitted to being a little confused as to who exactly one would contact at the secondary school.

> I'm a bit confused at the moment because I'm not sure if you try to contact the year head or the tutor if you have a problem, here (middle school) it's always been so easy you just pop in - I'm not so sure you could do that there (secondary school.)

6.3.6 Parental Comments on Induction Package as a Complete Unit

The majority of the parents (89%) canvassed during the research responded positively to the Parental Induction Programme operating within the pyramid, and felt that it met their perceived needs with regard to the transmission of information about secondary education both within the immediate neighbourhood, and in the city generally. They both acknowledged and valued the part that teachers at both educational levels played in it, and also commented on the accessibility of teachers if problems arose.

> Yes, I think all the schools worked hard to keep us in the know all the time. All the teachers were willing to talk about things. I was very worried at one point I just couldn't make up my mind and _____ (classteacher) was marvellous. I spoke to her on the phone and she said "Come in sometime today and we'll talk about it."

> I would say that every effort has been made by both middle and secondary schools to see that the transfer is as pleasant as possible.

> I am quite satisfied that we have been given sound advice and that my child is entering a competent school. We have received help and support from all the teachers involved.

A small number (12%) felt that there were deficiencies in the programme, but these tended to be of an idiosyncratic nature and were on the whole from parents who had only experienced one or two of the component parts of the overall package:-

> I don't think I was given enough information regarding discipline. I expect a high standard of exam results and this comes from discipline.

> I would have liked to know more about how my child would be prepared (by the secondary school) for life outside school when leaving.

One parent felt that the Parental Induction Programme was unnecessary and a waste of time:-

> I think too much fuss is made about school these days. School is part of life so children should just get on with it.

6.4 Summary and Conclusions

The above analysis demonstrates that parents have a wide variety of informational needs with regard to middle to secondary transfer, and that in this particular pyramid schools and staff have a growing awareness of this and work hard to provide a package which attempts to meet the majority of these needs. Schools at all levels acknowledge the importance of the parental role in mid-school transfer.

The package has a well defined format but this is sufficiently flexible to take account of certain individualised parental needs. The majority of parents place most value on face-to-face contact with staff at all educational levels, and found the parents evenings and personal visits/ interviews of more use than written communications.

The parental perspective is of significant importance during inter-phase transfer, not only with regard to the notion of "parental choice" explored in 6.2.1 above and the implications that has for secondary school rolls, but also because parents provide a continuous view of their child's development which if accessed effectively complements the context specific knowledge that most teachers have of the children in their care. By actively involving parents in the transfer of their children, the schools in the pyramid have moved someway towards an explicit recognition of the importance of parental participation and partnership discussed in the introduction to this analysis.

This pyramid of schools does not claim to have all the answers, the Induction Package outlined above is under constant review and modifi-cations may be made as a result of this. However, the headteachers and staff involved with the inter-phase transfer of children acknowledge that effective use of the parental perspective calls for:-

> ....institutional reform and the development of
> appropriate relationships and ways of working. Even then,
> many deep-seated and fundamental differences between the
> two sectors, and the tensions they generate, will remain.
>
> (Bastiani,1986,p123)

CHAPTER 7

GENERAL CONCLUSIONS AND SUGGESTIONS FOR FURTHER RESEARCH

Introduction

In the preceding chapters a range of issues relating to inter-phase transfer have been considered from a number of perspectives. These perspectives are wide-ranging and vary significantly from one another in terms of emphasis and priority, a factor which serves both to illustrate the complex nature of this educational theme and to underline the difficulties encountered in attempting a cohesive study in this area.

Within each individual chapter the identified issues are appraised and evaluated in some detail, in addition relevant conclusions are drawn. This final chapter therefore, is concerned to draw the various threads of this analysis together and to set them within the context of a number of current concerns including Continuity and Liaison, Open Enrolment, the National Curriculum, and TGAT Reporting Ages, all of which have important implications for inter-phase transfer.

7.1 Liaison and Continuity

Throughout this study inter-phase liaison and continuity have consistently emerged as critical factors in the transfer process and have been highlighted by teaching staff interviewed from both educational phases. Substantive published research into this particular aspect of inter-phase transfer has been carried out by among others Stillman and Maychell (1984), Warburton (1986), and Ginnever (1986).

In addition, various HMI and DES documents have also placed emphasis on the need for improved liaison and continuity between educational phases. The general issues associated with liaison and continuity are reviewed in Chapter 1 of this study (see Section 1.7.) Specific aspects of liaison and continuity operating in a practical context are examined in Chapter 4 (see Section 4.5.) Consequently, this section is concerned to offer practical suggestions for the improvement of liaison activities with a view to promoting more effective transfer procedures.

A recurring theme throughout the research has been the lack of non-contact time for primary teachers and the fact that any liaison work they are involved in is either an added burden on the primary timetable (see Chapter 3 Section 3.1.3,) requiring for example headteacher cover, or carried out after school hours in their own free time. The extent to which this occurred was highlighted during the Teacher's Action of 1985-86 when many subject based liaison working parties were disbanded because union members were unable to participate in after school activities.

Secondary school teachers also have many demands on their time and the case study not only demonstrated their commitment to inter-phase liaison activities, but also their frustration at being unable to do the job to their full satisfaction because of the limited amount of time allocated to this kind of work.

Such factors underline the necessity for recognition at a high level (LEA and above) of the need for part-time and/or supply teacher cover on a regular basis for liaison work. Supply cover is less satisfactory since the teachers involved may not wish to work on a long term basis, and the same supply teacher may not be available from week to week. A more satisfactory deployment of resources would be part-time teachers who were permanently attached to a particular pyramid/cluster group, or teachers who worked across the phases, that is in both primary and secondary schools within the pyramid or cluster.

Such an arrangement would be most beneficial to liaison activities since these teachers would have an overview of both phases and a commitment to the ethos of the various schools involved. A model for this may be seen in the advisory teacher network where one advisory teacher is responsible to a number of pyramid/cluster groups. Such teachers operate equally efficiently in both primary and secondary settings. This would also aid continuity and ensure that pupils were familiar with at least one member of staff on arrival at the secondary school.

The imminent changes in the financing of public sector schools may give headteachers the flexibility they require for such staffing. Pyramid schools may each finance part of the salary/salaries required to support cross-phase teachers whose remit is liaison and continuity both pre and post transfer.

Cross-phase teachers of this kind would undoubtedly provide a useful link in curriculum continuity initiatives. There is much scope for joint primary/secondary curriculum planning both pre and post transfer. (Various possibilities are explored in Chapter 1, Section 1.7.) However, this again requires time for contact and discussion between groups. It also assumes a clear definition of both feeder and receiving schools.

In the secondary sector curriculum continuity meetings tend to be subject based and so one meeting for each subject area is appropriate and does not require an unreasonable time commitment on the part of individual teachers. However, this may not be the case in the primary sector where one classteacher is responsible for almost all curriculum areas.

Another possibility is the idea of transfer children spending more time in the receiving secondary school during the final term of their primary phase. The case study (see Chapter 6 Section 6.1.1) highlighted the positive effects of day visits in conjunction with "sampling of the secondary timetable" with regard to the familiarisation of pupils with their respective receiving school.

By using the cross-phase teachers discussed above, together with primary teachers who have expertise in a number of curriculum areas, and those members of the secondary staff no longer involved with the fifth year transferring pupils could attend the secondary school for one, two or three days per week during the summer term in preparation for the September transfer.

The feasbility of the above suggestions depend heavily on the notion of designated feeder schools and a limited number of receiving secondary establishments. That is to say a strong pyramid/cluster identity. Where six or more feeder schools are involved then the administrative constraints begin to become too burdensome. In Section 7.2 of this chapter Open Enrolment and its effects on the pyramid/cluster structure are discussed. It may be that it will lead directly to a weakening of the close association of schools inherent in the successful pyramid approach. If this is the case then more global approaches to liaison and continuity via LEA transfer policies or National Curriculum structures may well emerge.

Such potential outcomes not withstanding, any activities relating to liaison and continuity must always be based on discussion, awareness, and mutual trust:-

> This does not mean that teachers must attempt to blur
> boundaries between primary and secondary education;
> rather that they become familiar with the very different
> worlds that can exist on either side of the boundary, in
> order that they can understand the changes demanded of
> pupils, and so be able to give assistance to those who
> need it.
>
> (Murdoch,1986 p65.)

7.2 The Effects of Open Enrolment on the Transfer Process

Headteachers in both educational sectors of the research pyramid drew attention to the implications of parental choice and open enrolment for the transfer process (Chapter 5). They highlighted the problems of falling roles in the secondary sector, which combined with the requirement to publish public examination results and the significant degree of parental choice now in operation made the possibility of closure an ever-present threat. Threats of closure are accompanied by a number of associated difficulties including compulsory re-deployment, reduced capitation and surplus accommodation, all of which bring pressure to bear on secondary schools.

Open enrolment has placed secondary schools in the position of having to respond to market forces operating through parental choice. Thus, for perhaps the first time, secondary schools are in open competition with one another to attract pupils when they transfer from the primary to the secondary sector. Falling rolls have demonstrated that transfer pupils are a declining market and that many pupil-places within schools will go unfilled. If schools are sufficiently undersubscribed then LEA's may consider closure as the only viable alternative. Thus, some secondary schools now view the transfer process and their handling of it as being vital to their survival.

As noted in Chapters 3 and 5 of this study, inter-phase transfer packages are becoming more elaborate, taking account not only of the academic performance of students but also of their social personal needs. In addition these induction programmes explicitly acknowledge the role of the parents and the need to develop an effective partnership with them for the mutual benefit of the child.

Thus, "image" and "reputation" have become critical factors within the secondary sector. The publication of exam results, open evenings, and the distribution (via feeder schools) of parents' handbooks are the most commonly adopted methods used by secondary schools to project a favourable image. There is no doubt that a growing pressure for secondary schools to adopt a public relations approach to transfer exists and terminology hitherto associated with the advertising fraternity is creeping into education usage. For example pupils may be referred to as "customers" likewise parents as "consumers' and the school booklet as "media publicity." (Forbat,1988, Ingham,1989.) Sullivan (1988) describes how as a primary head he was contacted by a local secondary head who wanted to "mail-shot direct" all parents of transfer pupils.

The main target group in this respect is the parents. Parents may have to make a decision which is based largely on the impact of the individual school's "image" and "reputation" both of which may be the result of fact or rumour, representation or misrepresentation, knowledge or prejudice. The increasing importance of effective publicity for secondary schools raises an ethical question with regard to parents. That is to say that no school is likely to publicise its weaknesses and the image projected is therefore a biased one. As Forbat (1988) points out:-

> That may be understood when a politician employs a public
> relations consultant, but in the case of a school is it
> right that persuasive techniques are used by those from
> whom parents are inclined to expect a degree of
> professional integrity?

As was apparent when the parental perspective on transfer was explored earlier in this study (Chapter 6) many parents felt ill-equipped in this respect and looked towards the primary school for help and advice in making the final choice with regard to the most appropriate secondary establishment for their child. That the majority of primary headteachers find this a burden is also apparent:-

> The secondary transfer meeting is surely the most
> neutering experience in a primary headteacher's life. We
> parade mannequin-like before our public, and declare that
> ...we are unable to give anything but the most impartial
> advice. There follows a howl of begs, requests,
> importunings. "Yes, but what would you do?"
>
> (Ingham,1989.)

Although, parents are the premier target group, primary feeder schools may also find themselves on the receiving end of subtle image building activities offered by local secondary schools. Such offers are aimed at boosting numbers and may include the use of facilities for swimming, sports, science or CDT and input from specialist teachers in particular curriculum areas. Invitations to attend drama, crafts and art days may also be part of the campaign to recruit potential pupils, and familiarise them with a specific secondary school. Sullivan (op.cit.) expressed concern at what he perceives to be a move towards "aggressive marketing" on the part of the secondary schools precipitated by open enrolment. Whilst supportive of curriculum continuity and liaison through discussion and exchange of ideas with receiving secondary schools Sullivan points out that a number of the "invitations" he received as a primary head had little educational benefit and appeared to be simply public relations exercises.

Furthermore, had he allowed transfer pupils to participate in all the activities on offer some two weeks of school time in total would have been lost. The implications of this for the planning and content of the primary curriculum are obvious.

Chapters 3 (3.1.4) and 4 (4.6.1) of this study highlighted the degree of suspicion with which teachers from the different educational phases still regard one another, particularly with reference to the compilation and subsequent usage of transfer documentation for individual pupils. Chapter 3 (3.2.2) also illustrated how transfer packages based on liaison at all levels had a positive effect on this problem. There is limited time and resources for such liaison work, and if the trend towards the "public relations exercise" approach described in the preceding paragraphs continues then it may well be at the expense of more worth-while liaison activities based on notions of continuity and progression.

Consequently, the major effect of open enrolment may well be that secondary schools will be forced to pay less attention to the educational needs of transferring pupils and more to the needs of the market-place.

However, what must be investigated is the extent to which receiving secondary schools can amalgamate the genuine desire to create a smooth transfer from the primary to secondary phase for pupils, with the need to

promote the image of the school in order to maintain viable numbers. In other words will the actual needs of transferring pupils be subsumed within transfer packages which are in fact aimed at selling a particular image to parents and which may not be in the exclusive interests of the transferring children.?

7.3   Inter-Phase Transfer and The National Curriculum

This section attempts to show how the transmission of information between educational phases at time of transfer may be influenced by the implementation of the National Curriculum contained in the Education Reform Act 1988 (ERA.)   It is neither necessary or relevant in the context of this study to outline the National Curriculum in any detail. The reader is referred to the numerous DES, HMI, and NCC (National Curriculum Council) publications on the matter (all of which are listed in DES,1989) if further clarification is required. The following para-graph is intended as a summary within the context of which implications for transfer may be discussed.

The Education Reform Act of 1988 entitles every child in a maintained school to a curriculum which encompasses essential concepts, knowledge, and skills. Furthermore this curriculum must be broadly based. In addition the Act states that it:-

> promotes the spiritual, moral, cultural, mental and
> physical development of pupils at the school and of
> society; and prepared such pupils for the opportunities,
> responsibilities and experiences of adult life.

The National Curriculum comprises the core subjects of english, mathematics, and science together with foundation subjects for example technology, history, geography, modern languages, music, art and physical education all of which have carefully calculated percentages of the overall timetable alloted to them.

"Attainment targets" in all the core and some foundation subject areas set objectives for learning whilst "programmes of study" specify essential teaching within each curriculum sector. Assessment procedures linked to reporting arrangements will be carried out at the key ages of 7, 11, 14 and 16.

The review of transfer packages undertaken in Chapter 3 of this study indicates that at the present time the academic data transmitted from the feeder primary to the receiving secondary school consists largely of language and mathematics information. This may often take the form of a reading test result, and a mathematics test score accompanied by various samples of work and the individual county transfer document. The transfer package reviewed and evaluated in the case study (Chapters 4, 5 and 6,) was typical in this respect, and the breadth of information concerning each individual transmitted was not a common occurrence with regard to the transfer process.

The implementation of the National Curriculum in the primary sector will highlight other subject areas in addition to the present backbone of maths and language, most notable in this respect will be science and technology. Consequently, the need to incorporate pupils attainment levels in these areas in transfer documentation will arise.

The case study reported in Chapters 4, 5 and 6 of this thesis drew attention to the considerable amount of time involved in firstly compiling the transfer profiles (primary staff) and secondly in processing and acting upon the information contained in them (secondary staff.) This problem also featured widely in other transfer packages reviewed in Chapter 3.

Furthermore, Chapter 3 also highlighted the belief held by many primary teachers that the transfer information passed onto receiving secondary schools was not used to any great extent. Investigations within the secondary sector indicated that receiving schools were often overwhelmed by transfer documentation, particularly if a large number of feeder schools are involved. They experience difficulty in effectively collating and processing this information in the first instance and ensuring that it is passed on to the appropriate members of staff in the second.

It goes almost without saying therefore, that if more transfer inform-ation is required as a direct result of the National Curriculum then time constraints will become greater. In the current system there is no official recognition of the need for non-contact time for teachers working within the primary sector and no input of resources in the form

of part-time teachers or supply cover. To date, there is no indication that this will change once the National Curriculum is implemented.

Following on from this, it must be noted that the compilation of written transfer records is only a small part of the overall transfer process. Other liaison related activities are also time consuming and often perceived by staff as being of greater importance. For example the face-to-face discussions/deliberations about individual pupils occurring between primary and secondary staff. These meetings although ostensibly informal are not without structure. They are characterised by a clearly defined and realistic agenda which is understood by both parties. Meetings such as these engender a sense of collective commitment and go beyond the original intention of facilitating a "smooth transfer."

The implementation of the National Curriculum therefore, may place an added burden on teaching staff in terms of increased documentation for transfer pupils. If no extra resources are forthcoming then this may well occur at the expense of other liaison activities which are clearly valued by staff from both phases as valid and efficient methods of communicating not only the academic attainments of transfer pupils but also the knowledge of individuals based on long term day-to-day continuous assessment.

One possible solution to the problem of the limited time available to teaching staff for the compilation/processing of transfer information is to combine the reporting needs of inter-phase transfer with those assess- ment procedures built into the National Curriculum at the key stages of 7, 11, 14 and 16 years. Issues arising from this are discussed in the next section.

7.4   Inter-Phase Transfer and TGAT Reporting Ages

The report of the Task Group on Assessment and Testing (TGAT) (see DES January '88, March '88, and June '88) is significant both as a framework for implementing the proposals of the National Curriculum and as a focus for a wide-ranging debate on assessment issues in general. Therefore, it is likely to remain a reference point for the discussion of assessment for some time to come. The ages of 7, 11, 14 and 16 are recommended for National Reporting Ages because they generally represent crucial stages

in educational terms for a variety of reasons. For example at the age of
7 there is a need to identify problems in acquiring literacy, at the age
of 11 to provide information for transfer to the secondary school, at 14
to have available information which is relevant to option choices and at
16 to provide a summative assessment at the stage when many pupils
complete their compulsory education.

The TGAT document and its supplementary reports (DES op.cit.) has
prompted heated debate within the education community with regard to many
issues, but the reporting and subsequent publication of assessment
results have caused more concern than any other. However, since the
focus of this study is inter-phase transfer the only TGAT reporting age
which is of significance is that pertaining to the 11 year old age-group.
The remainder of this discussion is centred around that.

Here, the TGAT framework perceives the reporting needs of the receiving
secondary school as being of significance:-

> information on individual pupils would be made available
> in confidence to the receiving secondary school.
>
> (TGAT para.157.)

The inference is clearly that the results of the National Curriculum
assessments implemented at 11 should form the basis of transfer inform-
ation both for receiving schools and for parents. This is a logical
outcome for those counties where primary to secondary transfer occurs at
11+ years since the information transmitted will be both recent and
relevant. However, where middle schools have been created (see Chapter
1.1) the age of transfer is most commonly at 12+. Consequently, any
assessment carried out at 11+ would be dated and largely irrelevant at
time of transfer since it would take no account of recent developments in
the individual childs educational progression.

Therefore, in a significant number of counties the underlying rationale
for the formation of middle schools may have to be reassessed in the
light of the National Curriculum and the TGAT assessment framework. The
arguments outlined in Chapter 1 (see section 1.1) support the notion that
middle schools provide a transition period for pupils which will smooth
rather than interrupt the move from primary to secondary work. Similarly,
discussions centred around the optimum age for inter-phase transfer to

occur (section 1.1) stress the need to clarify precisely the difference between primary and secondary education and to set this in the context of child development.

However, any LEA policy decision involving changing the age at which transfer from the primary to secondary phase occurs will have major financial, organisational, and resource-based implications. Therefore such a move is unlikely to be taken purely on the basis of the adminstrative convenience involved in using the results of the 11+ Reporting Age in order to feed forward assessment information on individual pupils into the secondary sector. More likely is their incorporation into a 12+ transfer document which updates and modifies any assessment information gathered at 11+ years. Once again, the arguments concerning effective transfer documents, their compilation and subsequent use which have been a recurring theme throughout this dissertation surface and become particularly relevant within this context.

7.5   Suggestions for Further Research

Two categories of topics for further investigation emerge. Firstly, the exploration of issues which although relevant to the study of inter-phase transfer did not fall immediately within the parameters set for this particular research. Examples might include:-

1. An evaluation of the effectiveness of LEA policies concerning transfer with particular reference to the designation of catchment areas.

2. The role of the LEA in the promotion and maintenance of continuity and liaison with particular reference to INSET and the provision of additional teaching time.

3. The effect of the imminent Local Management of Schools (LMS) initiative on primary to secondary transfer with particular reference to staffing and specialist teaching on an inter-phase basis.

4. A re-assessment of the work of the ORACLE project specifically related to transfer (Galton and Willcocks,1983,) in the light of recent attempts to improve liaison and continuity between phases (Youngman,1986.)

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A secondary category takes account of a number of issues which have
arisen directly from this study and which if time permitted could use-
fully and profitably be explored. The following outline possibilities
are perhaps the most significant areas in this respect.

1. **Open Enrolment**

   Throughout the study this has emerged as an important issue
   with potentially far-reaching effects. However, since it is a
   relatively new phenomena little systematic research aimed at
   assessing and evaluating the effects of open enrolment has
   been carried out. In view of the frequency with which this
   particular area was voiced as a concern by teaching staff at
   all levels (see especially Chapter 5) during the fieldwork
   carried out for this study, and the accounts of the reality of
   parental choice given by a number of parents (see especially
   Chapter 6 section 6.2,) it would appear to be a relevant issue
   for further investigation. In addition, the effects of open
   enrolment as opposed to a system of planned admissions may have
   far-reaching consequences for pyramid/ cluster identity, in
   terms of liaison work, curriculum continuity, the position of
   designated feeder schools, and the transmission of transfer
   information in general.

2. **The Future of Pyramids/Clusters**

   Over the next few years a watching brief should be kept on the
   position of pyramids/clusters in the context of the implement-
   ation of ERA with its emphasis on parental choice at all levels
   of the educational process, and the introduction of the
   National Curriculum. Research of this kind would be aimed at
   establishing whether these controls exerted an influence which
   emphasised a pyramid/cluster approach and thus encouraged
   greater liaison and continuity within the associated schools,
   or the reverse.

3. **National Curriculum and Transfer Records**

   Since all schools will be working within the framework of the
   National Curriculum it may be possible, perhaps even desirable
   to move towards a national document to take account of inter-

phase transfer reporting needs. As was seen in the case study reported in this research locally negotiated transfer documents have little, if any, currency outside their pyramid/cluster group. A national transfer document would be advantageous in this context. However, the difficulties identified in Chapters 1 and 3 (see sections 1.3 and 3.4) with regard to the formulation of effective transfer documents would still need to be resolved.

4. **Pupil Involvement in Transfer Packages**

The pupil perspective examined in Chapter 5 of this study demonstrated the ability of transfer students to identify their own needs at time of transfer in a mature and accurate way. Little systematic work on the active participation of pupils in the transfer process has hitherto been carried out. With the growing emphasis on pupil involvement in the learning process via "conferencing" techniques this would seem a relevant area for further investigation and development.

5. **The Need for More Case Studies in Transfer Procedures**

There is a need for further case studies of the kind reported in Chapters 4, 5, and 6 of this thesis not only to build a platform for comparability studies, but also to facilitate the notion of the "critical scrutiny" of subjective case study data advanced by Stenhouse (1978).

Any research based on the above suggestions would be aimed at furthering understanding of inter-phase transfer through the clarification and development of the problems presently associated with this topic thereby both identifying and promoting more effective transfer procedures.

7.6 Reflections on the Research

Throughout this study I have been concerned to identify and explore a number of perspectives associated with inter-phase transfer. As a direct consequence of the responsive research style adopted the thesis has followed a number of directions. Although certain of these were anticipated at the outset, others were not and emerged as the research

progressed. Consequently, the draft proposal for the study was modified more than once. Overall, I believe the research has accomplished the following:-

1. A detailed consideration of the record keeping practices associated with inter-phase transfer both within a specific county (Hampshire) and generally throughout England and Wales.

2. The identification and appraisal of reporting and assessment needs associated with inter-phase transfer as perceived from a number of perspectives. These have been analysed and their impact on teaching, learning and assessment evaluated. This was achieved via the school-based case study which examined a transfer package operating within a pyramid of schools.

3. An evaluation of the implications for inter-phase transfer of a number of current concerns including the National Curriculum, Open Enrolment, Continuity and Liaison, and TGAT Reporting Ages.

Apart from the education research community itself there are a number of audiences for this study all of whom have a vested interest in the process of inter-phase transfer. Often, there are substantial differences of opinion within these groups, and a differing emphasis with regard to certain aspects of the transfer procedures. Thus the study takes account of:-

1. **The pupils** themselves, who are the direct interface between parental and teacher perspectives, and for whom the process of transfer is dominated by the personal hopes and fears both social and acadmic associated with a radical educational relocation.

2. **The parents** who perceive the choice of secondary school as being "the most important decision we will ever make with regard to schooling." For them transfer pressures include being able to access relevant information concerning individual secondary schools, being able to fund journeys to out-of-catchment schools on a long term basis, and locating a secondary school with a proven academic record which gives high priority to matters of discipline.

3. **The primary sector teachers** who are concerned to "do justice" to the transfer pupils in terms of passing on appropriate and accurate information both written (transfer records) and verbal (face-to-face liaison.) Primary teachers are very aware of the selection procedures operating within secondary schools and know that decisions are often made on the strength of the information transmitted by the primary school. In addition, they are anxious to prepare pupils for the transfer but in so doing are faced with the dilemma of either emphasising the differences between the educational phases, or minimising them. The former approach may help individuals to adjust to a change in status (ie. from child to adult) whilst the latter may ease the problems of transfer by promoting continuity.

4. **The secondary school year heads** who are concerned with the effective collection and dissemination of transfer information on both an academic and a social basis. Their view of transfer is influenced by the need to operate efficient selection processes within their respective institutions whether based on ability groupings or on a mixed ability approach.

5. **The Headteachers from both sectors** whose main concern with respect to the transfer process is curriculum continuity, not only between middle and secondary phases but also between designated feeder schools. The implications of open enrolment are also of some concern to headteachers from both phases.

6. **The LEA** which is concerned with establishing a countywide base-line for assessment and record keeping procedures from which individual schools and/or pyramids may develop other assessment systems. Guidelines issued by the LEA seek to promote a common language and level of understanding between writers and recipients of the LEA transfer document.

This dissertation is aimed at administrators and practitioners in both the primary and secondary sectors of education, and is intended to provide information which may influence future policy with regard to the record keeping and assessment procedures associated with inter-phase transfer.

I have not made explicit recommendations as such, although undoubtedly the research does have policy implications for each group. Interested parties are left to decide on the basis of the evidence presented to what extent they accept the analysis and evaluation put forward, and consequently the degree to which it may or may not influence their future policy in respect of inter-phase transfer.

Many aspects of the research have been disseminated to a variety of audiences whilst the study has been in progress. This has been achieved in a number of ways including:-

1. Negotiation of interview transcripts.
2. Discussion of the case study report.
3. Presentations at individual school staff meetings, inter-phase liaison meetings, and headteachers pyramid meetings.
4. Transfer pupil discussion groups.
5. Publication of journal articles. (See Inkson 1987 & 1988)

On reflection, I feel that the research has certain strengths in that it is independent, responsive and school-based.

Undoubtedly, there are also possible weaknesses, one of which is that the researcher is inevitably influenced by general impressions and atmospheres within the researched schools. These effects are however minimised if the researcher is aware of their possible influence from the outset. I believe that I was, and that any researcher bias of this nature was therefore reduced to a minimum.

A second problem inherent in all educational research is the time-gap between the active fieldwork phase, and the presentation of the findings in written form. There is a danger that given the dynamic nature of the educational system, particularly with regard to the pace at which recent government reforms embodied in the Education Reform Act are being introduced, that some of the research findings will become outdated during this writing process. However, I feel that in the light of the TGAT proposals the approaches to inter-phase transfer assessment and record keeping described and evaluated in this study remain relevant.

In conclusion, this study has shown that the process of inter-phase transfer is ultimately about individuals, and cannot therefore be

answered simply in terms of efficient transmission of relevant inform-
ation, or uniformity of approach by feeder and receiving establishments.
Effective transfer requires the positive interaction of many stake
holding parties all of whom have conflicting expectations of the overall
process. It is only through argument, discussion and meeting between
those various groups that a degree of mutual understanding will result.
It is also worth:-

> bearing in mind that in most accounts of transition
> rituals those who are to experience a status passage are
> prepared by members of the new group and helped by
> predecessors to adjust to the new peer group culture
> after the move.
>
> (Murdoch,1986,p63.)

Finally, Youngman (1986,p.288) questions why there is so little research
data regarding the many aspects of inter-phase transfer and speculates
that it is in part due to "an abiding belief that any situation as
complex as educational transition is beyond analysis." He goes on to
comment that:-

> By far the most likely way ahead for improving
> transition is for the experience of transfer to be
> described, interpreted, challenged and developed.

I believe that my study contributes to this process in a meaningful and
professional way.

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APPENDIX A

SEMI-STRUCTURED INTERVIEW SCHEDULES

INTERVIEW SCHEDULE

FOR PRIMARY/MIDDLE STAFF - ON MIDDLE TO SECONDARY TRANSFER

1. Could I begin by asking you to tell me about the way in which the transfer of children from Middle to Secondary school is handled here?

    PROMPTS
       a) visits by secondary staff to the middle school
       b) visits by middle school staff to the secondary schools
       c) visits by children and or parents to the secondary school
       d) meetings with staff from other feeder schools
       e) meetings with staff from the secondary school
       f) meetings with parents

2. How was this package negotiated? Can you give details of who was involved?

3. What information do you send up the secondary school when children are transferring?

    PROMPTS

       a) PR3's b) internal records c) profiles   d) samples of work
       e) standardised test results

4. What use do you think the secondary schools make of this information?

    PROMPTS
       a) setting b) tutor groups etc.

5. Do you see any difference between the middle school view of transfer and that of the secondary school? Can you give details?

6. Could you talk a little about the liaison your school has with the secondary school?

PROMPTS
a) curriculum continuity   b) curriculum area working parties
c) subject   d) pastoral
e) social   f) other

I believe that over the past two years the pyramid that this school belongs to has been developing a profile for use at tranfer time. I'd like to move on to talk more specifically about that.

7. Why do you think a profiling approach was adopted?

8. How was it developed?

9. Who was involved in this developmental stage?

10. Can you give details of any IN-SET you were involved in?

11. What part does the profile play in the overall transfer package?

12. What advantages or disadvantages do you see with profiling?

13. Has the use of a profiling approach had any effect on the way you think about transfer? Can you give details?

14. Do you think it has had any effect on the way the secondary school thinks about transfer? Can you give details?

Finally are there any other comments on the process of transfer from the middle to secondary phase that you'd like to make?

INTERVIEW SCHEDULE

FOR SECONDARY STAFF - ON MIDDLE TO SECONDARY TRANSFER

1. Could I begin by asking you to tell me about the way in which the transfer of children from Middle to Secondary school is handled here?

   PROMPTS
   a) visits by secondary staff to middle schools
   b) visits by middle school staff to secondary schools
   c) visits by children and or parents to the secondary school
   d) meetings with staff from other secondary schools
   e) meetings with staff from feeder middle schools
   f) meetings with parents

2. How was this package negotiated? Can you give details of who was involved?

3. What information do you receive from feeder middle schools on the children who are transferring?

   PROMPTS
   a) PR3's b) internal records c) profiles d) samples of work
   e) standardised test results f)other

4. What use do you make of this information?

   PROMPTS
   a) setting b) tutor groups etc.

5. Do you see any difference between the secondary view of transfer and that of middle schools? Can you give details?

6. Could you talk a little about the liaison your school has with the feeder
    middle schools?

    PROMPTS
    a) curriculum continuity   b) curriculum area working parties
    c) subject   d) pastoral
    e) social   f) other

I believe that over the past year or so the pyramid that this school belongs to
has been developing a profile for use at transfer time. I'd like to move on to
talk more specifically about that.

7. Why do you think a profiling approach was adopted?

8. How was it developed?

9. Who was involved in this developmental stage?

10. Can you give details of any IN-SET you were involved in?

11. What part does the profile play in the overall transfer package?

12. What advantages or disadvantages do you see with profiling?

13. Has the use of a profiling approach had any effect on the way you think
    about transfer? Can you give details?

14. Do you think it has had any effect on the way middle schools think about
    transfer? Can you give details?

Finally are there any other comments on the process of transfer from the middle
to secondary phase that you'd like to make?

APPENDIX B

QUESTIONNAIRE FOR PARENTS OF TRANSFER PUPILS

<u>QUESTIONNAIRE FOR PARENTS WITH CHILDREN WHO ARE TRANSFERRING FROM MIDDLE TO</u>

<u>SECONDARY SCHOOL IN JULY 1987</u>

1. Please tick whether your child is a boy [   ] or girl [   ]

<u>SECTION 1</u>

This section is concerned with the decision you have made about the secondary school that your child will be attending from September 1987.

2. Which secondary school is your child going to? Please tick the appropriate box.

   a) Weston Park Girls [   ]   b) Weston Park Boys [   ]   c) Woolston [   ]

   d) Sholing Girls [   ]   e) Others - Please name _____

3. When did you decide which secondary school to send your child to:-

   a) Before this school year (1986-1987) [   ]
   b) During this school year (1986-1987) [   ]

If you have answered a) please indicate when you made the decision, and your reasons for doing so at that stage. _____

_____

_____

_____

_____

_____

4. When you were deciding which secondary school to send your child to how much importance did you attach to any of the following:-

Please put a number (1, 2 or 3) in each of the boxes where

            1   means not important to the decision
            2   means important to the decision
            3   means very important to the decision

    a) It was the nearest secondary school................................[ ]
    b) The child has older brothers or sisters there......................[ ]
    c) The school has good exam results..................................[ ]
    d) The school has good discipline....................................[ ]
    e) Pupils from the school tend to get jobs when they leave...........[ ]
    f) It is a single sex school..[ ]
    g) The school has a caring attitude.................................[ ]
    h) The school has good facilities...................................[ ]
    i) School Uniform is worn..[ ]
    j) He/She will stay with friends...................................[ ]
    k) Your child wanted to go there...................................[ ]
    l) The school was recommended by a neighbour.......................[ ]
    m) The school was recommended by a relative........................ [ ]

    n) The school was recommended by others [   ] - Please give details:-

    _____
    _____
    _____
    _____
    _____
    _____

SECTION 2

The next section is concerned with the information you were given about the various secondary schools available to your child.

5. How did you get information about the secondary school.
   You may tick more than one box:-

   a) Secondary school booklet.......................................[ ]
   b) Meetings/Open evenings at secondary school....................[ ]
   c) Meetings/Open evenings at the Middle school...................[ ]
   d) Your child's middle school teacher............................[ ]
   e) Middle school headteacher....................................[ ]
   f) Children already at the secondary school......................[ ]
   g) Private visits to the secondary school........................[ ]
   h) Area Education Office...[ ]
   i) Friends or relatives...[ ]

   j) Others - Give details _____
   _____

6. Where did you get the most useful information from? Please put a number
   (1, 2 or 3) in each of the boxes where

        1   means gave no useful information.
        2   means gave useful information
        3   means gave very useful information

   a) Secondary school booklet.......................................[ ]
   b) Meetings/Open evenings at secondary school....................[ ]
   c) Meetings/Open evenings at the Middle school...................[ ]
   d) Your child's middle school teacher............................[ ]
   e) Middle school headteacher....................................[ ]
   f) Children already at the secondary school......................[ ]
   g) Private visits to the secondary school........................[ ]
   h) Area Education Office...[ ]
   i) Friends or relatives...[ ]

   j) Others - Give details _____
   _____

7. Did you feel you were given enough information about the secondary
    schools:-   YES [ ]   NO [ ]

    If you answered 'NO', what other information do you feel would have
    been useful to you - Give details _____

    _____

    _____

8. Did you make visits or attend meetings at any other secondary schools other
    than the one you have decided to send your child to?

    YES [ ]   NO [ ]   If you answered YES please specify how many

                                 other schools you visited._____

SECTION 3

This final section is concerned with your thoughts about the transfer from
Middle to secondary school.

9. Are you as parents concerned about any of the following?
    Please put a number (1, 2 or 3) in each of the boxes where

           1   means not very concerned
           2   means concerned
           3   means very concerned

    a) Your child being able to cope with the level of work.................[ ]
    b) Your child coping with homework......................................[ ]
    c) Your child coping with new teachers.................................[ ]
    d) Your child travelling to and from school...........................[ ]
    e) Your child coping with school rules................................[ ]
    f) Your child being separated from his/her friends....................[ ]

    h) Do you have any concerns which are not mentioned above? Please give
       details:-

    _____

    _____

    _____

10. Are there any other comments you would like to make about the Middle to Secondary school transfer? Please use the space below for your comments

APPENDIX C

STUDY SKILLS UNIT: BOOKLET ON SEASIDE HOLIDAYS

Materials: A booklet on seaside holidays
A multiple choice question paper.
+ RULER

The task should be set in a situation where overview and copying is not possible. This could be easily done as the format is multiple-choice. The approach should be relaxed and informal. Make it clear that there is no time limit but ensure early finishers have something to read.

Stage 1: Only the booklet is given out without comment or guidance. Children are invited to read and familiarize themselves with it working with a partne Weak readers can be put with stronger readers as the aim is to sort out any of these problems at this stage. You will also tell the children they can ask you for any help needed in elucidating the text taking care not to accidentally give answers they have not yet seen. Time: 20 minutes

Stage 2: The question paper is then given out and you will explain the aims behind the questions as outlined at the beginning and discuss skimming, scanning etc. This identifies clearly their target. Children then answer the paper independently, without collaboration.

ou will have made it clear that your help is still available to help with ny queries not directly affecting individual questions. Time: Unlimited
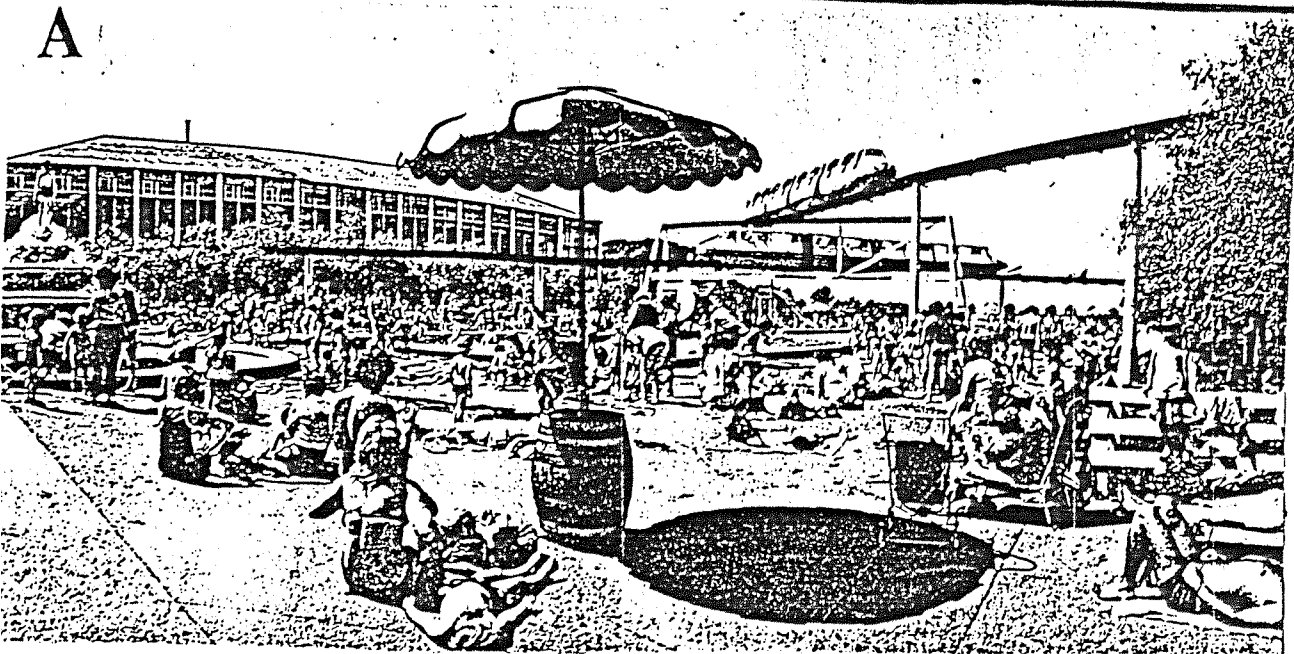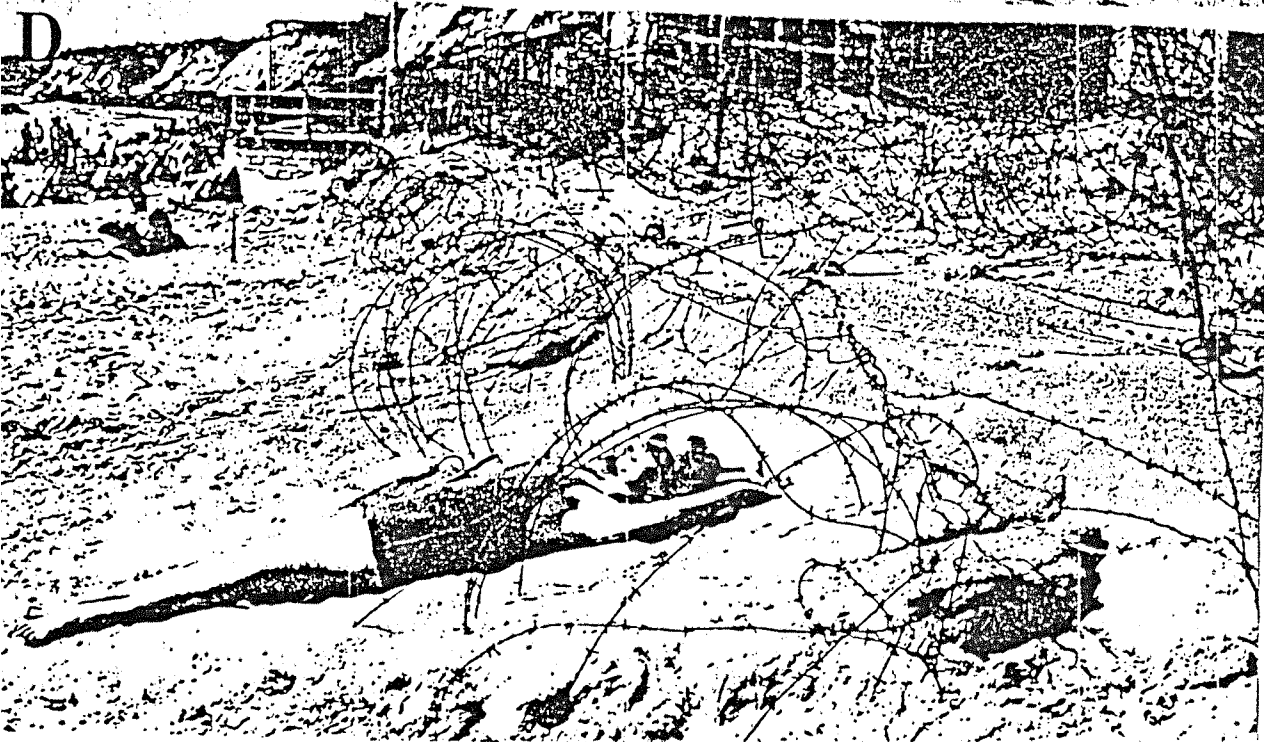
CONTENTS

Most of us have been to the seaside at some-time or other in our lives. We go for various reasons — to get away from it all, to rest, sun-bathe, rush around, dig holes in the sand, swim . . . generally, to have a good time.

Have people always gone to the seaside? Have they always gone for the same reasons? Have they always done the same sorts of things? How has the seaside holiday changed over the years?

The seaside holiday is relatively new. It all began around the beginning of the eighteenth century. Some wealthy people of the day decided that they could cure many of their illnesses by going off to places like Scarborough or Weymouth and dipping themselves in the sea.

George III and George IV themselves developed a passion for the seaside, and the idea took off. Tiny fishing villages suddenly grew into fashionable seaside resorts for wealthy people. Opulent buildings sprang up everywhere.

It was not until the middle of the nineteenth century that the seaside holiday became more popular and available to working-class people. With the Industrial Revolution, increased population in the towns and the development of railways, the day trip to the sea was some-thing that many people could and wanted to do.

Cities were — and still can be — grim places in which to live, and the excursion to the sea-side offered an exciting escape from the pollution and toil, to the pleasures of fresh air, relaxation and fun.

Of course, week-long holidays were un-heard-of for most people, until quite recently. It was not till the Second World War that paid holidays became normal. They were fought for for fifty years, mainly by people involved in trade unions.

The seaside holiday has seen some interest-ing changes over the years. For instance, sun-bathing only became popular in the 1920s. Before that, people were more concerned about keeping a pale complexion. They used creams to stop themselves getting brown, and women used parasols to protect themselves from the sun.

Bathing habits have also changed. Well into the nineteenth century, people went into the sea naked or wearing flimsy costumes. Once Victorian attitudes got a firmer hold on society, this all changed and people were anxious to cover themselves up; men were segregated from the women on the beaches. In the twentieth century we are coming back to flimsy costumes and nude bathing — in some places.

More recently, we have seen the rise of the Holiday Camp and many people going abroad. The car, the aeroplane and increased incomes have once again changed the nature of the seaside holiday.

Most of us now go on holiday — many of us to the seaside. It is important to think that, every time we go on holiday, we are actually making history.

The first seaside holiday-makers were wealthy people. The craze only started in the early eighteenth century and till the nineteenth century people did not go to sunbathe, swim or dig holes in the sand. They went to drink or immerse themselves in the water. They believed that seawater was a cure for practically every illness. The privileged minority were the only people with the time and money to spend at the seaside — which could offer more than the limited inland spas.

In 1752, Richard Russel, a fashionable "quack", wrote his *Dissertation on the Use of Seawater*. Amongst other things, he believed that seawater was good for constipation and he would order his patients — all of them rich . — to go and drink the water at Southampton or Brighthelmstone. Here are two extracts from his book.

A
DISSERTATION
On the U S E of
SEA-WATER
IN THE
DISEASES of the GLANDS.
P A R T I C U L A R L Y
The *Scurvy, Jaundice, King's-Evil, Leprofy,* and the *Glandular Confumption.*
Tranflated from the *Latin* of
RICHARD RUSSEL, M. D.

The T H I R D E D I T I O N, Revifed and Corrected.

To which is added,
A COMMENTARY on SEA-WATER,
Tranflated from the *Latin* of
J. SPEED, M. D.

Both by an EMINENT PHYSICIAN.

L O N D O N:
Printed for W. OWEN, at *Homer's* Head, *Temple-Bar.*
MDCCLV.

ST VITUS'S DANCE

There is alfo another Cafe that is worthy of Notice, in which I lately experienced Sea-Water to be extreamly benificial. A youth of Sixteen, a Scholar of Winchefter School . . . . About the Middle of September 1748, his School-fellows obferv'd him making ftrange Motions with his Hands and Arms, and his Eyes ftaring and diftorted, his head lying fometimes upon one Shoulder and fometimes on the other while speaking; and other ridiculous Motions of his Limbs, fuch as Sydenham defcribes in the Difeafe called St. Vitus's Dance. In this Youth the Mufcles of the Tongue and Pharynx were so relaxed that he could fcarcely fpeak any words articulately, or fwallow any food. As he lay in Bed his Tongue came out beyond his Teeth, and the Spittle flow'd out continually . . . . About the Beginning of November when things grew worfe I was

confulted . . . I advifed to send him immediately to Southampton, as well for the Convenience of drinking the Sea-Water as bathing in the Sea. Being carry'd thither he was put into the Sea the 17th of November, and afterwards every other Day . . .

November 24. This Night and every Day after, he drank a half a Pint of Sea-Water, either going in Bed or early in the Morning, and bath'd in the Sea every Day.

November 30. His Appetite return'd, his Limbs were ftronger, and his Words pronounced more articulately.

December 12. He came from Bathing daily brifker and ftronger and readier in expreffing his Words . . . . Therefore I ordered him to continue in the fame Method till he had recover'd his perfect Health . . .

February 8. The Patient came to Oxford, healthy and ftrong, to fee his friends, and take fome Recreation intending foon to return to Winchefter.

DESECRATION OF THE SABBATH

Some clergymen were appalled that railway excursions to the seaside kept people away from church on Sundays and were a "desecration of the Sabbath". Here, the Archdeacon of St Mary's, Southampton, Joseph Wigram, quotes in 1853 the experiences of a "Christian Observer" who reported that:

Thousands, and tens of thousands have been led, during the summer season, to travel by the South Western Railway on the Lord's-day, causing to an awful extent the desecration of the Sabbath, even to such an extent, that the Railway Servants have been kept in a complete state of Sabbath Slavery, bound down to incessant labour. It may truly be said of many of them, that they know not a day of rest. That which is a day of rest and freedom to others, is a day of labour and slavery to them. The very freedom others enjoy, is the cause of their slavery, for during the Sunday, on the South-Western Railway, there are many more travelling than on any other day of the week. I have myself witnessed the awful scene of Sabbath Desecration at the Waterloo Terminus, between the hours of eight and ten in the morning, from three to six o'clock in the afternoon, and from ten to eleven at night.

SUNDAY BY THE SEA

.t the beginning of this century people were very .rict about Sundays. It was not much fun for 1ildren being at the seaside on "the Sabbath". In ournemouth no trains were allowed until 1914, Jnday music was barred, and steamers were not lowed to call at the pier till 1929. In this extract om his *The Very First History of the English 'aside*, written in 1947, H.G. Stokes describes a Jnday by the sea at the turn of the century :

In the strictest households blinds were drawn, silence reigned and complete inactivity prevailed. The adults meditated or frankly slept . . . but for children the seventh day was purgatory. Dolls and toys were locked away; even the Boys Own Paper was considered rather improper Sunday reading, and the sands were absolutely taboo, being reserved solely for the sea and for sinners.

This music cover shows people jam-packed in the third-class compartment on their way to the seaside. Note the contrast with the first-class compartment a little further down the train. (1862)

THE EXCURSION TRAIN GALOP
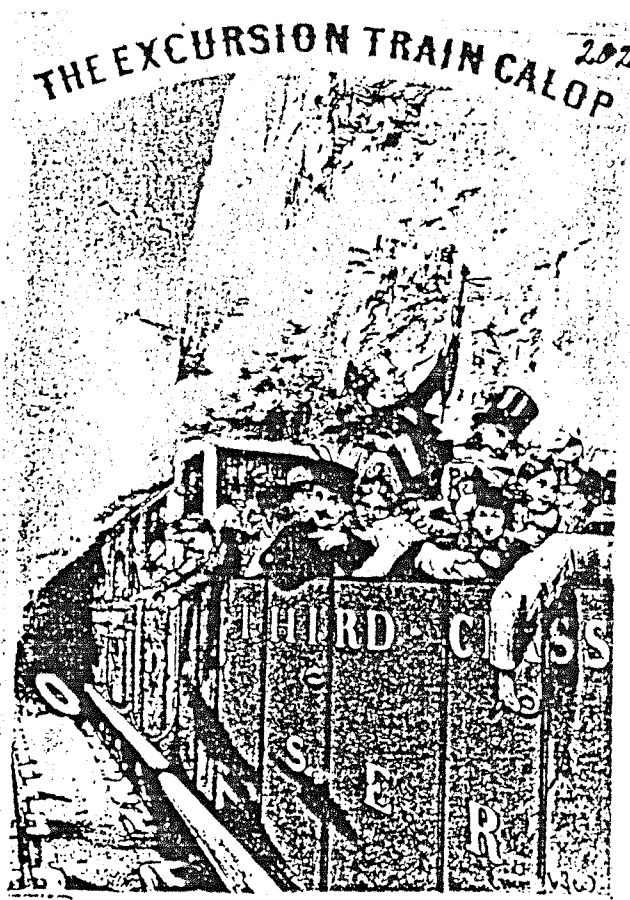
BY

FRANK MUSGRAVE.

LONDON BOOSEY & SONS 74 & 28 HOLLES STREET

～ Swimming Costumes ～

Nude bathing was common right up until the 1870s, but as "Victorian morality" began to take a firmer grip on society, fashions started to change and people began to cover themselves up with ever different types of swimming costume.

1920s style.
▽

THE OLD WAYS – STRIPPING OFF

The Reverend Francis Kilvert was loath to give way to the new morality. In 1874 he was on holiday on the Isle of Wight and in his diary entry for 12 June he wrote:

One has to adopt the detestable custom of bathing in drawers. If ladies don't like to see men naked, why don't they keep away from the sight? . . . Today, I had a pair of drawers given me which I could not keep on. The rough waves stripped them off and tore them down round my ankles. While thus fettered I was seized and flung down by a heavy sea which retreating suddenly left me lying naked on the sharp shingle from which I rose streaming with blood. After this I took the wretched and dangerous rag off and of course there were some ladies looking on as I came up out of the water.

The drawers "given" to Rev. Kilvert would have been those hired to him by the bathing machine attendant. This was a change from two years previously when he had written, while on holiday in Weston-Super-Mare:

Many people were openly stripping on the sands a little further on and running down into the sea, and I would have done the same but I had brought down no towels of my own.

But the next day he wrote that he was:

. . . out early before breakfast this morning bathing from the sands. There was a delicious feeling of freedom in stripping in the open air and running down naked to the sea, where the waves were curling white with foam and the red morning sunshine glowing upon the naked limbs of the bathers.

THE NEW MORALITY

By contrast, in 1910, it was laid down at Broadstairs, Kent, that:

For the preservation of decency and order, every person above the age of ten years shall wear a suitable costume or dress from the neck to the knees.

The first piers were built as landing places for passengers and goods, but by the 1830s, they began to be used as promenades and places of entertainment — for example, at Margate, Southend and Brighton. By the middle of the nineteenth century piers were built mainly for pleasure and, with their pavilions, they provided many different forms of live entertainment.

THE BOURNEMOUTH PIER

Guide books are a useful source of information about seaside resorts. Bright's Guide to Bournemouth of 1897 gave the following description of the pier, which was used then both for entertainment and as a landing stage.

The Pier offers an excellent promenade and resting place for those who, while wishing to enjoy the sea air, do not care to run the risk of an attack of mal de mer. Those who have no fear of this unenjoyable state flock to the landing stages, whence the splendid steamers of the Bournemouth, Swanage and Weymouth, and Bournemouth and South Coast Steam Packets, Limited, all through the summer season, take hundreds of visitors to spend a few hours at one or other of the Watering Places on our Coast between Brighton or Torquay, or run shorter trips, at intervals during the day, for those who wish to explore the beauties of Swanage, Lulworth, Alum Bay, &C.

During the early hours of the morning numbers of bathers are attracted to the Pier, from the end of which they are enabled to enjoy the luxury of a dive into clear, deep water, from the springboard which is fastened at the landing stage; while in the evening, those who love to see the mantle of the night as it gradually clothes the earth can here watch the last rays of the sun behind the Dorsetshire hills, and catch a final glimpse at the twilight bay before returning to their homes.

Map

A map of British seaside resorts which once had piers. Those with the name underlined have a pier still existing.

SQUEALING, SQUALLING, SCREAMING . . .

Richard Jeffries in his essay, "The Open Air", gives a description of how people entertained themselves at the seaside in 1885:

Mamma goes down to bathe with her daughters and the little ones; they take two machines at least; the pater comes to smoke his cigar; the young fellows of the family party come to look at "the women", as they irreverently speak of the sex . . . . Every seat is occupied; the boats and small yachts are filled; some of the children pour pebbles into the boats, some carefully throw them out; wooden spades are busy, sometimes they knock each other on the side of the head with them, sometimes they empty pails of sea water on a sister's frock. There is squealing, squalling, screaming, shouting, singing, bawling, howling, whistling, tin-trumpeting, and every luxury of noise. Two or three bands work away . . . a conjurer in red throws his heels in the air; several harps strum merrily different strains; fruit sellers push baskets into

folk's faces; sellers of wretched needle-work and singular baskets coated with shells thrust their rubbish into people's laps. These shell baskets date from George IV. The gingerbeer men and the newsboys cease not from troubling. Such a volume of uproar, such a complete organ of discord- -I mean a whole organful—cannot be found anywhere else on the face of the earth in so comparatively small a space. It is a sort of triangular plot of beach crammed with everything that ordinarily annoys the ears and offends the sight.

THE PUNCH AND JUDY MAN

Here a proprietor of a Punch and Judy show describes his work. The extract, from an interview by Mayhew in the 1850s, shows how some of the people spoke:

I am the proprietor of a Punch's show . . . . I goes about with it myself, and performs inside the frame behind the green baize. I have a partner what plays the music — the pipes and drum; him as you see'd with me. I have been five-and-twenty years at the business . . . . I formerly was five months out of employment, knocking about, living first on my wages (which he had earned as a servant) and then on my clothes, till all was gone but the few rags on my back. So I began to think that the Punch-and-Judy business was better than starving after all . . .

The first person who went out with me was my wife. She used to stand outside and keep the boys from peeping through the baize, whilst I was performing behind it; and she used to collect the money afterwards as well. I carried the show and

trumpet, and she the box . . .

Now I often show twenty times in the day, and get scarcely a bare living at it. We start on our rounds . . . in the morning and remain out till dark at night . . .

We in generally walks from twelve to twenty miles every day, and carries the show, which weighs a good half-hundred at the least . . . Wherever we goes we are sure of plenty of boys for a hinurance; but they've got no money, bother 'em. And they'll follow us for miles, so that we're often compelled to go miles to avoid them . . .

They'll throw one another's caps into the frame while I'm inside on it, and do what we will, we can't keep 'em from poking their fingers through the baize and having holes to peep through. Watering places is werry good in July and August. Punch mostly goes down to the seaside with the quality.

"The quality" meant the toffs (the well-to-do).

A DAY AT BUTLIN'S, 1946

This is what a day at Butlin's, Clacton-on-Sea, in 1946 would have provided:

9.30 a.m. Kiddies' Playtime in the Playroom (Parents' Free Hour).

9.45 a.m. Special Motor Coach trip to the Norfolk Broads, including a motor Launch trip on the Broads—Arrive back in Camp by 9.15 p.m.

10.00 a.m. You should be getting really fit by now! How about coming along and have some more Games and Exercises on the Sports Field.

10.30 a.m. Butlin Beginners' Swimming Class at the Pool. Two more days now to get that Certificate.

10.30 a.m. Uncle Mac will entertain children of all ages on the Playground.

10.45 a.m. Organized Amble. A pleasant walk along the Coast. Meet at the Pool.

11.00 a.m. Final rehearsal for Campers' Concert in the Kent Theatre. Your last chance to mount that ladder to the stars!

11.00 a.m. Special attraction!! Lads' and Lasses' Softball Match. The Campers of Kent v. Campers of Gloucester.

11.00 a.m. Boxing Instruction in the Gym. Some last-minute tips from Reggie Meen for to-night's contests.

11.00 a.m. In a few hours' time Harry Davidson and his Orchestra will be playing for you. Come along and learn the Fifth and Last Figure of the Lancers, with Arthur Wood at the Compton Organ.

11.15 a.m. Kiddies' Fun and Games on the Green (Under 7's).

11.45 a.m. Health and Beauty class, for 16's to 60's, on the Green.

2.30 p.m. Butlin's Grand Carnival! There will be a Grand Parade of Decorated Bicycles, Decorated Juvenile Bicycles — Adults', Junior Campers' and Kiddies' Fancy Dress Parade (Best Costume, Most Original and Most Humorous). Also Junior Campers' Inter-House Dancing Competition. The Parade will be headed by the Holiday Lovely of the week, the most charming Junior Camper and the Kiddies' Holiday Lovely, on the Sports Field. Alvin Gould and his Carnival Band

will be there too. Followed by the world famous Frogmen at the Pool, and a Swimming Gala, at approx. 4.30 p.m. Events: 1 Length Free Style, 1 Length Breast Stroke; Diving Competition; 1 Length Backstroke; 6 x 1 Length Inter-House Relay; Veterans' 1 Length.

4.00 p.m. Toddlers' Tea Time, in the Noah's Ark.

4.30 p.m. Uncle Mac with Punch and Judy on the Playground.

8.00 p.m. Inter-House Novices' Boxing Competition in the Gym. And an exhibition bout: Reggie Meen, Heavyweight Champion of Great Britain, 1931 and 1932; and Ray Salmon, Army Heavyweight Champion, Western Command.

8.30 p.m. Campers' Concert in the Theatre.

9.00 p.m. Special attraction! Old Fashioned dancing to Harry Davidson and his Orchestra.

10.15 p.m. Arthur Wood on the Compton Organ will take over until 10.45 p.m.

10.25 p.m. Penny on the Drum.

10.45 p.m. Old Fashioned Dancing Again with Harry Davidson and his Orchestra.

11.00 p.m. A Demonstration of the Lancers will be given by members of the Entertainment Staff.

11.45 p.m. Good night Campers.

William Butlin organized the first holiday camp in 1936, on a site between Skegness and Mablethorpe. The idea was to provide, at a reasonable price, communal amusements and restaurants and a network of self-contained chalets within easy reach of the sea. Since then, millions have spent their holidays in a Butlin's camp -- looked after by a "Redcoat", in a red blazer, who helps to organize the entertainments. Other camps, like Pontin's, have also been very popular.

Most of us have been to the seaside — for a day, a week or longer. We descend on the seaside, in greater numbers than ever, often putting a strain on the facilities and the natural beauty of the coastline. As the seaside towns fill up, many people have taken to tents, caravans and caravanettes, which tend to cover whole stretches of coastline — though quiet spots can always be found.

Increasingly also, people have been going abroad for their holidays — with the Spanish and Italian coasts amongst the most popular places. Charter flights and group holidays have reduced the cost of holidays abroad, which are now within the reach of many more people.

Greetings from LONDON

COLWYN BAY

A WEEK IN CORNWALL, 1982

Rose Baker is an office cleaner who lives in Bristol. Here she recalls a recent holiday (1982) in Newquay, Cornwall:

We went to Newquay just for a week. We go because we like it there. We go there every year. The sea is nice and the people are nice who we stay with. We stay in the Pentrevah Hotel. About 21 bedrooms — a family concern. The landlady is very nice. It's bed and breakfast, and evening meal.

They have two little shows on a Thursday and Tuesday. They've got a little dance floor that you can dance on — they've got a television room where you can watch television if you want to. The meals are excellent.

I've been going for eight or nine years now, and I never get bored. Four of us go, me, my husband, my brother and his wife. We go by car. We meet the same people every year, or nearly all the same people. They come from all over the place — Doncaster, Wales, London.

The seaside is clean. There you've got the lot and you can please yourselves. There's the headlands, we have a walk round the beaches, cups of tea, sitting up on the green watching the bowling and looking down over the sea, reading the paper, reading me book . . .
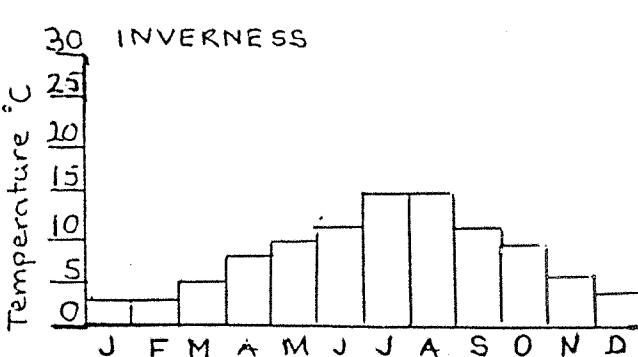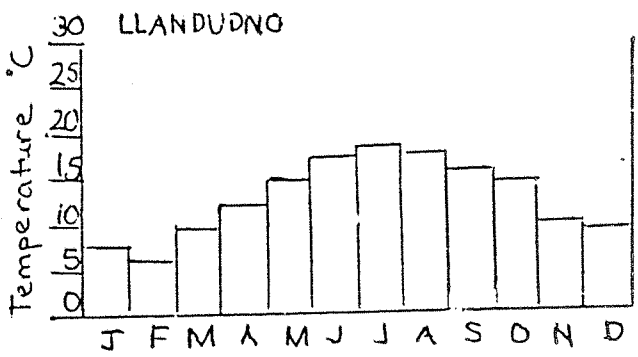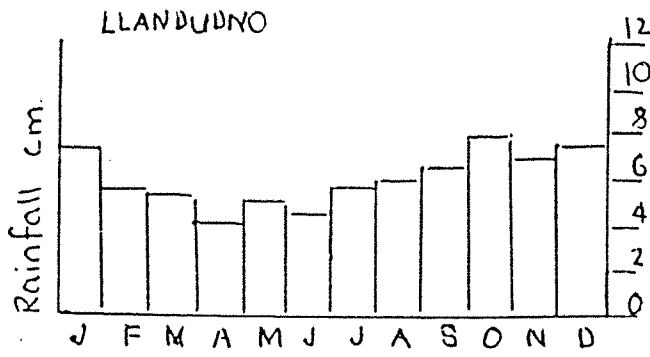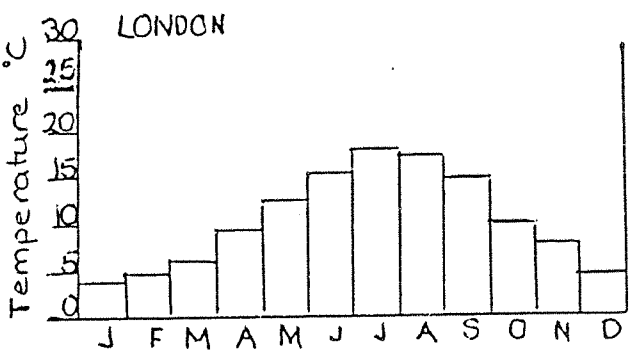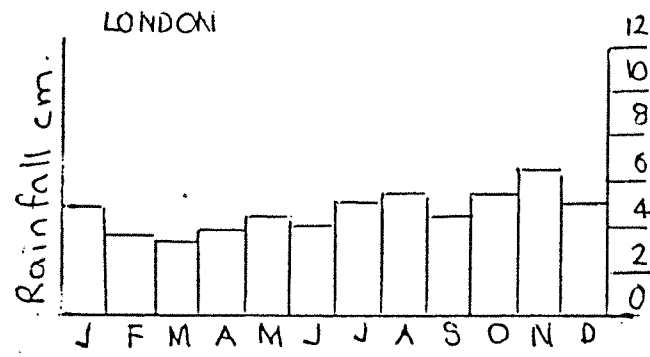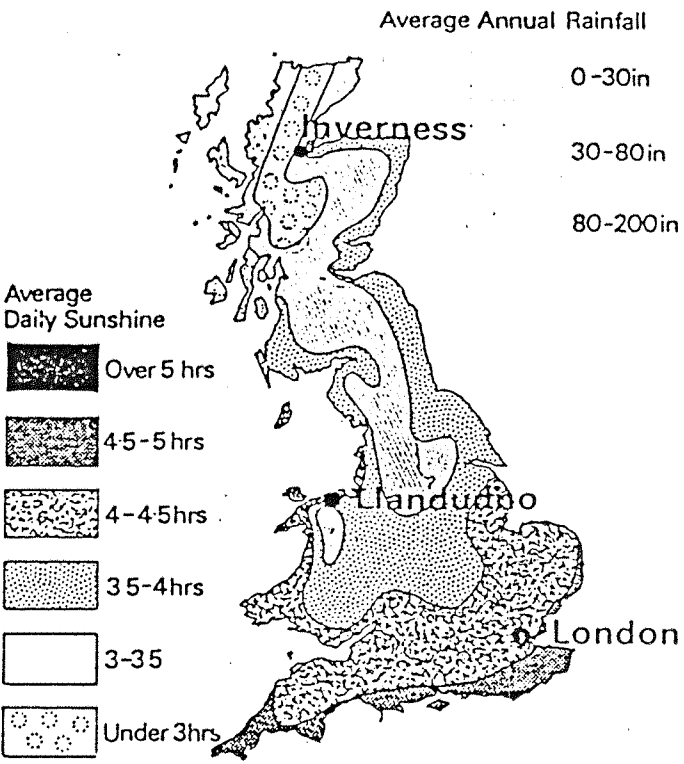
Taking the risk

Car ownership has made the British aware of the variety of natural attractions throughout their home country. Half of the 46 million people who take a holiday every year, travel by car. Many go to the more remote parts of Britain. Active holidays such as sailing, canoeing, pony-trekking and camping are increasing in popularity.

Holidays in Britain are, however, always a gamble. It can rain in mid-summer or be scorching hot. Over 37 million people, nevertheless, take the risk at least once a year.
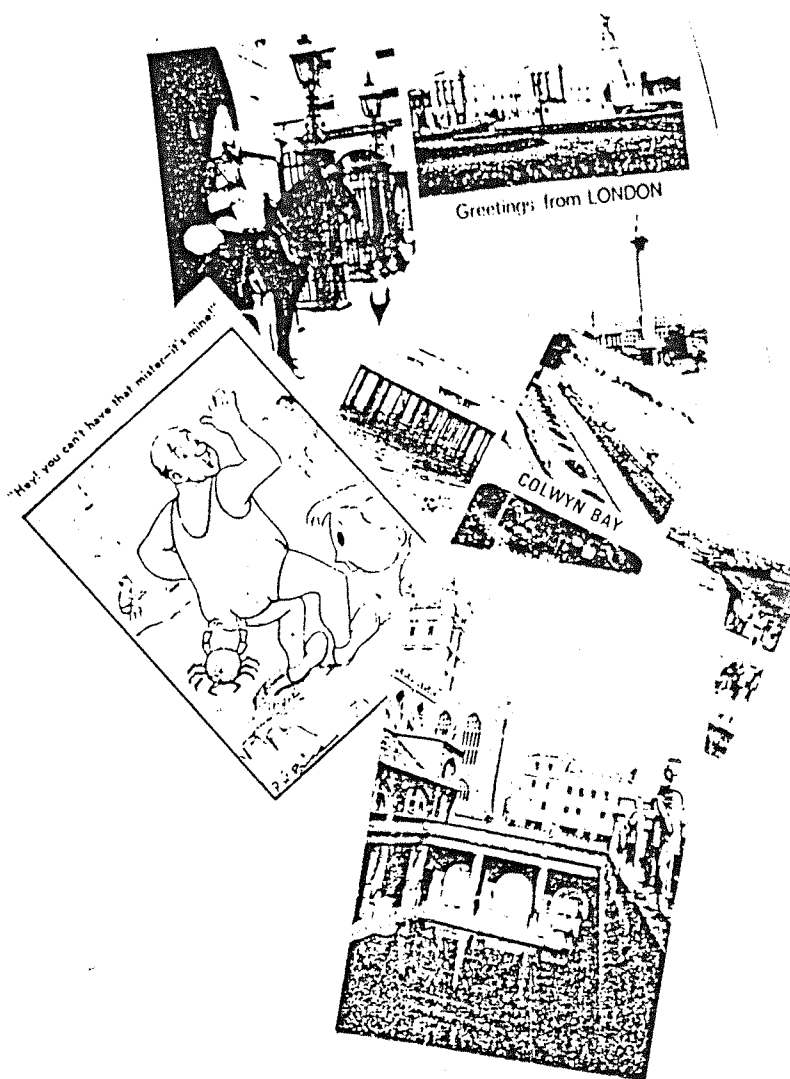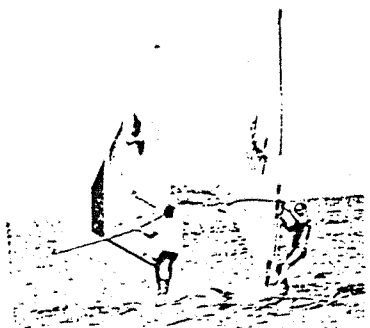
BRITAIN'S CLIMATE

Britain has a temperate and mild climate. The prevailing winds are from the south-west. Winds are generally stronger in the north than in the south of the British Isles and stronger on the coasts than inland. The weather is liable to frequent changes but to few extremes of temperature (the average range between summer and winter is from 7°C to 12°C).

Average Annual Rainfall

0 - 30 in

30 - 80 in

80 - 200 in

Average Daily Sunshine

Over 5 hrs

4·5 - 5 hrs

4 - 4·5 hrs

3·5 - 4 hrs

3 - 3·5

Under 3 hrs

Inverness

Llandudno

London

LONDON
Rainfall cm.
J F M A M J J A S O N D

LONDON
Temperature °C
J F M A M J J A S O N D

LLANDUDNO
Rainfall cm.
J F M A M J J A S O N D

LLANDUDNO
Temperature °C
J F M A M J J A S O N D

INVERNESS
Rainfall cm.
J F M A M J J A S O N D

INVERNESS
Temperature °C
J F M A M J J A S O N D

Thomson
IBIZA · FORMENTERA

Picturesque port - Ibiza town

Windsurfing with Thomson - Playa D'en Bossa

Have fun on a safari!
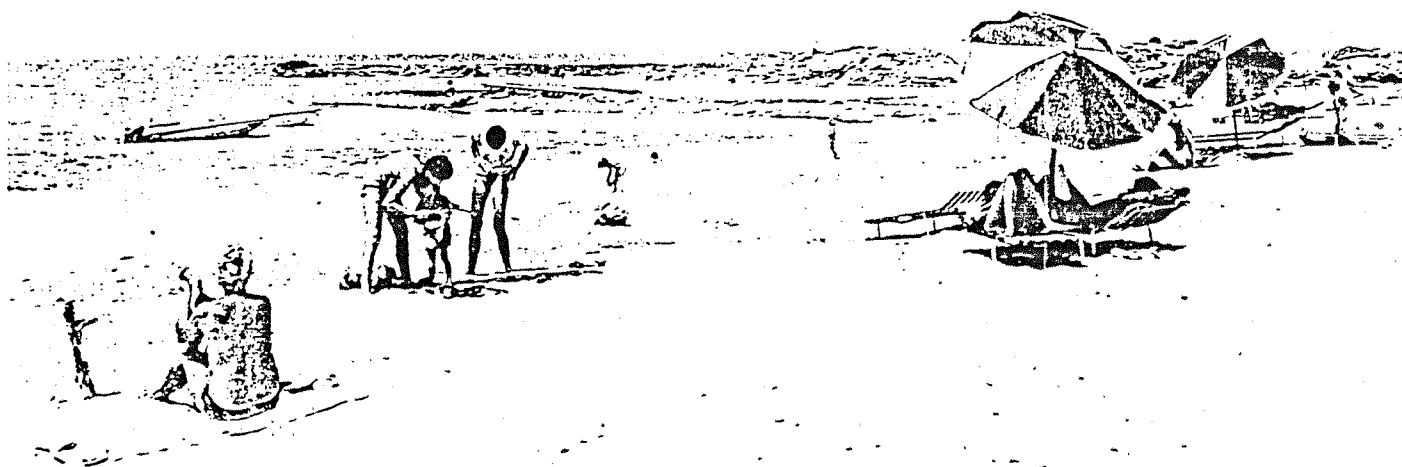
There are many golden beaches in Ibiza and Formentera - this one is on Formentera

What Ibiza and Formentera share in common are landscapes of incomparable scenic beauty, magnificent coastlines and above all, the Mediterranean sun. Other than that, they are as different from each other as they are from Majorca though both are part of the Balearics. Ibiza is small and mountainous with a startlingly varied and ever changing tapestry of views. These veer from the sparkling salt flats of the south to the hairpin bends and dizzy drops in the pine-clad northern mountains.

Tiny coves or beaches shelter between the craggy headlands contrasted by marvellous stretches of soft, pale sand. The resorts, especially San Antonio, are packed with excitement and vitality, while inland, amidst the orange groves, the pretty, country villages with their dazzling white houses, windmills and ancient waterwheels cling firmly to the simpler traditions of the past.

Just over an hour's ferry ride to the south and only a fifth the size of its neighbour snoozes a magical sliver of land. Formentera is still barely touched by tourism. Even experienced travellers will be stunned by the beaches, where unbelievably clear waters dazzle, a rainbow of blues against pale yellow sand.

For further information on these islands, please contact: the Spanish National Tourist Office, 57-58 St. James's Street, London SW1 Tel: 01-499 0901.

Our opinion.

Situated as they are, halfway between Spain and North Africa, both islands offer a perfectly glorious climate and the prospect of a fantastic sun tan. Their individual attractions are enhanced by the genuine hospitality of the Mediterranean way of life. Ibiza offers personality - this enchanting island has an easy going atmosphere which is particularly appealing to young people. Beautiful scenery, gorgeous sandy beaches and crystal clear seas extend the island's appeal to visitors of all ages. Formentera offers solitude, and is a dream come true for anyone who thought that deserted beaches were a thing of the past.

INDEX

13. Find the temperature and rainfall chart for Llandudno.

    a) Which were the three warmest months in Llandudno during that year.

    June July Aug.

    b) What was the wettest month in Llandudno during that year?

    October.

    c) On which coast are the highest average daily hours of sunshine recorded?

      i) South coast.

      ii) East Coast.

     iii) North West coast.

     iv) West coast.

      v) North East coast.

Put a ring round the correct answer.

14. Find where Richard Russel is mentioned.

He is described as a "quack".

What does this mean?

    a) Somebody very rich.

    b) Someone pretending to be a doctor.

    c) A patient.

    d) A good swimmer.

    e) Someone who keeps ducks.

Put a ring round the correct answer.

11. Harry Smith wants to go to Ibiza for his holiday. Help him find the
     information he wants to know.

     a) How much is it to hire a small car for a week? (in pounds) ~~£~~259

     b) How long will it take to fly to Ibiza from Gatwick Airport? 2 hrs 15 min.

     c) How much will it cost for a day's private cruise? ~~£~~12.

     d) Which two months should he choose if he likes it really hot? July + Aug
     _____

     e) How could he save money on his flight? Fly at night

     f) He wants to change some English money into Ibiza money. Which does
        he need?

        i) Dollars.

        ii) Francs.

        iii) Pesetas.

        iv) Yen.

        v) Marks.

     Put a ring round the correct answer.

12. Find the maps showing seaside resorts which had piers.

     a) If you were travelling along the coast from Southsea to Walton
        via Hastings, how many seaside towns with piers would you pass
        today, including both Southsea and Walton.   12

     b) Use the scale to find out how far it is in a straight line

        i) from Clevedon to Lee on Solent 100 km - 105 km acceptable

        ii) from Bexhill to Margate 75 km - 80 km acceptable

        iii) from Brighton to Worthing 15 km - 20 km acceptable.

8.   Look at Page 8.

It says "Holidays in Britain are, however, always a gamble."

Does the writer mean:

   a) "Britain is not a good place for holidays."

   b) "It always rains on your holiday."

   c) "Holidaymakers can never be certain of good weather in Britain."

   d) "The best holidays are in Britain."

   e) "Bingo is a popular British pastime."

Put a ring round the correct answer.

9.   Look at Page 7.

Pretend you are interested in boxing.

At what times would you need to go to the gym at Butlins in 1946?

   a) 11.00p.m.

   b) 11.00a.m. and 2.30p.m.

   c) 8.00p.m.

   d) 11.00a.m. and 8.00p.m.

   e) 2.30p.m. and 8.00p.m.

Put a ring round the correct answer.

10.   On which pages would you look to find out about:

   a) holiday camps ___ 1, 7 ___

   b) bathing costumes ___ 1, 4 ___

5. Look at Page 2.

In eighteenth century English, which letter of the alphabet was often used instead of 'S'?

   a) t

   b) l

   c) f

   d) m

   e) z

Put a ring round the correct answer.

6. Look at Page 3.

What did the Archdeacon of St. Mary's Church object to?

   a) Railway noise.

   b) Slavery abroad.

   c) Railway workers working on Sundays.

   d) Not enough trains on Sundays.

   e) The South-Western Railway.

Put a ring round the correct answer.

7. Look at Page 3.

How did many people travel to the seaside towns in the middle of the nineteenth century?

   a) Train.

   b) Coach.

   c) Bus.

   d) Horse.

   e) Walk.

Put a ring round the correct answer.

SCHOOL _____   NAME _____

                                    DATE _____

SEASIDE HOLIDAYS

INSTRUCTIONS

This booklet contains information on seaside holidays.

It is a collection of pages from various books, the sort you might use if you were doing a project.

Your task is to use the booklet to answer the questions on the following pages.

You are being tested on your ability to:

   a) skim and scan

   b) use contents and index pages

   c) find information in the booklet

   d) use your general knowledge

   e) explain the meaning of some phrases

   f) show you can understand simple charts, maps and tables.

Read the questions first. Answer the questions you think are easy. Leave the harder ones till later.

Try to answer all the questions.

. . . .

1.   Look at the four pictures on the front cover.

     They each show visitors at the seaside, but at different times in history.

     Arrange the letters in the pictures on the time line below to show the correct sequence from old to modern.

| OLD | B | | C | | D | A | MODERN |

2.   Look at Page 1.

When did sunbathing first become popular?

   a) 1930's

   b) 1920's

   c) 1890's

   d) 1900's

   e) 1940's

Put a ring round the correct answer.

3.   Look at Page 1.

When did the idea of seaside holidays begin?

   a) At the beginning of the seventeenth century.

   b) At the beginning of the nineteenth century.

   c) Towards the middle of the eighteenth century.

   d) At the beginning of the eighteenth century.

   d) At the beginning fo the fifteenth century.

Put a ring round the correct answer.

4.   Look at Page 2.

What did most holiday-makers do at the seaside before the nineteenth century?

   a) Swim.

   b) Drink and immerse themselves in water.

   c) Sunbathe.

   d) Build sandcastles.

   e) Play beach games.

Put a ring round the correct answer.

APPENDIX D

EDITING TASK

Area English Editing Task. *Test item*

Instructions for pupils:

"Look for the spelling mistakes and punctuation missing in this piece of rough work. Do the corrections on this page, using a coloured pencil. Put in the punctuation where you think it should be, and correct any wrong spelling by writing the correct word above the wrongly-spelt word."

Notes for teachers

1.   Do <u>not</u> read the passage for the pupils. They must work individually, with no help.   No dictionaries or workbooks.

2.   Pupils may have a second copy of the worksheet if they need it.

<u>Marking</u>   See specimen sheet.

One mark for each correction. One mark for a correct full stop <u>plus</u> one mark for the following capital letter.

One mark for commencing speech marks in the correct place <u>and</u> one mark for speech marks finishing direct speech.

Question and exclamation marks gain one mark each <u>plus</u> one mark for the full stop underneath.

Spellings must be re-written correctly and completely over the top of the incorrect word.

Ignore any "incorrect" corrections but make a note on the child's paper if it is obvious that he has been guessing wildly and making many incorrect alterations.

Multiply score by 2 to convert to a percentage.

<u>Notes</u>   line 5 after 'eat' a comma permitted

line 12 after 'watching' either comma or full-stop

Line 12 after 'what' exclamation mark or question mark.

The boys in the workhouse were very poorly fed. By ~~evning~~ evening Oliver Twist was starving. He couldn't imagine that the tiny helping of watery, ~~tastless~~ tasteless gruel was all ~~their~~ there was to eat. He thought there ought to ~~of~~ have been more. He sat and ate in silence. It was quickly ~~finishd~~ finished, but he was still ~~hungrey~~ hungry. Dare he ask for more? He rose and went to the master, basin and spoon in hand. "Please sir," he said, "I want some more."

The other boys couldn't ~~bileve~~ believe what they ~~where~~ were watching, nor could the master. "What?" he said, amazed. Oliver ~~repeted~~ repeated his request. This time the reply was a blow on the head.

APPENDIX E

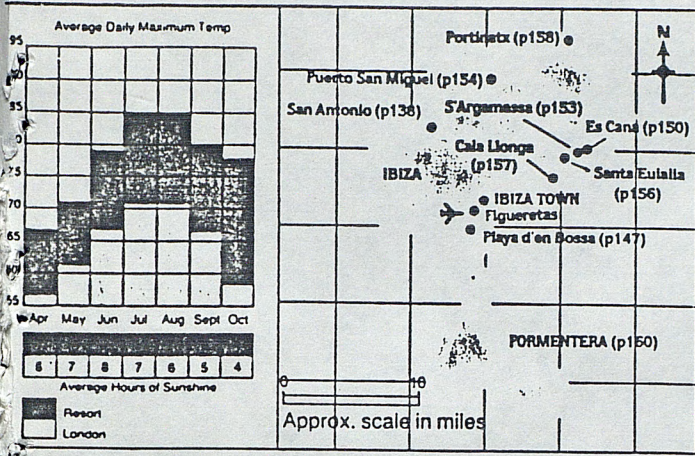CREATIVE WRITING STIMULUS

i)

About the pictures:

Look carefully at both pictures.

CHOOSE which one interests you the most and write a story of your own about the scene.

Make your writing interesting by putting in plenty of describing words.

The picture can be either the beginning or ending of your story - or even the middle!

You can choose.

Average Daily Maximum Temp

Apr May Jun Jul Aug Sept Oct

6 7 8 7 6 5 4
Average Hours of Sunshine

Resort
London

Portinatx (p158)

Puerto San Miguel (p154)
San Antonio (p138)   S'Argamassa (p153)

Cala Llonga   Es Cana (p150)
(p157)
IBIZA   Santa Eulalla
(p156)
IBIZA TOWN
Figueretas
Playa d'en Bossa (p147)

FORMENTERA (p160)

N

Approx. scale in miles

You can fly to Ibiza from:
Gatwick (2 hrs 15 mins)
Luton (2 hrs 15 mins)
Bristol (2 hrs 30 mins)
Cardiff (2 hrs 30 mins)
B'ham (2 hrs 30 mins)
E.Mids (2 hrs 30 mins)
Manchester (2 hrs 45 mins)
Leeds (2 hrs 45 mins)
Newcastle (3 hrs)
Glasgow (3 hrs)
Edinburgh (3 hrs)

You can depart for Formentera (Ibiza airport) from:
Gatwick (2 hrs 15 mins)
Luton (2 hrs 15 mins)
Cardiff (2 hrs 30 mins)
B'ham (2 hrs 30 mins)
E. Mids (2 hrs 30 mins)

Manchester (2 hrs 45 mins)
Newcastle (3hrs)
Glasgow (3 hrs)
Flights to Ibiza for Formentera are followed by ferry journey.

For full flight details see page 406.

Playa D'en Bossa

EXCURSIONS

The most spectacular sights on these islands are still the ones created by nature which you can discover on a tour or admire from the sea. Tiny peaceful Formentera there are just a few excursions but on lively Ibiza you can choose between a whole range of fun outings. Below we list a few excursions taken from last year's availability and prices. Your Thomson Rep will bring you up to date at the Welcome Party soon after your arrival.

Description	Duration	'85 Prices
Ibiza		
Island tour	full day	£9
Formentera	full day	£12
Private cruise	full day	£12
Farmhouse barbecue	evening	£10
Party night	evening	£11
Formentera		
Pirates cruise	full day	£10
Sahari safari	full day	£8
Barbecue	evening	£8

Fun at the beach party - Ibiza

Take a ferry to the golden beach of Cala Bassa

Being in such a privileged position and with year round sun, the beaches of these islands are perfect for all kinds of watersports. Many resorts offer pedalos, glass-bottomed boat trips, sailing boats, windsurfing and water-skiing. Most highly recommended are the energetic sports of paddling and sunbathing! If you do feel the urge for action, then there is tennis and crazy-golf in most resorts, horse-riding is available and you'll even find a 9-hole golf course at Roca Lisa.
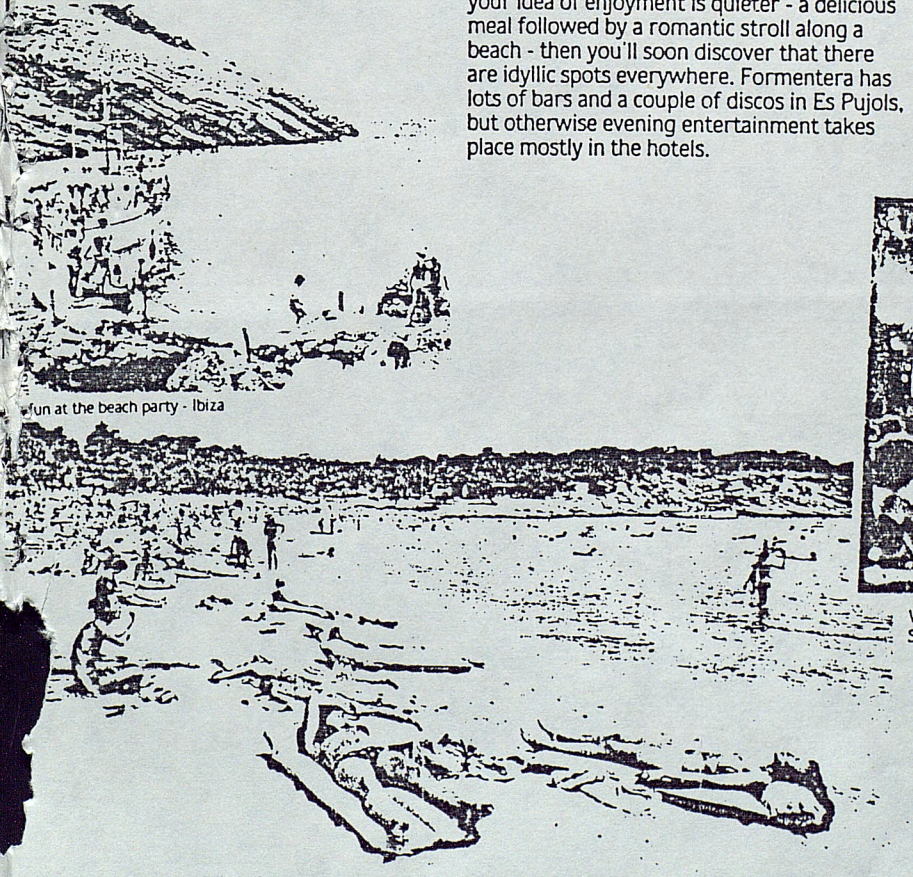
Ibiza's nightlife has to be seen to be believed, shared almost equally between the capital, Ibiza Town and San Antonio. Angel's, Glory's, Pacha and Ku are all legendary discos and there are dozens of others, different ones becoming popular in different years. But if your idea of enjoyment is quieter - a delicious meal followed by a romantic stroll along a beach - then you'll soon discover that there are idyllic spots everywhere. Formentera has lots of bars and a couple of discos in Es Pujols, but otherwise evening entertainment takes place mostly in the hotels.

CAR HIRE

Discover the wealth of lovely scenery in Ibiza and Formentera by hiring a car. Drive along and explore the ever changing coastlines, little sandy coves, and picturesque villages, or the nightlife of neighbouring resorts.

Car Size and Type	Small (eg SEAT PANDA)	Medium (eg FURA)	Large (eg FORD ESCORT)
3 Days Min Rental	6,876 (£30)	7,560 (£32)	8,280 (£36)
Weekly Rate	13,752 (£59)	15,120 (£65)	16,560 (£71)

Prices shown are in Pesetas (£'s approx. at 22 July 1985 exchange rate). Daily add-on rate available on request.
Car Hire Company: Pitiusas Rent a Car/BC Rent a Car. For Car Hire conditions and details of what is included see page 411.

Pavement café in lively San Antonio ▼

Visit the main square in ▲ San Antonio at night

FORMENTERA·IBIZA

(ii) imaginative writing — TESY 4em
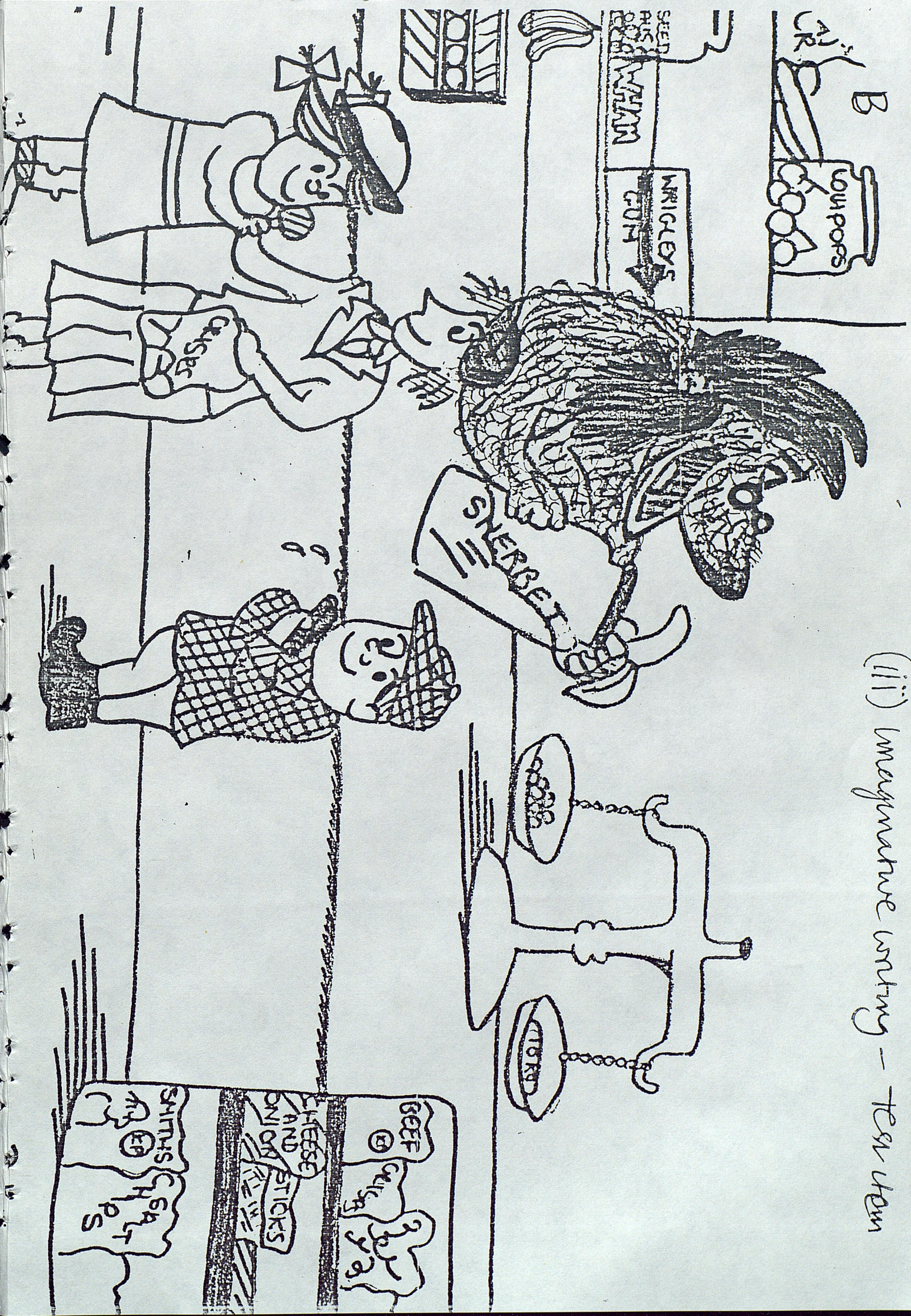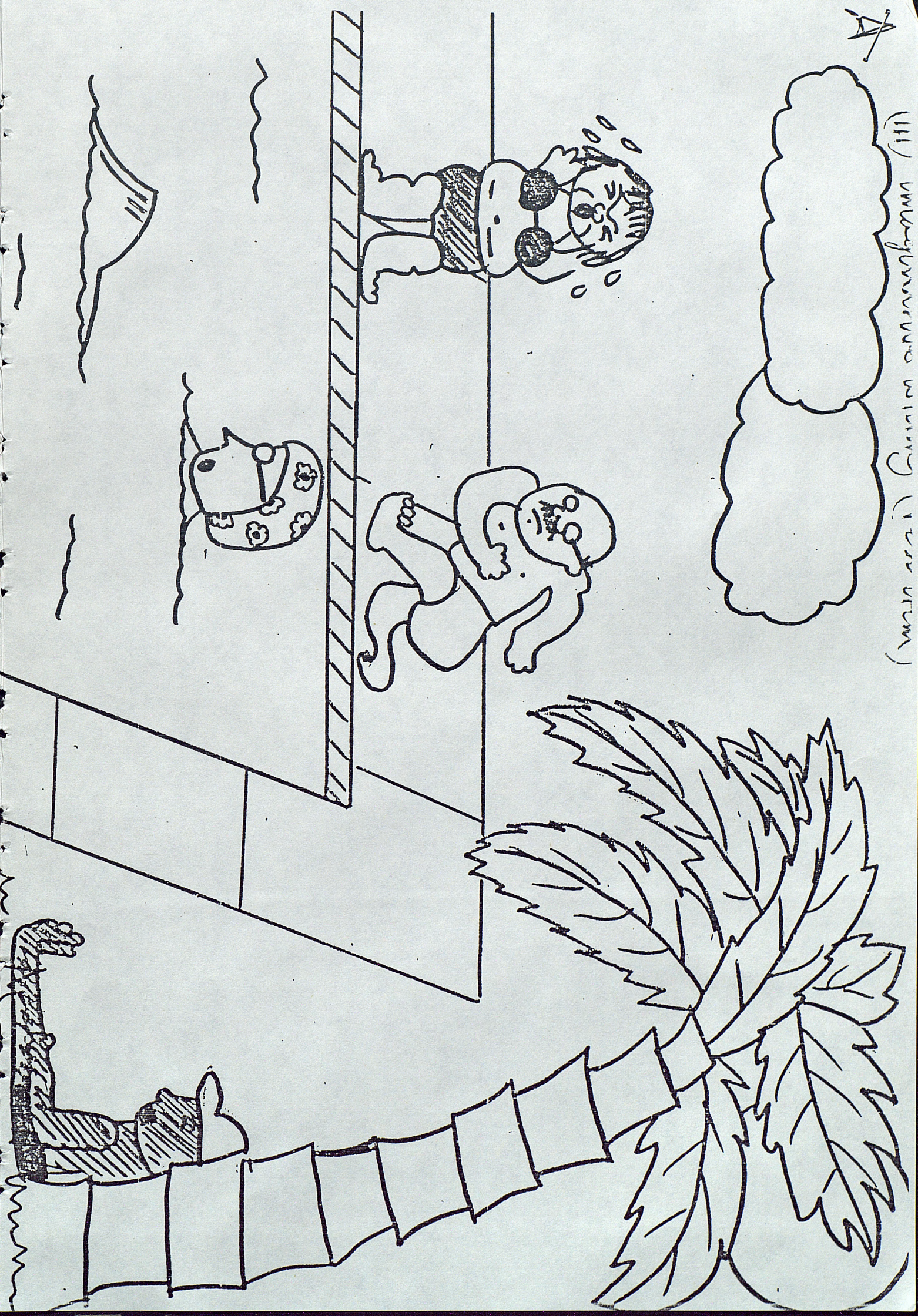
Four point Language Assessment.

A guide to impression marking.

These notes are intended as a general guide for the teacher when taking a more structured approach to the business of 'impression marking' of essays. The notion of impression marking specifically excludes any attempt to sub-divide the writing of an essay into separate skills and allocate marks to these separate areas proportionally (e.g. marks out of 10 for grammar/punctuation, marks out of 20 for content, giving a total essay mark out of 30). Rather, the essays are read as straight forward language exercises (the division into grammar, punctuation and content would seldom be appreciated by children) and allocation to simple grade levels proceeds from the overall impression of the essays should be gained by the marker.

The following notes suggest some aspects of children's writing which ought to be considered. It must be emphasised that the notes do not constitute an exhaustive inventory of children's writing skills.

Level 1.   (Highest)

a) The essay is free from those errors of spelling, punctuation and grammar that would otherwise obscure the sense.

b) Where the essays are well constructed and interesting as a result.

  i)   variety of language use
  ii) an imaginative sense of what will interest, inform
       or entertain the reader
  iii) an understanding of how to employ the conventions
        of standard grammatical structure and punctuation
       to produce meaningful prose clearly the writer's purpose.

Level 2.

a) Where some of the child's ideas may not be fully developed.

b) Where occasional omission of facts, events or reasoning detracts from the well-formedness of the essay.

c) Where the use of language exhibits at least some small degree of variety, vividness or simple awareness of the need to make writing interesting to the reader.

d) Where the overall sense of the essay is clear but the errors of grammar, spelling or punctuation may still occur, obscuring isolated episodes in the passage.

Level 3.

a) Where the mode of writing is not completely appropriate to the title.

b) Where there is evidence that the child can write at least some correct sentences.

c) Where the language is mundane or repetitious.

Level 4.

a) If the essay doesn't include a sentence free from a major
grammatical error which severely obscures the sense of what is said.

b) Where all, or nearly all of an essay has been written in an
inappropriate 'mode' (e.g. starting to write an autobiographical
piece but going into a story.