

# Contents

Foreword.....	xi
Report Outline.....	xiii
Highlight Findings.....	xv
Acknowledgements.....	xvii
<b>PART I: Introduction.....</b>	<b>1</b>
<b>Chapter One: Explaining the Reporting Process for the Transition Study and Suggestions for Using the Report.....</b>	<b>3</b>
The Nature, Purpose and Scope of the Report.....	4
Development of the Report.....	4
Selecting the Case Study Student.....	5
Student Anonymity.....	5
Linking to the Other Reports in the Transition Study Series.....	6
The Other Reports.....	6
Using this Report.....	7
Pull-out statements.....	7
‘All Students’ boxes.....	7
Report Structure.....	7
<b>PART II: The Context for Emily’s Story.....</b>	<b>9</b>
<b>Chapter Two: Overview of the Transition Study and Details about Participating Students.....</b>	<b>11</b>
Background and Purpose of the Research.....	12
A Review of the Transition Research Literature.....	12
Brief Outline of the Study.....	13
Content of Interviews and Questionnaires.....	14
Achievement Testing.....	14
Students in the Study.....	14
Ethnicity.....	14
The Students’ Schools.....	15
Age.....	15
Gender.....	15
Country of Birth.....	15
Language Spoken at Home.....	15
Experience of Previous Transitions Involving a Change of School.....	15
Family Configurations.....	15
Number in Household.....	15
Occupations/Qualifications of Parents.....	16
Attrition Rates.....	16
Summary of ‘Emily’s Story’.....	16
What can be Drawn from the Information about this Student?.....	18
Brief Account of ‘Luke’s Story’.....	20
<b>Part III: Emily’s Story.....</b>	<b>21</b>
<b>Chapter Three: Background Information about the Student.....</b>	<b>23</b>
Introducing Emily.....	24
Relationship with Parents/Family.....	25

Talking about School with Family and Others .....	25
Teacher Views of Family Support .....	29
Family Rules and Discipline .....	29
Student Behaviour, Independence, and Responsibility .....	31
Health and Well-being .....	33
Health .....	33
Well-being .....	33
Desire to Change Aspects of her Life .....	36
Recent, Important Changes in her Life .....	36
Home Interests, Activities, and Responsibilities .....	38
Favourite Activities .....	38
Television Viewing and Computer Use Outside of School .....	41
Responsibilities Outside of School .....	44
The Balance between Leisure Time and Responsibilities .....	44
Parental Concerns about Child Behaviour and Well-being .....	46
Summary Statements about Emily and her Relationships with Family .....	48
<b>Chapter Four: Student and Social Interactions .....</b>	<b>49</b>
Friends .....	50
Friendship Networks during the Study .....	50
Best Things about Friends .....	56
Not So Good Things about Friends .....	59
How Emily Rated Aspects of her Relationships with Friends .....	61
Parent Perspective on Emily's Friends .....	64
Teacher Views of Emily's Friends .....	64
A Brief Overview of Emily's Friendship Networks .....	65
Bullying .....	67
Relating to Adults .....	71
Summary Statements about Emily and Social Interactions .....	71
<b>Chapter Five: Being a Learner .....</b>	<b>73</b>
General Learning Behaviours .....	74
Views about Reading and Writing when Not at School .....	74
Emily's Views on whether she was Good at Learning .....	79
Emily's Views on what Helped her Learn Best .....	83
When Learning was Not So Easy .....	84
Well-being, Learning and Performance .....	84
Personal Qualities and Learning: Teacher and Student Perspectives .....	84
Teacher Ratings of Emily in Relation to 'Qualities for Learning' .....	84
What Emily thought her Teachers would Say about her to Other Teachers .....	88
Perspectives on Learning, Schooling and Future Aspirations .....	89
Understanding of the Purpose of School .....	89
Understanding of Learning Contexts Outside of School .....	89
Future Aspirations .....	93
Staying on at School .....	93
Summary Statements about Emily as Learner .....	96

<b>Chapter Six: Orientation to School</b> .....	<b>97</b>
Engagement with School .....	98
Participation in the Wider Life of the School .....	98
Behaviour in Class .....	99
Attendance at School .....	104
Class Attendance and being Prepared for Class .....	104
Homework: Experiences and Attitudes .....	106
Frequency of Homework .....	106
The Amount and Difficulty Level of Homework .....	106
Time spent on homework .....	106
The Importance of Homework .....	112
Problems Completing Homework .....	112
Parent Feedback about Homework .....	113
Emily's Overview of Homework .....	113
Summary Statements Regarding Emily's Overall Orientation to School .....	116
<b>Chapter Seven: Student Views and Experiences of School</b> .....	<b>117</b>
Feelings about School at each Phase of the Study .....	118
Overall Enjoyment of School .....	118
Best Liked Aspects of School — Emily's Perspective .....	118
Parent Perspectives on what Emily Most Enjoyed about School .....	121
Least Liked Aspects of School — Emily's Perspective .....	124
Parent Perspectives on what Emily Did Not Enjoy about School .....	124
Overview of Emily's Attitude to School from the Perspectives of Parents and Teachers .....	124
Views on Learning in Class at the Different Phases .....	131
Difficulty and Interest Levels of Work .....	131
Views about 'Classroom Environment' .....	133
Views about Teaching Strategies or Approach .....	133
Views about Classroom Management .....	133
Pastoral Care .....	136
Having Someone at School to Talk to about Problems .....	136
Summary Statements on How Emily Experienced School .....	137
<b>Chapter Eight: Student–Teacher Relationships</b> .....	<b>139</b>
Emily's Views about her Teachers .....	140
Contrasting Views about Teachers .....	140
Parental Perspective on Emily's Attitudes towards her Teachers .....	145
Teacher Views about Emily .....	145
Rating their Relationship with Emily .....	146
Working with and Teaching Emily .....	146
The Teacher–Student Relationship: Comparing Views .....	147
Teacher Ratings of Emily's Behaviour in Class Compared to her Self-Ratings .....	147
Views on Receiving Help from Teachers in Class .....	148
Teachers Clarifying Work and what they Expected from Students .....	148
Approaching the Teacher for Help in Class .....	148
What Teachers did to Help Students Understand their Work .....	148
Views on Teachers Providing Further Assistance with her Work .....	149
Doing Well in her Studies: Perceptions of Teachers' Expectations .....	156
Summary Statements about Emily's Relationships with her Teachers .....	156

<b>Chapter Nine: Student Views on what Makes a Good Teacher</b> .....	<b>157</b>
What Makes a Good Teacher? .....	158
Best Liked Aspects of Teachers .....	158
Least Liked Aspects of Teachers .....	160
Summary Statements on Emily's Preferences Regarding Teachers .....	162
<b>Chapter Ten: Attitudes towards Subjects</b> .....	<b>163</b>
Best and Least Liked Subjects .....	164
Best Liked Subjects .....	164
Least Liked Subjects .....	168
Teacher Views on Emily's Most and Least Preferred Subjects .....	171
Most Interesting and Useful Things to Learn about at School .....	171
Choice of Option Subjects .....	172
Subject Performance: Student and Teacher Perspectives .....	177
Nominating Subjects in which she Performed Best .....	177
Teacher Views on the Subjects in which Emily Performed Best and Least Well .....	180
Preference for Subjects as Measured by the aSTLe Attitude Scale .....	181
Summary Statements on Emily's Attitudes towards her Subject Areas .....	184
<b>Chapter Eleven: The Year 8–9 Transition</b> .....	<b>185</b>
Previous Experience of Moving to a New School .....	186
Choice of Secondary School .....	188
Preparation for the Move to Secondary School .....	189
Feelings about Secondary School before Transition .....	195
Perceptions of the Best and Not So Good Things about Secondary School Prior to Transition .....	195
Best Things .....	195
Not So Good Things .....	195
Anticipated Best and Not So Good Things about Secondary School: Parent Perspective .....	195
Teacher and Parent Predictions of How Well Emily would Cope with the Move to Secondary School .....	195
Experiences of Secondary School on Arrival .....	199
Hardest Things to Get Used to .....	199
How Long it Took to Feel Settled .....	199
Interacting with Older Students at Secondary School .....	202
Teacher Views on How Well Emily Settled at School after Transition .....	205
What the School Did to Help New Students Settle In .....	205
Orientation day .....	205
Other Things that Helped the Settling in Process .....	205
Whether the School Needed to do More to Help Students Feel Settled .....	209
Comparing Secondary School with Primary School .....	209
Perceptions of Main Differences between Primary and Secondary School .....	209
Preference for Primary or Secondary School .....	209
Lunchtimes .....	215
Brief Overview of School Experiences since Moving to Secondary School .....	217
Parent Views on the Best and Not So Good Aspects of School for Emily in Year 9 .....	219
Summary Statements on Emily's Transition from Primary to Secondary Schooling .....	220
<b>Chapter Twelve: Beyond the Transition: Comparing Year 10 with Year 9</b> .....	<b>221</b>
Anticipating the Move to Year 10 .....	222
Parent and Teacher Views on How Emily would Cope with the Move to Year 10 .....	222

Views as a Year 10 Student on the Main Differences between Years 9 and 10 .....	224
Teacher Views on Emily's Progress in Year 10 .....	224
Summary Statements about Emily's Progression to Year 10 .....	230
<b>Chapter Thirteen: Ability, Achievement and Progress .....</b>	<b>231</b>
Estimates of Ability Level .....	232
Teacher Estimates of Emily's Ability Level .....	232
Parental Estimate of Emily's Ability Level .....	233
Predictions of Emily's Highest Educational Qualification .....	234
Achievement .....	234
Emily's Own Estimate of How Good she was at Learning .....	234
Teacher Views of Emily's Progress and Achievement .....	234
Parent Views of Emily's Progress and Achievement .....	236
AsTTle Results .....	237
Mathematics Results .....	237
Reading Results .....	239
Writing Results .....	239
Summary Statements about Emily's Achievement and Progress at School .....	239
<b>PART IV: Discussion.....</b>	<b>243</b>
<b>Chapter Fourteen: Considering Findings and 'Key Implications' .....</b>	<b>245</b>
Identifying the Research Questions .....	246
Defining 'Transition' within the Context of this Study .....	246
Addressing the Research Questions .....	247
Student Views and Experiences of the Transition to Secondary School .....	248
Summary Points .....	248
Discussion .....	250
The Social Impacts of the Primary to Secondary Schooling Transition .....	253
Summary Points .....	253
Discussion .....	254
Student Views of their own Learning and what Most Impacted on their Achievement .....	257
Summary Points .....	257
Discussion .....	259
Positive Aspects of the Transition for Students .....	260
Summary Points .....	260
Discussion .....	260
Negative Aspects of the Transition for Students .....	261
Summary Points .....	261
Discussion .....	262
The Importance of Individual Student Characteristics in Relation to the Transition .....	264
Summary Points .....	264
Discussion .....	265
Issues Arising from the Study Findings .....	268
Decline in Positive Attitudes towards Subjects .....	268
Student Engagement .....	268
Reviewing Main Findings .....	270
Some 'Key Implications' Suggested by the Study Findings .....	270
The transition .....	270
Student Disengagement .....	271
Concluding Comments .....	272