THE IMPACT OF
PRIMARY-SECONDARY TRANSITION
ON STUDENTS' WELLBEING

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Acknowledgements

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Chapter 1   An Introduction to the Present Study

1.1 A Brief History of Research into Transition

Life, from birth to death is full of transitions. These can involve changes in personal lifestyle, in family relationships, in the work place, but most attention has been given to those transitions which take place during the compulsory phase of schooling. In most Western and developed countries, starting with entry to kindergarten or nursery, and depending on the type of system, transition can involve a minimum of one and in rarer cases up to four further moves during the compulsory period of schooling before the young adolescent emerges into the work place or proceeds to some form of further or higher education. In the UK, for example, a pupil may go to separate infant and junior primary schools before moving to a secondary school at the age of eleven years. In other cases, after moving from the primary first school at 8 or 9 years of age the experience consists of 4 or 5 years in a middle school before moving to a high school. Further complications exist when the secondary school has no sixth form so students again have to move for two further years to a sixth form college. In the USA, a similar plethora of organizational arrangements (elementary, middle/junior high/high school/ all through secondary school) give a slightly less complex series of transitions, although it is true to say that in both countries the majority of students now only move once or twice during their school careers. For a variety of reasons, mainly because the transition covers the start of major biological and emotional changes associated with the onset of puberty, most research has focused on the move from primary or middle schools, to secondary establishments around 11 to 13 years of age.

In the UK interest in transition (also referred to as transfer[1]) began in the late 1960s. The shift away from a selective system at secondary level and the establishment of all ability comprehensive schools over the next decade raised questions about how best to use existing school buildings to accommodate the new arrangements. In some cases pupils moved from their first (elementary/primary) school at either 8, 9, 10 or 11 years of age, depending on the type of secondary provision. Thus early research interest was directed towards questions regarding the advantage and disadvantage of these different arrangements. These early studies were mostly quantitative because the success of a particular transition arrangement was mainly judged in terms of pupils' attitude and enjoyment of school and in the amount of academic progress recorded by the end of the first year after the transition (Nisbet & Entwistle, 1969; Youngman & Lunzer, 1977).

One of the earliest findings concerned the 'hiatus' or dips in academic progress during the first weeks in the new school (Galton & Willcocks, 1983). For most pupils it was short-term and easily overcome, but there has been longstanding concern for the group of pupils whose progress is seriously affected by the transfer process. Galton and Willcocks (1983) estimated that for about 12% of pupils the dips in attainment were sustained and relatively serious (i.e. > 2 standard deviations). Among these pupils who fail to adjust within a short period, between 6 and 10% have reported persistent problems (Chedzoy & Burden, 2005; ILEA, 1986). Not surprisingly, a majority of pupils who have difficulty adjusting at transfer tend to have special

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[1] Transition is the term most commonly used in the American literature to describe the move from one phase of education to another. In the UK this process is often called transfer when the move is from one school to another, whereas the term transition refers to moves within school such as from lower to upper secondary phase.

educational needs (Muldoon, 2005). Evangelou et al. (2008) reported that some 12% of SEN pupils had experienced bullying in their first term. Other research has showed that such pupils, particularly when poor performance was linked to some form of learning disability, were much more likely to be excluded on the grounds of bad behavior (Booth, Ainscow & Dyson, 1998). This minority of disengaged pupils can have a profound effect on the overall school and classroom environment.

Initially, temporary dips in attitude and attainment were put down to a lack of continuity, particularly with regard to the curriculum and teaching (Gorwood, 1986). Secondary school teachers tended to ignore the subject matter that had been covered in primary school and, instead, made a 'fresh start' in their respective specialisms. Pupils said they spent a lot of time during the first half term repeating work they had already done in the final year of primary school. Teachers also tended to do more talking and pupils did more writing. Some secondary schools attempted to deal with the continuity problem by instituting a special 'transition' year whereby the curriculum and teaching was modeled on best primary practice. There was a special teaching area, a form teacher who took most lessons and the curriculum was based on an integrated topic rather than a single subject approach. In some cases pupils had their own special designated play area, toilets and separate lunch provision so that there was very little mixing with older pupils. Other schools took the opposite stance and attempted to 'throw the newcomers in at the deep end'. Few concessions were made after day one. First year pupils had a similar timetable, the same teachers, play areas, and shared the same facilities as every other student. After the first three days it was no longer deemed acceptable to be late for a lesson because one couldn't locate the classroom or to forget to bring the necessary books or the right PE kit or to fail to hand in homework on time. Eccles and Midgley (1989) developed a theory of *person-environment fit* in which they argue that the different primary and secondary school environments create problems of dissonance for pupils which effect their motivation and enjoyment. Hence attitudes to school in general and learning in particular tend to dip in ways similar to that of attainment.

Gradually, however, more 'mixed' and qualitative studies began to emerge. These suggested that the conclusion that the hiatus caused by transition was a relatively brief affair was based on a false premise. While there were short lived minor traumas such as finding one's way around the school, remembering to bring the right sports' equipment, finding out how to pay for lunch, other issues such as relationships with teachers, friendships with one's peers, and coping with the academic work were a continuing source of anxiety. Out of these studies emerged the idea of transition as a *status passage* with its own rituals and myths (Measor & Woods, 1984). Generations of new secondary pupils believed, for example, that the older pupils would push their heads down the lavatory and pull the chain. In Australia, this myth was referred to as 'the royal flush'. The advice thus shifted to the effect that too great a degree of continuity was undesirable, because if pupils found their first year of secondary school much the same as their last one at primary there would be little evidence to suggest they had made a successful passage from child to young adult or from being a pupil to becoming a student.

When children were interviewed prior to transition they tended to support the view that while a degree of continuity was important so too was an element of discontinuity (Galton, 2010). Thus they worried about coping with the work but nevertheless were excited to have a wider range of subjects to study, particularly those involving doing and making, such as science, art and design and technology. They bemoaned the loss

of their primary teacher but looked forward to being taught by a range of subject specialists. They worried about losing their old friends from primary school but were excited about making new relationships.

By the beginning of the millennium much had been done to establish a balance between the two contrasting viewpoints involving what has become known as the *five bridges of transfer*[2] (Galton, Gray and Rudduck, 1999). Feeder primary and the secondary senior management teams met regularly to smooth the administrative difficulties involved in the transfer of pupils' records and the provision of additional support for pupils with learning disabilities. Special Induction days were organized during the summer term prior to transfer, and in some cases carried over into the summer vacation. On these days the primary pupils were able to meet the teachers and experience some lessons, have the opportunity to bond with future form mates from other schools, eat and pay for a school dinner, receive next year's timetable and question pupils who had moved from their school in the previous year. The teacher in charge of the transfer year, together with the special needs coordinator (SENCO) made visits to the primary school Year 6 class to get to know the pupils and answer their questions. All these activities were designed to reduce initial psycho-social stresses associated with the move to the 'big school'. Efforts were also made to develop some degree of curriculum continuity by introducing *bridging units*. These small scale projects, mainly in English, mathematics or science were started in the primary school and completed in the first few weeks in the secondary Year 7 classes (QCA, 2002; Braund, 2007). In an effort to reduce disparities in teaching approach primary and secondary teachers visited each other's classes. Lastly, some schools introduced post-transfer induction programmes. These were designed to introduce students to the demands made on them in their new school, particularly the need to develop as autonomous learners. Certain local authorities, particularly Suffolk, were designated 'beacons' because of their exemplary practice and charged with helping others to rethink their transfer strategies (Galton, Gray & Rudduck, 2003)

However, many of these initiatives came under pressure five years ago when the decision was taken by the Coalition Government to allow all schools, and not just those in inner cities with serious weaknesses, to opt out of the mainstream state sector and reinvent themselves as semi-independent Academies. This programme, based on similar ideas and principles that had spawned the Charter School movement in the United States, not only took these schools out of Local Authority control, but reduced the financial resources available to support those establishments that opted to remain within the mainstream sector. The decision to allow parents to create 'free schools' and more recently the new special needs provisions which allow parents to opt out of mainstream and take their money with them has led to further financial reductions. The recent recession and the consequent cut backs have added to the problem and schools have struggled to maintain their existing transfer arrangements. As will be seen in the case of the four schools that took part in this research, while there are still pre-transfer induction days, and coordinators and SENCOs still visit the main feeder primary schools, teacher exchanges have ceased, the use of bridging units has declined and post-induction sessions have become a rarity.

1.2 The Concept of Wellbeing

Although references to wellbeing can be found in the work of ancient Greek philosophers, contemporary research on the topic is a relatively new phenomenon. A previous review of the impact of wellbeing on

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[2] The bridges concern 5 kinds of continuity: *administrative* (efficient organisation of the transition process) *social* (easing the emotional-social stresses) *curriculum* (building on work done at primary school) *teaching* (sharing teaching approaches) and *autonomy* (providing pupils with necessary skills for independent learning)

schooling by Gray et al (2011), part of the Nuffield Foundation's *Changing Adolescence Programme,* found that wellbeing was often used interchangeably with other terms, such as happiness, flourishing, enjoying a good life, and life satisfaction. More recent definitions such as that proposed by The Department of Health (2009) have suggested that it consists of a *positive state of mind and body,* [resulting in the individual] *feeling safe and able to cope, with a sense of connection with people, communities and the wider environment*. This and similar definitions embraces two aspects of wellbeing; that of feeling well (*hedonic wellbeing)* and that of functioning well (*eudaimonic wellbeing*).

Wellbeing of school-aged children is increasingly being studied as a distinct academic field given the increasing recognition that research conducted on adults cannot be uncritically applied to young people. According to Hagell (2012) in the UK alone, during the 25-year period from 1974 to 1999, the numbers of young people reporting frequent bouts of anxiety or depression has doubled, particularly significantly for girls where it has risen from 10% to 20%. Parents have also reported that behavioural problems have also risen from 7% to 15% during the same period.

More recently, increased concerns about young adolescents' use of drugs, tobacco, alcohol, junk foods and their sexual habits have led to a number of interventions underpinned by various psychological and psychiatric clinical approaches (McLellan & Galton, 2014). Schools do quite a lot to ensure that in accordance with the *Every Child Matters* (ECM) agenda their students feel safe, happy and are generally satisfied with life within their institutions (Department of Education and Skills, 2003). There are protocols for dealing with bullying, supervision of play areas, the use of student monitors to ensure that no student is left isolated, bored and lonely when not attending lesson. All these measures are designed to improve *hedonic* aspects of wellbeing concerned with feeling good about oneself. Perhaps more important, however, are the *eudaimonic* or functioning aspects of wellbeing that not only produce positive feelings but enable young people to act out these sentiments in ways that allow them to live a 'satisfying' life. Schools that promote the functioning aspects of wellbeing do not need to introduce preventative measures to reduce incidents of bullying or to stop individuals from feeling lonely and at odds with rest of the school community. Instead, they promote there a sense of 'connectedness' within the school that ensures that as part of acting in ways that makes one feel good about oneself students seek to promote similar reactions within other individuals within their peer group (McLellan, Galton, Steward & Page, 2012a).

1.3 Recent research on Young People's Wellbeing

In the last few years interest in student wellbeing has become a matter of concern which almost matches that accorded to student attainment scores. Part of the explanation for this increased interest arises from the results of an international study carried out by UNICEF showing that the UK along with the USA was in the bottom four countries when ranked on various global wellbeing measures (UNICEF, 2007). The UK performance has been compared to that of the Scandinavian countries such as Sweden who along with Finland did much better. Finland, for example, was ranked in the top 4 on three of the wellbeing indicators and only on family and peer relationships (17) and subjective wellbeing (11) did it fall out of the top half of the table. The fact that Finland also did exceptionally well on the recent international PISA study of attainment has encouraged a belief that the social and emotional wellbeing of our young people is closely linked to their school experience and hence to their achievement. The Health Behaviour in School-Aged Children (HBSC) also used global measures such as 'life satisfaction' and attempted to relate this to other general perceptions, such as 'liking of school' (Currie et al., 2008). This study, carried out for the World

Health Organisation (WHO) found that the majority of young English adolescents were generally positive about their lives but this must be set against research asking more specific questions such as Pople (2009) where 27% of respondents agreed to a statement that 'they often felt depressed'.

A more recent Ipos/Mori (2011) qualitative study sought to explain the lower levels of subjective wellbeing among UK children on the intensity of the 'must have' attitudes among children and young adolescents. Whereas in the other countries studied (Sweden and Spain) young people appreciated the difficulties that parents faced financially and were content to earn pocket money to acquire a desired article of clothing or the latest electronic device, UK parents seemed pressurised to continually buy new branded goods for their children in the belief that it enabled them to make friends at school more easily and reduced the risk of bullying (Ipsos/Mori, 2011: 2). The effect was greatest in the group where material wellbeing was lowest. Children from these families appeared to appreciate that failure to acquire desirable objects distinguished them from their more affluent peers and that the possession of an expensive brand of goods could mask their financial status. Owning the desired article therefore boosted their self-confidence and improved their self-esteem. Nevertheless, although this group generally despised 'posh people', who could acquire such goods with ease, they also envied some aspects of their lifestyle and this helped to increase their dissatisfaction with life in general.

Another recent study, The Good Childhood Report (Children's Society, 2012) has conducted a series of surveys that have involved a total of 30,000 children aged between 8 and 16 years. The questionnaire included a measure of overall wellbeing but also asked respondents to rate their 'happiness' in 10 key areas (family, home, money and possessions, friendships, school, health, appearance, time use, choice and autonomy and the future). The family and a safe home environment were major contributors to overall wellbeing and were even more important than friendships with peers. Bullying was a crucial factor in low wellbeing. Levels of unhappiness at school were higher than the average on the other nine variables. This was linked to issues of choice, freedom and autonomy. The proportion of children who felt they had relatively little autonomy increased with age and appeared to be related to the move from primary to secondary school.

As part of research into the impact of Creative Partnerships on the wellbeing of children and young people, McLellan, Galton, Steward and Page (2012b) developed four versions of a Student Wellbeing survey which was completed by 5231 students in 20 primary and 20 secondary schools. The surveys asked students to respond to items relating to a) how they felt in school (secondary students were also asked to compare this with how they felt outside school) and b) how they perceived the work they did in lessons. In this cross-sectional study there was a clear trend for both hedonic and eudaimonic aspects of wellbeing in school to decline with age and across the primary-secondary boundary. The reduction in wellbeing scores was more pronounced during secondary schooling where KS4 students scored significantly lower on almost all wellbeing items compared to KS3 students. In primary schools the reduction of wellbeing with age trend was not so marked. Boys felt overwhelmingly more positive about themselves than girls. Although, as in earlier studies, a satisfactory home life was deemed more important than school experiences, a more complex picture emerged when students were later interviewed about the effect of having an 'off day' at school. In reply they said that it tended to continue in the same manner after school. As one student put it, "It don't get any better at home". On the other hand, feeling stressed at home because of arguments about staying out late, having to do chores or being reprimanded for an untidy bedroom appeared to have less

effect on what happened in school. Coming to school in the morning and meeting friends was seen as an opportunity to leave such problems behind and "make a fresh start".

1.4 Possible Links between transition and wellbeing

Intuitively, it would seem reasonable to surmise that what happens at the transition stage is an important determinant in the promotion of *school connectedness*, defined as the extent to which pupils are treated as individuals, have choice in relation to school activities and a sense of being part of a learning community (McNeely et al, 2002) and therefore the development of functioning (eudaimonic) form of wellbeing. There are theoretical perspectives that support such links. As discussed earlier, researchers such as Eccles and Midgley (1989) have argued that transfer works best when the school environment matches the gradual changes taking place in the psychological needs and dispositions of the young adolescent. This *stage-environment-fit* hypothesis was first proposed by Eccles, Midgley and Adler (1984) and was based on the earlier person-environment fit theories of Mitchell (1969) and Hunt (1975). According to Eccles and her colleagues dips in both pupils' attitudes and attainment at transfer are a consequence of a poor fit between the young adolescents' developmental stage and the school environment. In particular, the young adults' growing desire to make their own decisions about where to go, what to do and whom to do it with, together with 'goal aspirations' or the stirrings within an individual of what s/he would like to do on reaching adulthood are often in sharp contrast with the situation as it exists after the move from elementary school where pupils experience more competition, less freedom to make their own decisions and work that consists mainly of teacher-dominated classroom discourse with learning tightly controlled by the teacher. Miller, (1986) suggests that the onset of puberty tends to coincide with an improved capacity in pupils to identify any dissonance that may exist between their *ideal* school environment and the *actual* reality. Hence transfer around the ages 11 to 13 is particularly thought to be a crucial stage in pupils' development.

These notions of student autonomy and the exercise of personal choice are also central for a strong sense of wellbeing according to the self determination (SDT) theories of Deci and Ryan (1985, 2008b). SDT can be linked to an earlier idea that all humans have certain innate needs and the theory suggests these needs include *competence* (feeling effective in one's ongoing interactions with the social environment) *autonomy* (being the perceived origin or source of one's behaviour) and *relatedness* (having a sense of belongingness with other individuals and one's community). This latter need links to the construct of *school connectedness* mentioned previously. The theory leads naturally to the view that a curriculum which affords choice, provides opportunities for self-direction, provides feedback which is *informing* (helps pupils self-regulate) rather than *corrective* (demonstrates the right answer) will enhance intrinsic motivation and promote feelings of autonomy and self-efficacy; in short promoting well being. In recent versions of the theory it is argued that intrinsic motivation flourishes best within supportive institutional climates. Environments that feel pressurising and controlling tend therefore to undermine intrinsic motivation and affect a sense of wellbeing.

The recent study by McLellan et al. (2012b) found strong support for these ideas. In particular, in schools where the emphasis was on greater student autonomy, a less controlling environment, and where more opportunities for risk taking were provided during lessons pupils tended to display aspects of *eudaimonic* (functioning well) in addition to *hedonic* (feeling well) forms of wellbeing in contrast to schools which made pupils feel safe and cared for by strictly imposing rules for behaviour (e.g. good walking down corridors)

using senior pupils as playground monitors and offering extrinsic rewards such as the use of *golden time* to increase effort. However, both Gray et al's (2011) review of the literature for the Nuffield Foundation's *Changing Adolescence Programme* and a further extended review for Creativity, Culture and Education (CCE) by McLellan et al. (2012a) found no examples where the links between transition and wellbeing were explored by following the same pupils across the transfer divide in a longitudinal study. The present study was designed to remedy this gap.

Chapter 2   The Design of the Research and the Methods Used

2.1 Research Objectives

The study had several clear aims. The first and primary objective was to track the changes in wellbeing of a cohort of students as they moved from primary to secondary school. The second sought explanations for any changes, with particular reference to students deemed to be 'at risk' as a result of transition, while the third aim was to make recommendations to schools on ways of improving wellbeing over the transition period, particularly with respect to its functioning component.

2.2 The Sample of Schools

The approach adopted was similar to that used in the original ORACLE (Observation and Classroom Research Evaluation) transfer study and its replication (Galton & Willcocks, 1983; Hargreaves & Galton, 2002). Four secondary schools were first approached. Two of these were specialist arts colleges. The reason for choosing some schools with an artistic emphasis lay in the earlier finding from McLellan et al's (2012b) study, where pupils in schools that were involved with Creative Partnerships over an extended period showed higher levels of functioning wellbeing. The Creative Partnership programme was ended in the first round of the 2010-15 Coalition Government's austerity measures and it was felt that these specialist Arts Colleges provided the closest alternative. The two other secondary schools were chosen in that they represented similar catchment areas but also because they displayed a number of interesting innovative features concerning Year 7 pupils.

Once the four transfer schools had agreed to participate then the main neighbouring primary 'feeder' schools were approached and asked to administer the appropriate age wellbeing questionnaire to their Year 6 classes, which is discussed further in section 2.3 below. In what follows, all schools have been given pseudonyms to ensure confidentiality.

Markham Academy was an 11-18 school, situated on the edge of an East Anglian city, adjacent to the A1 route, it had converted to an Academy in the previous year and was in the process of undergoing a complete new re-build. The opening of the main section of the new school took place at the beginning of the academic year in which our sample transferred. There were 1,335 on roll with 248 pupils in the sixth form. Recent GCSE results had 62% of entries gaining A-C grades in English and mathematic. Over a quarter of pupils (29.5%) were eligible for free school meals. The new school building had a separate Year 7 wing where pupils had most of the lessons (the exceptions being science, ICT, art drama/dance, PE/sport and Design and Technology which used specialist rooms). Another unique feature was the creation of a special small class for pupils, who under the previous system of Statements [now replaced by a Education, Health and Care Plan (EHCP)] would have been classified as 'Action Plus' in their primary school. This class of 15 pupils had most lessons taught by their form teacher, but joined the other Year 7 pupils for those lessons which took place outside the base area. The school was awaiting its first inspection as an Academy.

St Cuthbert's, a Roman Catholic specialist 11-18 Art College, was situated on the northern edge of an East Midland's city. As a faith school its catchment area extended across the whole city and a fleet of buses and coaches were utilised to get students to and from the site each day. The school was also in the process of

rebuilding, but unlike Markham Academy this was not due for completion until September 2015, when the sample moved to Year 8. During Year 7 movement around the school was restricted and complex because of building operations and much of the teaching took place in temporary Porto-Bin style cabins. There were 1062 pupils on roll with 155 in the sixth form. The percentage of pupils (22.2%) taking free school meals was just below the national average. At GCSE, 67% of students achieved A-C grades in both mathematic and English. It was inspected in 2014 and received a 'good' overall grade.

Kenniston Arts College was an 11-18 maintained school situated on the southern edge of an East Midland town. Its catchment consisted of primary schools in the surrounding suburban area and from neighbouring rural villages. There were 1019 students on roll with 126 of these attending the sixth form. The latest GCSE results had 62% of pupils achieving grades A-C in both English and mathematics. A recent 2014 inspection had rated the school 'good' overall. It had 12.6% (below to the national average) of pupils taking free school meals and 3.3% were SEN pupils. It also had a purpose built theatre on site that was also available for use by the local community.

Latchmere Community College founded in the 19th century as a Grammar School was now an 11-16 school, situated in a semi rural setting within East Anglia close to a town of similar size to that near Kenniston Arts College. It was awarded Academy Status in 2011. It contained 1323 pupils with just over half of those entering GCSE getting A-C grades in both English and mathematics. 28.2% of pupils were eligible for free school dinners and 7.4% were listed under the old system as having statements or 'Action Plus' status. Its most recent Inspection in 2013 deemed the school to 'require improvement'. Most of the criticism was directed at the managements' tendency to 'overestimate the quality of teaching' and failure to reach acceptable standards in English. It had recently built a Performing Arts Centre and had taken part in an earlier transition study.

2.3 The Wellbeing Survey

As previously mentioned, McLellan et al. (2012a) compiled and piloted a questionnaire for a study of the impact of Creative Partnerships on wellbeing, with decent psychometric properties – i.e. acceptably reliable and valid (see McLellan & Steward, 2014). This was designed to capture both hedonic (feeling well) and eudaimonic (functioning well) forms of wellbeing. The items were largely based on the New Economic Foundation's (2009) instrument that was used in a major European survey. This subdivides hedonic and eudaimonic wellbeing further by identifying personal feelings (happiness, life satisfaction, self-esteem), social feelings (sense of belonging, respect for others), personal functioning (autonomy, competence, meaning and purpose), and social functioning (altruism, care for others). In addition we drew on the five Every Child Matters outcomes defined in the 2004 Children's Act (see Department for Education and Skills, 2003) in developing some items (for instance in relation to health and safety). This subsequently yielded four distinct dimensions or scales. These were best described as *Interpersonal* – concerning how students related to themselves and others as part of their community (i.e. encompassing the social aspects of wellbeing), *Life Satisfaction* – concerning how students felt about their life (i.e. largely hedonic in nature), *Perceived Competence* – concerning how students perceive their effectiveness (i.e. a eudaimonic facet of wellbeing) and *Negative Emotions* – concerning students' perceptions of levels of anxiety and stress (a further hedonic aspect of wellbeing). These dimensions were indicators of student wellbeing both in and outside of the school.

For this study the versions prepared for Key Stage 2 and Key stage 3 were used, with the items being common across both versions and differing only in asking which school the pupil was attending. The questionnaire has 21 items. Students are asked to respond to each item on a 5-point scale by writing a number in a response box, where 1 indicates the item is never true, 2 not often true, 3 sometimes true, 4 often true, and 5 always true. Students respond to each item twice to reflect their perceptions inside and outside of school. A copy of the Y6 questionnaire can be found in the Appendix.

The survey was administered on three occasions. The first of these was in June/July 2013 when pupils were still at primary school and prior to Induction Day. Two schools drew their intake from too many local primary schools to make it practicable to visit them all; therefore these pupils were given the questionnaire on Induction Day. The second administration took place immediately after the first half term in the transfer school (November, 2013). This period is generally agreed among transfer researchers to be the point where the majority of pupils have 'settled' into the new school (Youngman & Lunzer, 1977; Galton & Willcocks, 1983; Cantin & Boivin, 2004). The final administration took place towards the end of Year 7 when pupils were beginning to think about the move to Year 8 and reflecting on their experiences as the youngest pupils in the secondary school (June/July 2014). In most of the primary schools the survey was administered by one of the research team. At secondary level the administration of the questionnaire was carried out either by the Year 7 coordinator or by form/tutor group tutors. Pupils were excluded where parents or carers had indicated that they did not wish their children to participate. In nearly all cases the survey was completed within 30 minutes.

2.4 The Case Studies

The case studies consisted of the following:

Tracking groups of pupils on Induction day and on the first day on the new term in the secondary school;
Interviews with groups of pupils during the autumn (November-December) and summer (June-July) terms;
Observation of typical lessons during the year;
Interviews with the Year 7 coordinator and in some cases the SENCO; and
Informal conversations with teachers and pupils at opportune times, particularly, in the case of pupils, over lunch and break times, and when moving from one lesson to the next.

The procedure for the analysis of these various sources was similar to that employed in the original ORACLE study and is described in Delamont and Galton (1986). All field notes, lesson observation accounts and interviews were transcribed and handed over for analysis to one of the two researchers with extensive experience of studying transfer. His analyses were then checked with the second researcher as to its accuracy and interpretation. The framework for the analysis was in part derived from certain theoretical ideas and from a degree of 'common sense' knowledge of classrooms and of the transfer process itself. Among the theoretical ideas were those of invisible and visible pedagogies (Bernstein, 1974) the beginnings of labelling (Denscombe, 1980) and the use of coping strategies (Pollard, 1985). In respect to our prior knowledge of transfer we tried to record aspects to do with friendships, subject and teaching preferences, all of which have been shown to impact strongly on pupils' reactions to transfer (Symonds and Galton, 2015).

Transfer schools were visited on four occasions. The first of these was on Induction day in early July 2013. The researchers were present to see pupils arriving with parents, subsequently attached themselves to one

form group and followed their progress during the day before observing the pupils' departure. At break and lunch times the researchers held informal conversations with groups of pupils about the Induction Day and their prior experiences at primary school. The second visit occurred on the first day of the new term. The pattern of this visit was much the same as that on Induction Day.

The third visit took place in the second half of the first term. The researchers observed a range of lessons and interviewed several groups of children. On the final visit late in the summer term groups of pupils were again interviewed, as were key teachers such as the Year 7 coordinator and the Special Needs Coordinator (SENCO). Interviews were largely unstructured but with pupils dealt with broad 'sensitizing concepts' such as friendships, bullying, like and dislike of subjects and for wellbeing what constituted a 'good' or a 'bad' day at school. Teachers were asked to judge who had or had not settled well after transfer and to amplify the criteria on which such evaluations were based. Any planned changes to the transfer arrangements were also noted.

As noted earlier, two of the schools, St. Cuthbert's and Kenniston were inspected in 2014 during the course of the fieldwork. This interfered with the above arrangements and in the case of Kenniston, meant that it was not possible to see classes until the fourth visit in the summer term when normal lessons were being interrupted by testing. At Markham the Year 7 coordinator was absent during the Spring and Summer term on maternity leave and did not inform the research team of this fact so that e-mail messages went unanswered until telephone calls elicited the information and a replacement could be identified. In general, schools seemed overwhelmed with numerous problems relating in particular to the demands of the current 'performativity culture' so that researchers might find that arrangements were cancelled at the last minute or on several occasions forgotten. Nevertheless, we believe that the information obtained through the case studies provides a reasonable portrait of the state of transfer in most schools.

Chapter 3 Analysis of the Wellbeing Scores

3.1 Introduction

This chapter presents the findings obtained from the survey. Change in wellbeing over time will be the main focus, as this is the main concern of the study.

In the sections that follow a preliminary analysis revealing the response to individual items is presented, prior to a summary response to the different underlying aspects of wellbeing. Finally the change in wellbeing over time will be considered, with differences between boys and girls and different school contexts being explored.

3.2 Preliminary Analysis: Response to Individual Wellbeing Items

Overall, 1110 students attending four secondary (and their feeder schools when in Year 6) participated in the survey, completing a questionnaire on at least one of the three testing occasions. The number of girls (N=511) and boys (N=508) taking part was almost equal (with 91 students declining to indicate their gender). The mean score and standard deviation for each wellbeing item over the three testing points is presented in table 3.1 for perceptions of wellbeing in school. The corresponding values for perceptions of wellbeing outside school are presented in table 3.2.

Item		Testing Point					
		Summer Year 6		Autumn Year 7		Summer Year 7	
		Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
1	Feeling good about myself	3.65	0.854	3.72	0.887	3.61	0.855
2	Feeling healthy	4.08	0.853	4.07	0.835	4.00	0.805
3	Feeling successful	3.70	0.891	3.80	0.882	3.62	0.902
4	Feeling miserable	2.32	0.886	2.23	0.919	2.34	0.927
5	Feeling energetic	3.98	0.926	3.85	0.996	3.78	0.985
6	Feeling cared for	4.01	1.014	4.08	0.949	3.88	1.012
7	Feeling appreciated	3.66	0.989	3.83	0.958	3.53	1.010
8	Feeling stressed	2.46	1.031	2.49	1.045	2.58	1.047
9	Feeling capable of coping with challenges	3.81	0.972	3.90	0.894	3.77	0.865
10	Feeling bored	2.90	1.086	2.86	1.018	3.12	0.995
11	Feeling part of things	3.63	1.039	3.71	0.978	3.53	0.980
12	Feeling close to people	3.81	1.090	3.73	1.034	3.73	1.004
13	Feeling there is lots to look forward to	3.84	1.061	3.73	1.083	3.38	1.062
14	Feeling safe	4.43	0.808	4.35	0.892	4.17	0.936
15	Feeling confident	3.79	1.003	3.86	0.967	3.60	1.031
16	Feeling everything is an effort	3.08	1.214	2.96	1.193	2.84	1.171
17	Feeling things are fun	3.66	1.022	3.61	1.000	3.32	0.978
18	Feeling lonely	2.08	1.107	1.92	1.020	1.98	1.026
19	Feeling enthusiastic	3.70	1.006	3.66	0.997	3.47	0.991
20	Feeling happy	3.94	0.924	4.00	0.920	3.80	0.943
21	Feeling I'm treated fairly	3.81	1.122	3.95	1.036	3.65	1.040

Table 3.1 Perceptions of wellbeing in school – descriptive statistics for individual items

Item		Testing Point					
		Summer Year 6		Autumn Year 7		Summer Year 6	
		Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
1	Feeling good about myself	3.98	0.850	4.05	0.840	4.05	0.813
2	Feeling healthy	4.09	0.873	4.13	0.826	4.12	0.794
3	Feeling successful	3.78	0.962	3.85	0.908	3.85	0.885
4	Feeling miserable	2.24	0.927	2.16	0.906	2.12	0.910
5	Feeling energetic	4.21	0.919	4.08	0.940	4.09	0.956
6	Feeling cared for	4.55	0.797	4.64	0.697	4.59	0.722
7	Feeling appreciated	4.03	0.977	4.25	0.866	4.15	0.928
8	Feeling stressed	2.30	1.071	2.28	1.088	2.28	1.058
9	Feeling capable of coping with challenges	3.99	1.005	4.05	0.905	3.98	0.910
10	Feeling bored	2.40	1.144	2.54	1.156	2.42	1.103
11	Feeling part of things	3.97	1.028	4.07	0.978	4.03	0.932
12	Feeling close to people	4.39	0.876	4.43	0.855	4.36	0.881
13	Feeling there is lots to look forward to	4.20	0.904	4.13	0.957	4.17	0.871
14	Feeling safe	4.43	0.809	4.61	0.729	4.54	0.733
15	Feeling confident	4.16	0.945	4.28	0.870	4.18	0.911
16	Feeling everything is an effort	2.99	1.285	2.88	1.294	2.75	1.273
17	Feeling things are fun	4.29	0.828	4.29	0.788	4.23	0.777
18	Feeling lonely	1.85	1.112	1.82	1.140	1.86	1.092
19	Feeling enthusiastic	4.00	0.974	3.97	0.959	3.87	0.987
20	Feeling happy	4.32	0.815	4.40	0.747	4.31	0.760
21	Feeling I'm treated fairly	4.12	1.040	4.26	0.910	4.18	0.927

Table 3.2 Perceptions of wellbeing outside school – descriptive statistics for individual items

In general the trend is for the mean score (average) of each item to fall somewhat above the mid-point of the scale for positively worded items (and below the midpoint for negatively worded items), indicating students perceive they experience positive aspects of wellbeing somewhere between some of the time and often (and negative elements somewhere between not very often and sometimes), suggesting an overall positive perception of wellbeing. It is also striking that students are consistently expressing more positive perceptions about their wellbeing outside school than within school. Only three of the items have a mean score exceeding 4 (i.e. perceived often) in the school context (feeling safe, healthy and cared for), whilst over half of the items have a mean score exceeding 4 when outside school is the focus. Thus students are suggesting they experience wellbeing often and verging towards always outside school but between sometimes and often in school.

In the school context students give the most positive response to perceptions of safety, health and being cared for, and not feeling lonely. Outside school perceptions are most positive in relation to being felt cared for, safe, and being close to people. Conversely in school the least positive responses were made to items relating to stress, boredom and everything being an effort, as well as being appreciated. Everything being an effort, boredom, and stress were also responded to least positively out of school, whilst feeling successful was the least endorsed of the positively worded items in this context. There is a reasonable amount of variation in response, as indicated by the standard deviation values (ranging from 0.697 to 1.294) indicating a range of student perceptions. So some students perceive they experience wellbeing

almost all of the time, whilst for others this would be almost never the case. However the overall mean response suggests most students experience wellbeing sometimes or often depending on the context.

We will consider change across the testing points later.

3.3 Facets of Wellbeing: Wellbeing Scales

Although it is interesting to look at the response to each item, individually an item provides limited insight into young people's wellbeing. It is therefore more useful to group items that cluster together as they relate to the same facet of wellbeing into a single scale to gain a more composite picture of student perceptions of wellbeing. This section therefore outlines the wellbeing scales discernible in the data gathered for this study.

When we used the wellbeing questionnaire in our previous study four distinct facets of wellbeing emerged that distinctly related to hedonic and eudaimonic aspects of wellbeing, although they didn't map directly to the 4 areas outlined in the New Economic Foundation's work described earlier. This wasn't totally surprising as we had added in other elements of wellbeing based on the Every Child Matters agenda, nevertheless the fact that the 4 scales derived from the facets of wellbeing could be labelled as relating to either hedonic or eudaimonic elements of wellbeing suggested the scales had content validity. Given that the children surveyed in this study represented a new sample, we could not be confident that the scales we used previously would be a good fit to the present data, thus we needed to first explore what facets of wellbeing best represented this dataset.

To explore what facets of wellbeing were evident in our dataset we first undertook an exploratory factor analysis to identify which items should be grouped together. We then subjected the results of this to confirmatory factor analysis to test how well the groups derived fitted the data. Technical details of this process can be found in the Appendix. The outcome of these analyses indicated that the items were best grouped into 3 areas; therefore 3 wellbeing scales were created by summing and averaging students' scored responses to the items corresponding to each of the 3 groups. The names we have assigned to these scales and the items contributing to each scale are shown in table 3.3.

We now consider the overall response to the wellbeing scales before turning in the next section to consider change over time.

Descriptive statistics for each scale for the in school and outside of school contexts at the three testing points are shown in tables 3.4 and 3.5 respectively. The Cronbach Alpha scores indicate the level of internal consistency of the scales created. A value of 0.7 or higher is regarded as respectable for perception scales (Henerson et al., 1987), suggesting that the Negative Emotion scale is somewhat borderline (particularly at the first testing point) but otherwise the scales are robust.

Wellbeing Scale	Contributory Items
Hedonic	Feeling cared for
	Feeling safe
	Feeling appreciated
	Feeling I'm treated fairly
	Feeling there's lots to look forward to
	Feeling things are fun
	Feeling happy
	Feeling close to people
	Feeling part of things
Eudaimonic	Feeling successful
	Feeling enthusiastic
	Feeling confident
	Feeling energetic
	Feeling capable of coping with challenges
	Feeling good about myself
Negative Emotion	Feeling stressed
	Feeling miserable
	Feeling lonely
	Feeling bored

Table 3.3 Wellbeing scales and their contributory items

Testing Point	Scale	Mean	Std. Dev.	N	Cronbach Alpha	Correlation Coefficients		
						Hed	Eud	NegE
Summer Y6	Hedonic Wellbeing (Hed)	3.87	0.69	822	0.86	1		
	Eudaimonic Wellbeing (Eud)	3.77	0.63	826	0.76	0.64	1	
	Negative Emotion (NegE)	2.29	0.78	831	0.66	-0.56	-0.53	1
Autumn Y7	Hedonic Wellbeing (Hed)	3.89	0.72	595	0.89	1		
	Eudaimonic Wellbeing (Eud)	3.80	0.67	604	0.81	0.69	1	
	Negative Emotion (NegE)	2.21	0.78	612	0.69	-0.58	-0.51	1
Summer Y7	Hedonic Wellbeing (Hed)	3.66	0.72	701	0.89	1		
	Eudaimonic Wellbeing (Eud)	3.64	0.66	704	0.80	0.70	1	
	Negative Emotion (NegE)	2.31	0.80	710	0.73	-0.60	-0.50	1

Table 3.4 Descriptive statistics for the Wellbeing In School Scales

As might be expected, given the response to individual items, overall average students' wellbeing scores in the school context tend to be slightly above the midpoint of the scale for the positive facets of wellbeing (hedonic and eudaimonic) and just below the midpoint for the negative element (negative emotion), thus they perceive they experience wellbeing relatively often (and the negative element not often). However,

the standard deviation scores reveal a reasonable amount of variation in perceived experience. In the outside school context, perceived experience of negative emotion is about the same as for the school context, however both hedonic and eudaimonic wellbeing is said to be experienced a little more frequently (i.e. between often and always) than in the school context, which is interesting.

Testing Point	Scale	Mean	Std. Dev.	N	Cronbach Alpha	Correlation Coefficients		
						Hed	Eud	NegE
Summer Y6	Hedonic Wellbeing (Hed)	4.26	0.57	821	0.81	1		
	Eudaimonic Wellbeing (Eud)	4.02	0.61	822	0.73	0.64	1	
	Negative Emotion (NegE)	2.20	0.74	830	0.63	-0.57	-0.45	1
Autumn Y7	Hedonic Wellbeing (Hed)	4.23	0.54	592	0.86	1		
	Eudaimonic Wellbeing (Eud)	4.05	0.62	602	0.77	0.68	1	
	Negative Emotion (NegE)	2.21	0.77	609	0.68	-0.51	-0.44	1
Summer Y7	Hedonic Wellbeing (Hed)	4.28	0.58	699	0.86	1		
	Eudaimonic Wellbeing (Eud)	4.00	0.62	702	0.78	0.69	1	
	Negative Emotion (NegE)	2.17	0.76	708	0.71	-0.57	-0.50	1

Table 3.5 Descriptive statistics for the Wellbeing Outside School Scales

In the school context, the correlation coefficients[3] range from 0.64 to 0.70 for positive associations, and -0.50 to -0.60 for the negative associations. These values are substantial[4] indicating the different aspects of wellbeing are strongly associated with each other. The relationship is stronger between the two positive aspects of wellbeing than between a positive and a negative aspect of wellbeing. The corresponding values for the outside school context range from 0.64 to 0.69 for positive associations and -0.44 to -0.57 for the negative associations. Thus relationships between the different aspects of wellbeing are a little less strong but nevertheless significant.

3.4 Changes in Wellbeing over Time

The average (mean) score on each wellbeing scale at the three testing points is summarised in table 3.6.

Wellbeing Scale	Inside School				Outside School			
	Summer Y6	Autumn Y7	Summer Y7	Difference Significant?	Summer Y6	Autumn Y7	Summer Y7	Difference Significant?
Hedonic	3.87	3.89	3.66		4.26	4.23	4.28	
Eudaimonic	3.77	3.80	3.64		4.02	4.05	4.00	x
Negative Emotion	2.29	2.21	2.31	x	2.20	2.21	2.17	x

Table 3.6 Change in Wellbeing Scale mean scores over time

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[3] Correlation values range from 0 to 1 with a higher value indicating a stronger relationship between the two variables in question. Negative values indicate that increases in one variable are associated with decreases in the other variable, whilst positive values indicate that increases in one variable are accompanied by increases in the other.

[4] According to Cohen (1992) small, medium and large effect sizes for correlations correspond to coefficient values of 0.1, 0.3 and 0.5 respectively

A repeated measures analysis of variance (ANOVA) was conducted to examine the changes over time. Taking the school context first, changes in wellbeing scores are significant for hedonic (F (2, 756) = 24.028, p = 0.000, partial eta^2 = 0.060) and eudaimonic wellbeing (F (2, 756) = 8.913, p = 0.000, partial eta^2 = 0.023). A contrast analysis to see how the mean scores at the three testing points differed revealed that there were no significant differences in the wellbeing scores between the summer Year 6 and autumn Year 7 testing points – i.e. there are no changes over the immediate transfer period. However in both cases there was a significant drop in the wellbeing reported between the autumn and summer Year 7 testing points. So changes in wellbeing occur over the Year 7 period rather than during the immediate transfer to secondary schooling. It is worth noting that although the overall difference in scores for the negative emotion scale were not significant (F (2, 756) = 2.639, p = 0.072, partial eta^2 = 0.007) the trend was the same as for the other wellbeing scales (in fact the autumn to summer Year 7 contrast was significant). Thus it seems clear that all aspects of wellbeing show some decline over the period of Year 7 but there is no evidence of a drop in the immediate period following transfer from primary to secondary school in this sample of schools.

Turning now to the outside school context, what is striking is that there are no significant differences in wellbeing across the three testing points for two of the scales (eudaimonic wellbeing and negative emotion). There is a significant difference for hedonic wellbeing (F (2, 756) = 3.714, p = 0.025, partial eta^2 = 0.010) and a contrast analysis reveals this is due to a drop in hedonic wellbeing between the summer of Year 6 and autumn of Year 7 testing points. Although the contrast from autumn to summer of Year 7 isn't significant the trend is for hedonic wellbeing to drop slightly and recover. Thus, overall wellbeing in the outside school context seems to remain relatively stable over the year between finishing primary schooling and completing a year at secondary school.

Given that there are changes in students' perceptions of their wellbeing in the school context, it is worth investigating these further to see whether there are any systematic differences between girls and boys and for the 4 schools in the study.

3.4.1 Changes in Wellbeing by Gender and School

The average (mean) scores for each wellbeing scale at the three testing points are shown in the figures that follow. Figure 1a illustrates changes in boys' hedonic wellbeing at the 4 participating secondary schools, whilst Figure 1b shows the equivalent picture for girls. Figures 2a & 2b show changes in eudaimonic wellbeing, whilst Figures 3a & 3b provide the corresponding graphs for the negative emotion scale.

Although these figures might suggest some differences between the schools (for instance boys' hedonic wellbeing in Kenniston Arts College appears lower than in the other three schools as the line for School C is clearly below the others in figure 1a), overall the schools are **not significantly different** in terms of their student wellbeing on any of the wellbeing dimensions. Similarly, the figures might suggest different things are happening with respect to changes in wellbeing in different schools. For example, boys' hedonic wellbeing appears to be increasing over the time period of the research at Kenniston Arts College but declining at Latchmere Community College. However there is no significant interaction effect for time by school (i.e. the pattern of change is not different from school to school). In fact the only significant effects found in the repeated measures ANOVA of change over time by school attended and gender were for time and for gender and not for school or any interaction between the three variables under consideration (i.e. time, gender and school attended). The significant changes over time have already been discussed. The

significant gender effect comes down to a significant difference between boys' and girls' reported scores on the eudaimonic scale only, where overall boys report a higher mean score than girls (F (1, 377) = 4.241, p = 0.040, partial eta^2 = 0.011).

Figure 1a: Changes in Boys' Hedonic Wellbeing
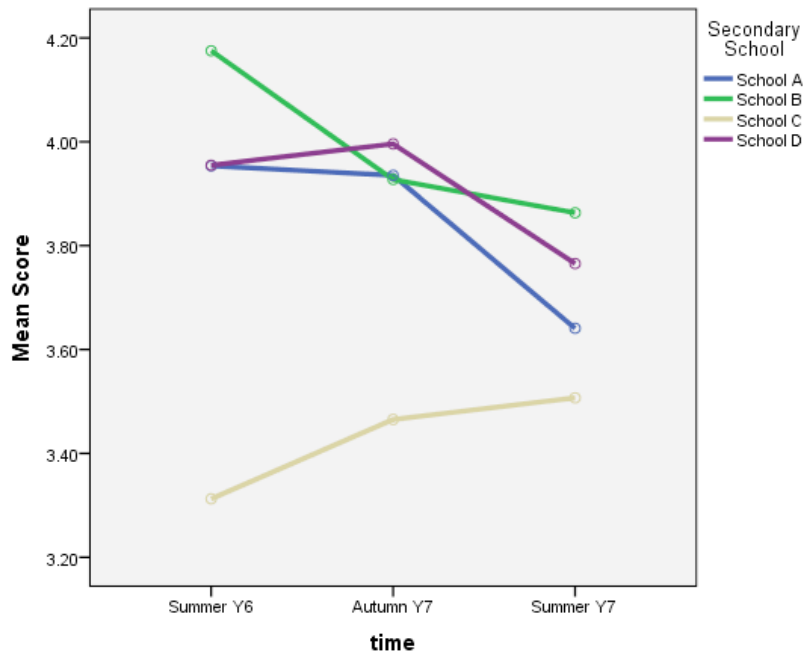
School Key (for this and the following figures in Chapter 3)

A   Latchmere Community College

B   Markham Academy

C   Kenniston Arts College

D   St Cuthbert's

Thus overall it appears that there are no systematic differences between the schools in terms of student wellbeing and that the general decline in wellbeing over the course of Year 7 is a common phenomenon which does not appear linked to the transfer period and thus cannot be accounted for easily by the argument that students have moved schools and are suffering loss of wellbeing in an unfamiliar environment, which may be fitting their needs less well than the primary school context (see for instance Eccles & Midgley, 1989; Eccles et al., 1993, who argue that secondary school classrooms may not fit the development needs of young adolescents). As wellbeing if anything increases over the early part of their time in secondary school this might suggest that secondary schools are responding particularly well to the needs of incoming students in Year 7. The decline in wellbeing over the course of the year is in keeping with our previous research which found that students reported lower levels of wellbeing in Key Stage 3 (in this case Year 8) compared to Year 6 (McLellan & Steward, 2014) and reflects the broader literature showing a tendency for wellbeing to decline with age (Gutman et al., 2010; Rees et al., 2012; Tomyn & Cummins, 2011).

Figure 1b: Changes in Girls' Hedonic Wellbeing
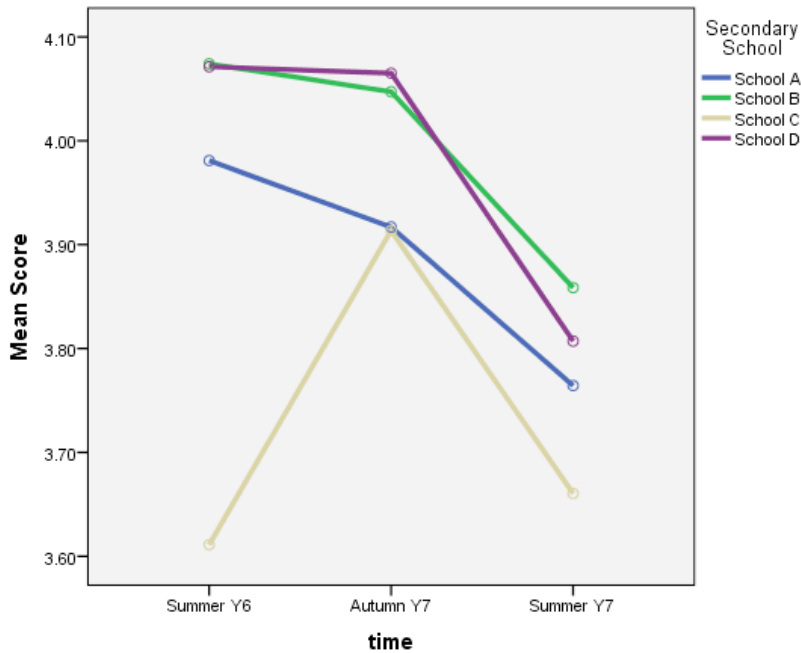
The difference between girls and boys in terms of the self-reported eudaimonic wellbeing is concerning as it suggests girls feel less able to succeed and flourish in life, suggesting that despite the fact that girls overall are out performing boys in school (see for instance Younger & Warrington, with McLellan, 2005), schools still need to support girls specifically. This finding also emerged in our previous work (McLellan & Steward, 2014) and has been reported in other studies (Tomyn & Cummins, 2011), so would appear to be robust.

Figure 2a: Changes in Boys' Eudaimonic Wellbeing over Time

Figure 2b: Changes in Girls' Eudaimonic Wellbeing over Time

Figure 3a: Changes in Boys' Negative Emotion over Time
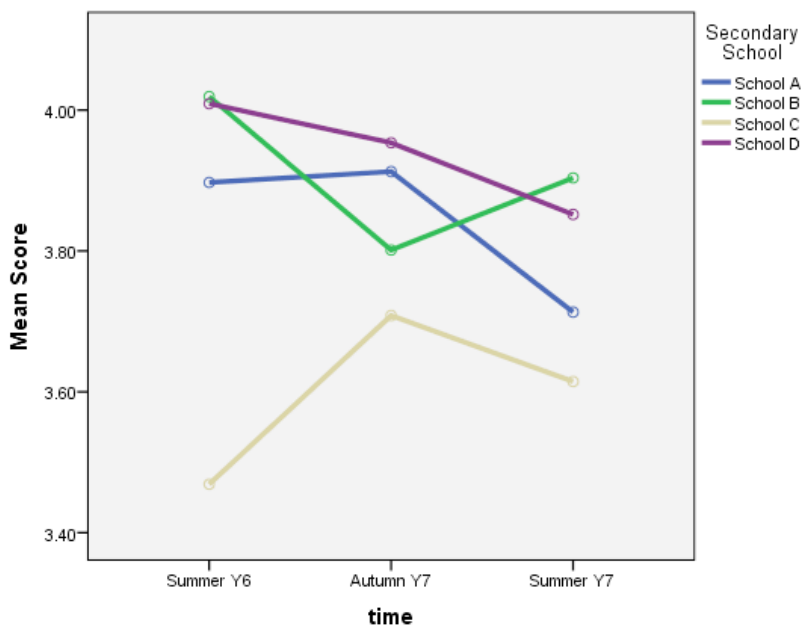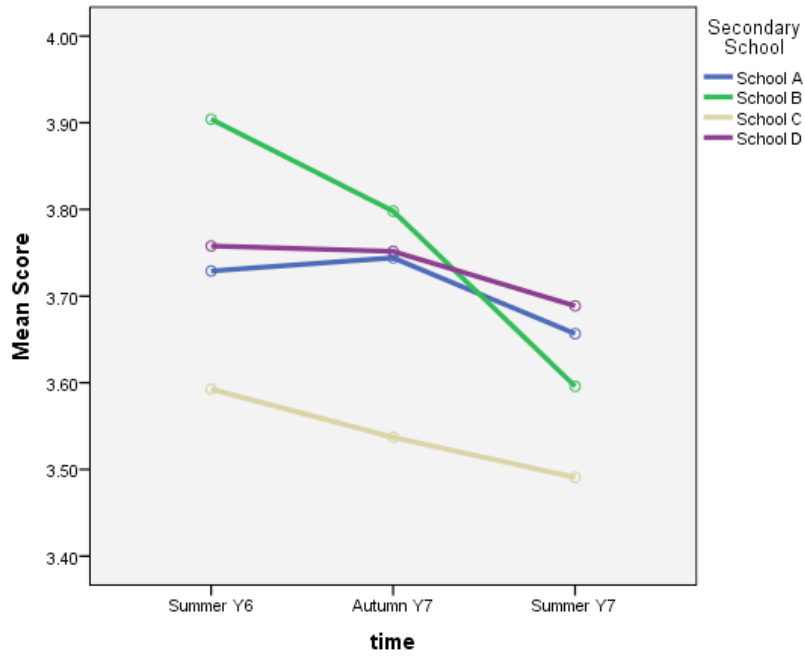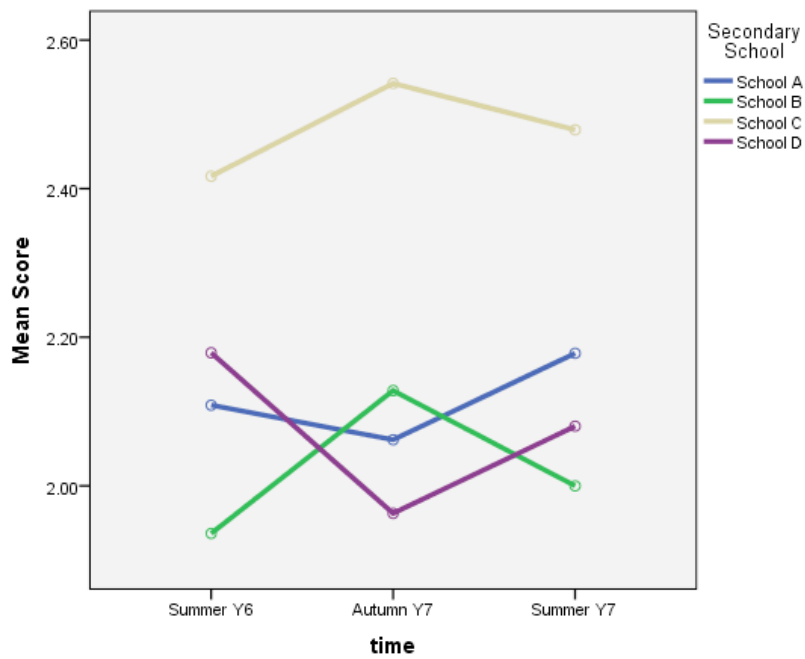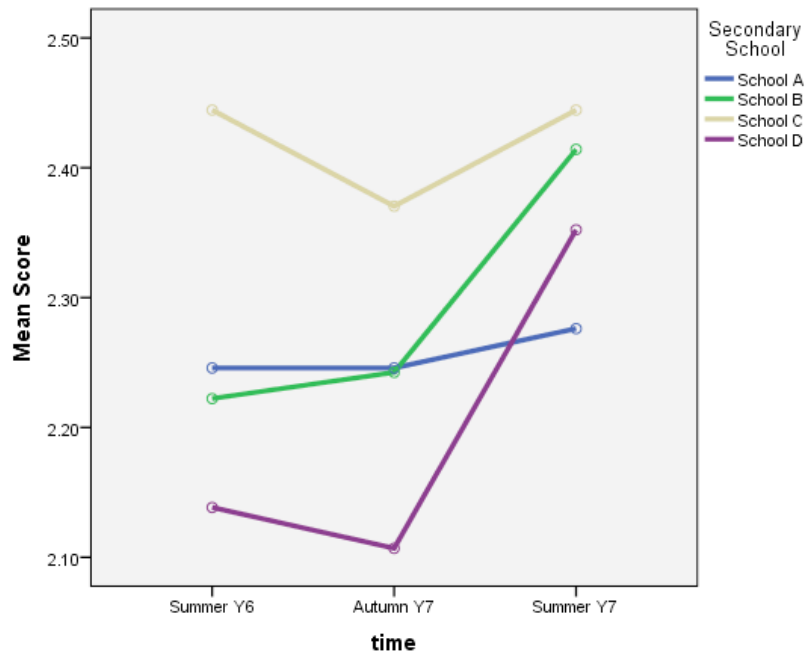
Figure 3b: Changes in Girls' Negative Emotion over Time

Chapter 4   Life in Year 7: A snapshot of transition and beyond

4.1 Induction Day

In the 1970's and 80s visits by primary pupils to the secondary school in the summer term prior to transfer tended to be brief and for most pupils likely to increase their apprehension about the move. As described in Galton and Willcocks (1983) pupils from each feeder school took it in turns to spend a morning at the secondary establishment where, after a talk by the Year 7 coordinator, small groups would undertake a tour of the school conducted by senior pupils. In most cases explanations were limited to, 'This is where you do maths, history, English etc.' If the primary pupils were allowed to see inside one of the classrooms they would be confronted by the gaze of 30 seemingly hostile current Year 7 students and a teacher who might say, 'I'm Mr. Smith. I teach history but I've not got a Year 7 class next year so I won't be seeing you lot.'

On returning to the hall, the Year 7 coordinator would ask if there were any questions? It was rare for there to be any apart from queries about where they put bags, or how to pay for dinner, and then it would be time to go back to their primary school. On the journey back pupils would then discuss the unanswered concerns such as where to go on the first morning- what books and equipment to bring- what tutor group they belonged to and, most importantly, how many of their friends from the primary school would be in their tutor group. Not surprisingly such visits tended to increase rather than diminish fears about the move throughout the summer vacation, often enhanced by their older siblings' horror stories.

By the time Hargreaves and Galton (2002) went back to the same schools two decades later, things had changed for the better. All establishments had full induction days during which pupils had the opportunity to meet in their tutor groups and get to know who would be with them from their old school, partake of some 'taster' lessons, experience a school dinner, have a guided tour of the premises and spend time with the current Year 7 pupils to question them about various aspects of life in the transfer school, such as who were the best teachers, how much homework did they get and whether or not they would be bullied. Follow-up interviews with pupils showed that the response to these activities was generally positive: most pupils said that they were less anxious about the move at the end of the induction day and this was further helped when the Year 7 coordinator visited their primary school afterwards to answer further questions. Highlights of induction day were having the opportunity to get to know pupils from other schools who were in their form or tutor group, school dinners, the science lesson (all bangs and smells) and being able to talk frankly with the current Year 7 about what it was 'really like' at the school.

Table 4.1 sets out the Induction Day activities in the four schools taking part in the present study. In all four schools the first task of the day is the assignment to tutor, form, and or house groups. This generally took longer than allowed for so that from thereon timings began to slip so that lessons tended to be cut short in order to meet fixed points in the day such as the morning and lunchtime break. At Markham Academy several schools were late in arriving so that the programme began 30 minutes later than on the timetable for the day.

At Kenniston College the first children arrived at 8.15 a.m. but others were still coming after 9 o'clock so that the administrative staff had then to identify the classroom where each individual was supposed to be

and find someone who could take them there. Children had to remember three things, their house, their tutor and their lesson group. The tutor groups were made up of students from all years. At St Cuthbert's there were also houses, named after various saints, and form groups. Pupils were given a coloured label with their name and form. The Year 7 coordinator, Mrs. Pearl, made a great effort to speak and write the names correctly, redoing labels where necessary.

> Mrs. Pearl: Sheni Amy. Do you want to be called by both names?
> Pupil: No. Just Sheni.
> Mrs. Pearl: Ok. I'll write you a new label. Five, four, three, two, one [there is lots of excited talking] When I talk you have to listen, otherwise you will miss something. You have a number on the register written against your name and it's also on your badge. This is your group next year and it's a mix of your old primary schools and from other schools. This is so you can start to make new friends. You are going to be here for the next seven years so it's a good time to start making new friends now. Before we start our day we are going to say a prayer.

> Lord Jesus. Make me a better person. Considerate
> to others, honest with myself, Faithful to you.
> Help me find my true vocation.

At both the other schools the system was less complicated. At Markham prefects stood around the room with boards with the initial of the tutors written on them (7JPE, 7KBL etc.). Pupils went to tables labelled AB to BR; CU to JA and so forth to collect their name badge with the tutor's initial. They then lined up behind the prefect with the appropriate board. At Latchmere pupils were allocated nametags and assigned tutor groups where they then went to sit.

Most of the welcome speeches are short and consist of reassurances about not thinking you are the only one feeling a little lost or worried about making new friends and so forth. The second most frequent theme is one of opportunity: work hard and make good progress to set you up for life (Latchmere). Among other advice the Head of Kenniston tells pupils, 'You've come to the best school in town with a fantastic staff who will always help *if you only ask*' (emphasis on the italicised words); we are here to learn and help others (St. Cuthbert's) and before you leave today I want you to have made at least one new friend (Markham).

With the exception of St. Cuthbert's the remaining schools set aside time for form and tutor groups which were generally devoted to team building exercises. At Kenniston, most of the morning was devoted to these activities. In the first session pupils had to shake hands, look into each other's eyes and say what colour they were. Next they had to make a circle. Each pupil had to step into its centre, say their name and describe a favourite activity or pastime. The tutor, Mr. Harding started them off: The following pupil then had to add his contribution and repeat those that had gone before.

> Mr. Harding: I'm Paul and I like Music.
> 1st pupil: I'm Jacob and I like to play video games; He's Paul and he like's music.
> 2nd Pupil: I'm Jack and I like to sit on the toilet; He's Jacob and he likes playing video games, he's Paul and he likes music.

Period	Markham Academy	St. Cuthbert's	Kenniston Arts College	Latchmere Community School
1	Welcome by Head Teacher, Deputy Head to give plan for day, School Band	Welcome by Year 7 coordinator, Assignment to house and tutor groups. Prayer	Allocation of house and tutor groups. Welcome by Head Teacher	Welcome by Deputy Head, registration
2	Tutor Groups: Bingo Quiz	Science	Team building in tutor groups	Tutor groups: postcard activity
3	Maths lesson	PE, DT or Drama	Break	English lesson
4	Science lesson	PE, DT or Drama	Team Building/finger printing	Break
5	Break	Lunch Break	Lesson groups	Science Lesson
6	ICT	Welcome by Head Teacher	Lunch	2nd science lesson with form tutor
7	Art/Music	Debriefing	Concert	Lunch Break
8	Lunch Break	Concert	Games/ Anti bullying	Tour of premises
9	English		Games/Anti bullying	Debriefing
10	Technology/ Uniform distribution		Orientation Quiz	
11	Debriefing questionnaire		Debriefing questionnaire	

Table 4.1 Timetable of Induction Day Activity

Some pupils can't remember the activities so Mr. Harding got them to repeat the exercise with actions and there was much laughter when it's Jack's turn. At the end Mr. Harding asked each group member only to do the actions as he attempted, with partial success to repeat all the names of the group and their favourite activities.

At Markham another version of the same exercise was used. This time pupils had to tell two things about themselves. They then played 'get to know you Bingo'. Pupils in their groups received a point if they could match the criteria set by the tutor (Are you left-handed? Are you an only child? Were you born between April and July?). At Latchmere the form group did an activity where the pupil with the ball had to introduce him or herself and talk about their hobbies. Pupils tended to get rid of the ball as quickly as possible and throw it to a friend, so the tutor took over the running of the game by indicating the next holder of the ball by highlighting an article of clothing or its colour. This was followed by a 'postcard activity' on which they had to write something about themselves, their ambitions etc. Pupils were encouraged to colour in their cards and told they would be put on display once the tutor had read them.

All three schools offering taster lessons timetabled a science lesson. St Cuthbert's restricted lessons to the 'hands on subjects' (DT, PE and art), while Latchmere spread the load over two days and did sporting' activities on the second day. At Latchmere pupils explored the Bunsen burner and learned some of the

safety rules. At St Cuthbert's pupils made up solutions of acid and alkali of different strengths. They added universal indicator to produce a range of colours. Miss Welch told the class:

> I'm not going to show you because I want you to get the excitement when you see what's happening.

At Markham, the teacher didn't begin by telling pupils his name although it was written on the whiteboard. Mr. Harding's first words to the class were:

> I've got two rules. When I talk you don't and don't touch anything unless you're told to.

Pupils were first quizzed about safety in the laboratory. They then split into groups and go to where white tiles with three kinds of food (bread, cheese and milk) on them had been set out around the laboratory. Pupils were instructed to pipette a drop of iodine on each food and observe the colour change. They then had to write down their observations in the booklet provided. Mr. Harding offered more of his rules:

> When we do experiments we push the chairs in and we stand.
> You must always write down everything you see happening because science is about observation.

Not everybody finished but Mr. Harding told them that normal lessons were 50 minutes and not 25 so 'There's plenty of time for writing up'. The rest of the day passes in a rush. In IT pupils received a password and did a quiz on the computer with questions such as, 'What is the significance of the five Olympic rings?' and 'What organisation was founded by Robert Peel?' One pupil responded to the former, 'because there are five countries in the UK', and to the latter, 'the Boy Scouts'. In art pupils sketched various objects of their choosing. In DT pupils were given pictures of four chairs (a bean bag, high chair, dining room chair and armchair) and asked to create a design so that they could move. Each group had to pass their design of their allocated chair to the adjacent group so it could be modified because,

> In design we share ideas and that's a whole lot better.

Children from other forms have had different experiences. Some have done dance, some drumming but all had time out from these activities to be fitted for their free uniform.

At St Cuthbert's pupils alternated between PE, design, humanities or drama. Geography consisted of a quiz based on true false statements about Great Britain (its capitals, relative sizes etc.). In Drama pupils were given 3 characters, a surfer, a hot dog seller and a surfboard hirer and had to construct a mime. They had barely got started when it's time for lunch. In all schools this was taken before the present pupils and was often a rushed affair, partly because the Year 6 pupils dawdled over their choice of meal and because the older pupils started to arrive and created a queue which staff did their best to disperse. After lunch the pupils went on the playing fields except at St Cuthbert's where lack of space because of the re-build saw them back in the library. Elsewhere, pupils generally stayed with others from the same school and either walked and talked, set up impromptu games or endeavoured to quiz their minders as to 'what the teachers were really like' and whether there was bullying etc.

In between post lunch activities pupils underwent various routine administrative tasks such as arranging to have fingerprints taken to access the dining area and record purchases. At Kenniston groups did games in the gym or attended the talk on bullying in the theatre. Games consisted of team activities such as collecting a beanbag and placing it in a bucket. Gradually each individual has to do more complicated things (doing five jumps or five twists with a hoop) before collecting the bag. On the second day at Latchmere games consisted of similar activities. There was a problem solving exercise (getting chicks across the river without being eaten by the fox), duck and goose chasing each other, and a tug of war. In the afternoon there were more conventional activities such as egg and spoon races, penalty taking and threading through obstacles with a hockey stick and ball, although all groups did the same activities over the day via a carousel.

Both Arts Colleges held concerts. At St Cuthbert's pupils sang songs, listened to solos from the orchestra. Then there was a guessing game where a member of the orchestra played one or two notes and the Year 6 pupils had to name the tune. At one point a member of the orchestra took over conducting while the teacher played the French Horn. The next activity consisted of naming the different instruments and explaining how they worked. The highlight consisted of the teacher playing the Posthorn Gallop using a filter funnel, a length of rubber tubing and the mouthpiece from the French Horn. Finally the pupils practiced the hymn, 'All are welcome' which they will sing at the mass on the first day of next term. The class were then divided into two halves and competed against each other to perform the best. The teacher put his hand over his eyes in order to decide which half did best.

At Kenniston the Year 7 coordinator explained that there weekly talent shows and the pupils were to see some examples. He hoped they would take part when the came next year. First up were a singing group who performed, 'Rolling on the River'. Next there was break dancing, then a classical trio (piano, cello and clarinet) and a dance routine from the 'Junior dance Club'. Some of the audience, mainly boys seemed only partially interested and read the various documents from the folders they had been given at the start day.

In all four schools the final gathering was used for debriefing. At Markham and Kenniston there were written surveys where pupils were asked to respond to items such as

> Did you enjoy tutor activities? [Kenniston]
> How did you rate the taster day? [Markham using 1 to 5]
> Do you feel confident about joining us in September? [Kenniston]
> What are you most looking forward to next year? [Markham]

At the other two schools similar questions were posed by the Year 7 coordinator, but informally to the whole Year 6 group. Pupils tended to chorus 'yes' to everything. Then it was time for parents and carers to arrive and take their children home.

Reflecting on the various induction days, both observers felt there were certain common features. Teachers, initially, tended to ignore inattentive behaviour or other minor breaches of rules although the use of counting down for silence was fairly common. There was great emphasis placed on politeness; teachers would say 'thank you' once silence was restored. But around the school Year 6 pupils couldn't fail to see the school rules prominently displayed at various points. Markham, for example, had 'Expectation', 'Discussion' and 'Treatment' rules displayed.

Environmental respect
No bullying drugs or violence
Punctuality
Everyone does their best
Code of dress
To follow instructions
Safety at all times

Hand Up
Speak one at a time
Active listening

Treat with respect
Good manners
Protecting rights
Accepting each other

Observers felt that there was too much information for pupils to take in and that one important omission was not setting aside a specific time when Year 6 pupils could meet with the present Year 7. But in general, informal conversations with Year 6 pupils during lunchtime and break suggested the day had done something to alleviate the feelings of anxiety associated with the move to big school. Devoting a special session to bullying at Kenniston could have led to mixed results. While it informed pupils of what they should do if bullied, it appeared from subsequent conversations to have caused some Year 6 pupils to wonder if the special attention given to it on the Induction Day indicated that it was a particular problem at the school.

4.2 First Days of the New School Year

All four schools, to a greater or lesser degree, spent the first days of the new school year on three main tasks. First, making sure that the new pupils understood the timetable arrangements. In every case pupils were issued with a planner and had to copy their timetable from the sheets provided. This was not always a simple matter. Some of the schools had a two week timetable so it wasn't the case that it was always English during Period 2 on a Monday. At St Cuthbert's the timetable sheet set out the days at the head of the columns and the periods at the head of the rows but in the planner this arrangement was reversed. Consequently many students in the form group that was observed made incorrect entries and had to be issued with a new planner. Towards the end the tutor had to issue his own copy and told the form,

> I've run out of planners so if anyone else makes a mistake they will have to go to the office and pay for a new one. [Planners are quite bulky because they contain lots of other bits of information].

At Latchmere there was a similar problem. The tutor spotted this early and explained to the group how to transfer rows into columns. She told them that she had no spares so they should use pencil initially.

> We have till 9.20 for this today and then normal lessons, but tomorrow you'll have another two hours for it so don't rush.

The second common feature concerned behaviour. Throughout the first few days there were constant references to rules and the consequences for breaking them. At Latchmere, it started from the first moment of the day when pupils lined up in their form groups. The tutor told them,

> I do routines strictly so you line up after second bell.

There was a particular focus on appearance. The Deputy Head at Latchmere, asked by a Year 7 pupil whether his ear stud was acceptable, produced a ruler and pronounced that as it was less than 4mm 'he could just get away with it'. At St Cuthbert's the Principal stood by the gates as pupils left school at the end of the day to check they were still wearing their blazers under their top coats, even though it was a very warm afternoon. At Markham, as on induction day, the Headteacher devoted most of his welcoming speech to the topic. He began by stressing the opportunities available if pupils were hard working, maintained high expectations and showed resilience when things didn't go as planned.

> You've got to bounce back, dust yourself down and get yourself going again.

But the talk soon turned to the consequences of not meeting the school's expectations. There were numerous rules on appearance (hair cut, hair colour, use of makeup, earrings allowed only for girls and studs must be plain gold or silver) and uniform (shirt tucked in at all times, modest, high waist trousers, black shoes, tights and socks in black or grey)

> We'll check you in the morning. If it's not right we'll not let you into lessons.
> We have expectations of 95% attendance. If it falls to less than 85% we'll ask your parents in.
> Respect yourself and each other. If you want to be here then you must allow others to learn.
> Failure to live up to these standards may result in a phone call home, detention, being put on report, placed in isolation, internal or fixed term exclusion. We will not accept bullying, violence and aggression, weapons, drugs, or racism and discrimination.

Once in the classroom, the teacher explained about the use of '*vivo points*'. The scheme also operated at Kenniston. At Markham the form tutor first emphasised the positive points but there was a sting in the tail.

> You get points for anything positive like helping another pupil and you can buy things with these points from the catalogue [she tells them to go to the page in their planners where the rates of exchange are displayed, e.g. for bringing your PE kit regularly]. You have to get it signed each week. If it's not signed you get a bad mark and if it goes on you get a detention.

At the end of the session after going through the pages of the planner there was a quiz. Pupils were questioned on what time they had to come to school, what to do if you heard the fire alarm and what to do if you felt unwell. On the latter the tutor advised the class that:

> If you have a sore head or a tummy ache, I'll be honest, there's not a lot we can do. It's best to stay in the classroom because you are here to learn. If you feel sick you can rush out to the nearest toilet. You're secondary pupils now so only if it's very serious will we send for parents. I often feel ropey but coming to school takes your mind off it.

In three of the schools only Year 7 attended for the first two days with the rest of the school returning on the following Monday. This eased the discipline problems but didn't stop teachers emphasising the school

rules and also any additional ones of their own. These were mainly to do with not touching instruments in music, chemicals in science or machinery in Design and Technology. At Kenniston, the music teacher, Mrs. Fielding engaged in the following exchange:

> Mrs. F: When I go like this [clap, clap, pause, clap, clap, pause, clap, clap] you respond thus [clap, clap, pause, clap, clap, clap]. This means silence. This is how I expect you to come into the room; in silence and then you go straight to the place I'm going to give you. You come in quickly and quietly and then what you do is get out your pen, pencil and notebook. What do you think this is all about?
> Pupil: If you're not behaving you don't listen and learn.
> Mrs. F: There's two sorts of me. I'm straight but I'm also a bit of a giggler. You can have both if you stick to my rules.

She then went through the school rules although this has already been done during the time spent in the tutor group. As in most of today's secondary schools these are based on the assertive discipline model of increasing consequences for repeated rule breaking.

> Not paying attention I would give a verbal warning then number two would be a written warning and number three would be 20 minutes in detention. Number four you have a detention after school. You're given a chance to sort things out but if you don't improve your parents get an e-mail. It will be logged and your record will follow you. After that it could be exclusion from class or school. It's a fair process.

The same pattern emerged at St Cuthbert's where the music teacher went through a similar process as Mrs. Fielding, but then lightened the atmosphere by insisting that each pupil answered the register by singing two lines of information about himself. Previously, the Year 7 coordinator had gone through a similar routine to that at Markham of what kinds of hairstyle (No Number ones or dreadlocks) were allowed and also what it was legitimate to wear (blazers on at all times). Elsewhere, as at Latchmere and Kenniston, pupils were uncertain how to respond when their names was called during, for example, registration. Some replied, "Yes Miss/Sir" while others merely offered the affirmative and this went unchecked. At Markham pupils were expected to respond either by name or by using the prefix, 'Sir', 'Miss' or 'Madam' (because some of the married women had objected to being called Miss). In practice, most teachers seemed relaxed about enforcing rules provided the class was reasonably quiet and did not call out during a question and answer session. At Markham, most teachers made a point of always thanking pupils whenever they responded positively to requests to conform to rules such as standing silently in line after the bell went, or filing in quietly for an assembly. Even so, unsatisfactory behaviour was swiftly dealt with at all schools. Thus at Latchmere, at the first assembly, the equation, *good behaviour + good attendance = good learning* was displayed on a big screen. At the end, the Year 7 coordinator thanked the pupils for sitting still and listening, particularly because it was hot and humid in the hall. He concluded:

> Wait and sit still until you're dismissed. If you have a tech subject wait here in the hall [gradually the noise level rises].
> Sit still, face forward. You've not been told to leave. [Deputy Head shouting above the hum]
> The next person talking in my assembly will loose free time. Stop! Face forward!

During subsequent lessons rules often were referred to but also stressing the positive aspects of behaving for helping learning. The history teacher wrote a list of sanctions on the board (one warning for talking out

of turn, three warnings equals detention, numerous warnings taken further etc.) and made the class write these out in their workbooks. The art teacher at Latchmere told one class:

> I know you've heard a lot [today] but you need to know what we need so you can work well and safely. You're expected to follow our expectations... You receive an art stamp for good work, behaviour, attitude and effort. The stamp says, 'Miss thinks I'm a piece of art'. I like using my stamp and if you are very good you will get a postcard home. Wouldn't it be great if everyone gets a postcard home this year! Two warnings equal detention. I expect you to be on time. You need to stay in your place and put your hand up if you want something. We don't generally work in silence but we might need to if there's trouble or something happens. If someone is talking show respect and listen. Bring the right equipment.
>
> Right! I'm not going to dwell on it but there's a system of detentions and maybe a letter home if there's a problem [observer's notes record the teacher was talking quickly and seemed not to want to spend time on this part]

However, not all teachers adhered completely to the rule book while others took active steps to cover for any pupil lapses. At Markham, for example, the Year 7 coordinator had a drawer full of spare clothing (particularly ties) which pupils could borrow if they had forgotten any item, while at Kenniston, a tutor, also an art teacher, referred the newcomers to a page in the planner.

> No phones or iPads. Bring water; you can add squash or Ribena if you want. Then there's our anti bullying policy. You must distinguish between bullying and banter. Banter can be a sign of friendship but if it goes on regularly it's bullying and you shouldn't suffer in silence. Now about those phones! Who's got one [quite a few hands go up]? Ok! If it's at the bottom of your bag and turned off nobody will know. I know you're not allowed, but I'll turn a blind eye as long as they are turned off and at the bottom of your bag.

The third element which schools had in common was the emphasis they placed on pupils' economic wellbeing; performing well as a means of achieving a happy and satisfying future life. Pupils were reminded that good jobs were in short supply and that the next five or seven years would be critical. At Kenniston, for example, a tutor told her group:

> You will need to learn new skills. We try to teach you things so you can cope with the adult world.
> In this town there are at least 12 people looking for very ordinary jobs.
> [Teaching assistant interjecting]: My daughter went for a job in a tea shop. There were 200 others.
> Tutor: Up to five people are looking for every University place so that's why we have rules here.
> We want excellent attention from all of you.

With this emphasis on the need for performance went the justification for testing and monitoring. At Markham, even the pupils in the small 'catch up class' of 15 were subject to what their tutor described as, 'a bit of a test that's not that bad'. In fact every class took a full version of the Cognitive Ability Test (CATs). These were on-line so pupils had to logon using their personal identity and password - a complicated procedure which most of the class managed with ease. However, thereafter many sat in front of the screen without attempting to answer questions that required them to identify the next number in the series, 4, 8, 16 and 32. For all but this particular class the results would be used to set them for English and

mathematics. This would be done over the weekend so that sets could be read out on the following Monday morning in the tutor groups.

At Kenniston, assessment extended to subjects like drama and art. Pupils were told this was necessary to obtain a 'baseline measure' by which to judge future progress. In drama, for example the teacher begins,

> This is drama which is new to most of you [an assumption about primary school]. It's also an assessment. It's not a test because some of you have done drama before. It's for me to know where you are so I can judge how you will improve. We have four things to look at; we innovate, we perform, we review and we participate. When we innovate we work with ideas. When we perform we create characters and show confidence. When we review we observe and evaluate, and when we participate we focus and get involved.

After going through the rules using a Power Point slide (be safe, line up quietly, start in a circle, show respect and have fun) pupils were given name stickers, placed in groups by initial letter and set the task of planning a scene about a family reunion. The teacher told them hat it had to last about a minute, contain a still image and have thought tracking, although none of these terms are defined, despite the earlier stated assumption that most of these pupils hadn't done drama before.

Initially, there was considerable confusion so the teacher singled out one of the pupils who had earlier claimed to have previously done drama.

> Teacher: What do we mean by role-play?
> Pupil: To be a character
> Teacher: So pick a character and pick an occasion. It could be Christmas or someone going away. You've five minutes to create a drama ending in a still image. What do I mean by that?
> Pupil: It's like a pause, like a photograph.
> Teacher: And thought tracking?
> Pupil: You have to show what people are thinking as well as doing.
> Teacher: Excellent. It could be opening a birthday present you didn't want. You'd say, "Thanks, Thanks" to be polite but make a face when you thought nobody was looking. OK! I'm hurrying you [seeks silence by calling 3, 2, 1, zero]. First you've got to show me your skill, so don't be a dead baby unless you come to life in the coffin later on. Also you must face the audience because I need to see your facial expression. That's worse than last time [another 3, 2, 1, zero]; I want silence by zero. I'll try again [this time the class is silent on 3]. Thank you. You also have to be the audience. I will ask you for two positive and one negative thing about each performance.

Several groups now performed. The conversation about being a dead baby has clearly influenced pupils thinking since the first two presentations involved a funeral where the deceased comes to life. The first of these was evaluated as 'good' because 'it had a twist and they were clear'. The next three groups portray a birthday party where the recipient showed different facial expressions on receiving different gifts. The teacher told them to use the eyes rather than smiling with through the mouth because, 'it's the eyes that give the game away'. For much of these performances he is kept busy entering marks on to his laptop. Only half the groups had presented by the time the lesson ended. The class was told, 'we will do the rest next time' and told to line up outside the drama studio. In the first art lesson at Latchmere pupils were also subjected to a test. The teacher began by telling the pupils that:

> My task is to help you develop your skills but first we are going to do a test to demonstrate your existing standard. We're going to do shading that gives dimension and I'll be giving you a mark [they are to draw a strawberry shaped sweet].

At other schools lessons appeared typical of what were seen on subsequent visits later in the year. The main difference was that as the year wore on teachers paid more attention to the level of attainment achieved and how this might be improved. At Markham the first afternoon consisted of a 'Freshers' Fare' where pupils could choose to take part in various activities, generally arts and sports. Some (all girls) did 'street dance' in which they learned to do various moves such as 'high knees', 'shuffle', and 'doggy'. Groups were then formed to put these moves into a sequence. Other options included various sports (badminton, basketball, football and rugby) drama, music or art. In the core subjects lessons were more conventional although in science there were examples of more interesting investigations, as at Markham where the pupils were given a raw egg in the shell and had to devise a protective cradle so that it could be dropped from a step ladder and remain unbroken. They were provided with, egg boxes, sellotape, plastic bubble wrap and clear film to use in the experiment. Elsewhere, at Latchmere the first sessions in science and history were mostly 'housekeeping' (handing out notebooks and folders, entering names etc.) but the science teacher promised that they 'will do more exciting things next time'. Later in the history lesson pupils were shown pictures of various weapons and asked to place them in chronological order. The first task in science consisted of sticking the learning journal into the back of the book (it's contained in a plastic wallet which is sellotaped to the back page). This is for pupils to record their progress and to indicate what more must be done to meet the target. The next task was write down on the first page what they think scientists do. The teacher then attempted to promote discussion around this point but as only one or two pupils seemed willing to contribute she offered her own version which was that it's understanding how things work. Then the topic of assessment was raised:

> There will be a test at the end of every module. ... The test will give you a level. You will have a level from Key Stage 2. So we will set you a target and the level from the test will tell you how well you're achieving.

In mathematics Latchmere pupils completed several activities designed to show the value of working as pairs or groups. They had to write down symbols for the letters in the alphabet and then draw an object shaped like a trapezium accurately to scale.

At St Cuthbert's it was noticeable that the teachers of creative subjects were more relaxed in their initial encounters with pupils. Whereas, typically most teachers began by saying, 'I'm Mr. Jones and I'm going to be teaching you science', the art teacher at St Cuthbert's began by showing the pupils some of his pictures including one of his baby daughter whom he talked about at some length. This was very reminiscent of the successful artists in Galton's (2010) study who always began by telling the pupils something of their personal history. Even more striking was the pupils' introduction to DT. Pupils did not appear to notice that this teacher had been the victim of the thalidomide tragedy and that his left arm was foreshortened and had missing fingers until he brought it to their attention as he carried out a delicate soldering task. He used the incident to encourage some of the female students who had been reluctant to use the equipment.

> If I can manage this with one good hand then you can surely manage it with two!

Thus the first day in Year 7 was mainly concerned with settling in, doing various administrative tasks, reiterating the rules and explaining the consequences for breaking these and introducing initial ideas about assessment. For the most part the day/s provided a gentle introduction to secondary school. However, as one pupil at Markham said at a subsequent interview,

> We did wonder if our teachers would always be as nice as this.

4.3 Lessons at the Half-Way Stage of Year 7

The original plan was to undertake further lesson observation during the spring term. In the event this was only possible at St. Cuthbert's. At Kenniston and Latchmere it was only possible in the second half of the term once the GCSE examinations had ended. No suitable opportunity presented itself at Markham. There were a number of reasons why these departures from the original research plan occurred. Two schools had inspections. In another the Year 7 coordinator was promoted to a more senior position and in another the head of year went on maternity leave. Both were not replaced officially until the summer term when the time came to visit the feeder primary schools. In general, there were more communication problems than in previous transfer studies due to the pressure on schools and individual teachers. Relevant staff were rarely on the end of the phone, e-mails often went unanswered and messages had frequently to be left with office staff, who placed them in the appropriate pigeon hole to be then lost among a pile of other notices and books left for marking. Coordinators often had more important things to attend to, particularly in chasing colleagues for reports, dealing with pupils who were on report, keeping records up-to–date as a way of being able to offer evidence to Inspectors and others that pupils were making satisfactory progress, dealing with incidents inside and outside school and meeting with parents. At one of the schools on an agreed visiting day, a complaint had been received from a member of the public who had seen some boys fighting at a bus stop. The investigation involving identifying the culprits, then collecting evidence from other pupils (which included going through the whole year group's photographs to ensure that the identities of the ring leaders could be established) took most of the morning and this disrupted the proposed interview sessions.

Only the visit to St Cuthbert's therefore provided a reasonable sample of mid-year lessons and even there it was not possible to visit an English class. The day consisted of an interview with the special needs coordinator and observation of RE, history and mathematics lessons. At Kenniston, lessons in June consisted of an English test, a library session for changing books and a mathematics revision period for the end of year test in which pupils completed a worksheet containing different types of calculation. At Latchmere, towards the end of May, the observer was able to visit English, DT, drama and geography lessons and to see a Personal Development session.

In the English lesson at Latchmere pupils' comprehension was being tested. Pupils first took turns to read an extract from a story and then had to circle words that described feelings. The teacher checked their understanding of some words such as 'dilapidated' and also reminded them of the definition of 'personification'. The main part of the lesson was given over to a worksheet requiring them to complete a series of 'Facebook' posts. Pupils were told that they should aim to write at least 9 entries; a statement received with groans by some of the class. Each pupil had to choose a character from the story and write about how they felt about events, conversations etc. The teacher did the first of the posts as a class activity to illustrate what was required. Gradually the class settled to the task apart from an occasional outbreak of

conversation (mostly boys at the front). The lesson was then interrupted by a visiting teacher who read out the daily Bulletin. Ties and blazers were now to be optional; there was a lunchtime concert, Gluten free meals would be available, and the results of the election for the new head boy and girl were announced. During the remainder of the lesson pupils worked intermittently. A critical moment occurred when the teacher left the class to fetch a tube of glue so pupils could stick their posts into their folders. Once she had left the class pupils (mainly the boys) began talking among themselves. On her return the teacher began to look at the work and record individual assessments, but had to break off from this task at various times to deal with noisy pupils or in one case to investigate why one pupil appeared to have lost his post sheet. By the end of the lesson most of the class were talking and not working.

In DT the first part of the lesson consisted of handing back work. There was a considerable emphasis on the meaning of the various colour codes concerning the grade level. The teacher spent some 20 minutes of the lesson on this topic including what was required to move up from one level to the next. Pupils had to construct a 'learning ladder' suitably coloured on a piece of corrugated card which they then cut out using a coping saw. The atmosphere appeared to the observer to be very 'businesslike' with the teacher moving around the class helping with the cutting out. When they had finished this task, pupils could continue with their projects which consisted of designing a toy for a child.

The third observed lesson was drama but half the class was absent completing a survey so the first part of the lesson was spent in the auditorium demonstrating the use of certain equipment such as the lighting and the use of an iPad to introduce mood music into a scene. The pupils then went back to the classroom and in groups were set the task of preparing a short comedy sketch in which someone makes a complaint in a shop. They were given four minutes to come up with an idea. There was some discussion of what makes good comedy and one boy suggested it can be mishearing what another person said. The teacher made a joke of this, 'My names not Miss Hearing' and everybody laughed. The teacher then asked why comedy can also be serious and then the class returned to the auditorium to act out the sketches beginning with a freeze. In one, a boy asks for an apple and is offered a phone and not a piece of fruit. The teacher, meanwhile, used the opportunity to demonstrate the use of the lighting and music facilities in setting up the performance. There was not time for everyone to perform and the evaluation was rushed. The teacher illustrated the value of mishearing as a comedy tool by asking what could be done with 'ham' and 'pram'. Pupils had to leave hurriedly so as not to be late for geography. The teacher told them as they left that she wanted them to think about which comedy ingredient was most important. They would discuss this next time.

The geography lesson started badly. Pupils arrived in a noisy manner after the excitement of drama so the teacher sent them back out into the corridor and told them he would only invite them into his classroom when they had calmed down. He continued by warning them that he would give no verbal warnings for any misbehaviour but that they would be sent off 'to Mr. B's office (deputy/Head of year?).

This session was less relaxed than the previous lessons. The title of the topic (What are the UK's tertiary activities?) and the learning objectives had been written up on the board, together with the day's date, prior to the pupils' arrival. Compared to the previous three lessons the teacher's approach appeared somewhat formal so that in discussion he tended to address the pupils as 'class' as in,

What do we mean by a tertiary activity, class?

Pupils were then asked to name various activities. They then had to write down the definition and name three jobs that offered services. On the whiteboard there appeared a list of retailing jobs and the description of the tasks involved. Both lists were in random order and the pupils' task was to match the job to the description. The bottom job did not appear at the bottom of the whiteboard and this was pointed out by a girl pupil. The teacher asked her to guess the missing job. She did so correctly and received a house point. Pupils were then asked in turn to stand up and identify one of the matches. Some pupils, again mostly boys appeared disengaged. One was taking his pen apart, another staring out the window, another told the teacher he didn't understand what they had to do. The girls, including the one gaining the house point, appeared much keener to participate. The teacher told them, 'This is excellent, class'.

The rest of the lesson consisted of completing tasks from the textbook. In one, pupils have to complete a grid showing which kind of retail stores are likely to be found in different places (village, town, city, etc.). Some, pupils were calling out that they had finished, others were asking to go to the lavatory, some boys, who had earlier not appeared to be paying attention, said they couldn't understand what to do. Another boy told the teacher that the girl next to him was accusing him of ruining things. At the end of the lesson the class was made to wait until there was complete silence. Whenever someone said something or made a noise the teacher added an extra minute of waiting time. This resulted in their being late getting to the queue for lunch.

This account can be compared with the day spent by the other observer at one of the specialist Art Colleges, St. Cuthbert's, during the spring term. After Assembly and attendance by some at the voluntary service the class under observation went to RE. The class had previously read accounts of various saintly people such as Mother Theresa of Calcutta, St Francis of Assisi and St John Viani. The classroom was set out in conventional rows and pupils worked individually to write an account, from the saints' point of view as to what it was about Jesus that had caused them to sacrifice so much and devote their lives to the welfare of the poor. The male teacher walked around the class adding snippets of information about the lives of the various saints. At one point a girl asked,

> Pupil: Should we use blue or black pens?
> Teacher: Blue this is you being creative and putting your own ideas. [There was a school wide
> policy of using blue pens to indicate pupils were putting forward their own ideas/views as against
> a black pen when they were taking notes, consulting textbooks etc.]

The teacher then called for several volunteers prepared to be questioned by other pupils about his or her reasons for following Jesus. Everyone not volunteering had to think of at least three questions to ask the person being interviewed what they did and why. This time only the first rows at one side of the class were told to use their purple pens. Pupils were clearly seated by ability because some of the rows had difficulty in completing the first of these tasks. In every case it was the teacher and not the classroom assistant who offered to help. Throughout the lesson pupils appeared to be on task and for the most part worked silently although they were permitted to consult their partner in the next desk about their ideas. At one point the teacher reprimanded a pupil who had turned around to ask something of a neighbour in the row behind but overall the atmosphere was extremely industrious. However, the bell went before the first volunteer could be interviewed so the teacher told the class in dismissing them that they would do the questioning next lesson.

Next was DT. Pupils were in the process of making a small amplifier which could be fitted to their mobile phones so that they could play their musical downloads at volume. The teacher was the one with the foreshortened arm and missing fingers; a thalidomide victim. The lesson began by rehearsing the ways of identifying the capacity of various resistors from their colour codes. Pupils volunteered, for example, that a yellow band equaled 4, a red 2 and a blue 6. The teacher then posted the following on the whiteboard:

A	B	C	D

Teacher: What does the A stand for?
Pupil: The first number.
Teacher: And the B?
Same pupil: The second number.
Teacher: The C?
Another pupil: The multiplier.
Teacher: the D?
Same pupil: The tolerance?
What if there's no D?
Same pupil: It means plus or minus 20%.

The teacher then put up a list of colours with the corresponding numbers, multipliers and tolerances. He then handed out various resistors and asked pupils to state how many ohms it represented. It was noticeable that boys tended to volunteer answers and were more often correct. Thus in the case where A = blue; B = green; C = red and D = gold, a boy gave the correct answer which was 6,500 ohms with a tolerance of 5%. For the rest of the lesson pupils retrieved their designs from a cupboard and continued to add resistors to their amplifier. Boys mostly managed to complete one addition. For most of the remainder of the lesson the teacher spent time with the girl pupils doing much of their soldering for them.

The history lesson took place in one of the temporary huts. Today's topic was a continuation of the study of the Peasants' Revolt. The task was to examine four accounts of Watt Tyler's death and to piece together what they [the pupils] thought actually happened.

The title of their textbook is *Thinking through History* and covers the medieval period. It is a topic-based approach with no chronological sequence involved so that the approach is at odds with current Government thinking. The present topic sits alongside others including The Black Death, the Beginnings of Parliament, the Norman Conquest and the Murder of Thomas A 'Becket.

The teacher introduced the lesson by asking the class why the peasants were revolting:

Pupil 1: Because they had to pay the same tax as the rich.
Teacher: Yes.
Pupil 2: They felt they were out to survive.
Teacher: OK! But why such a large number? [No answer] Well don't you think if people see a
fight they tend to join in? Can you think of a modern example?
Pupil 3: Ukraine is a bit like that.

The accounts come from Monks and also from various eyewitnesses as recorded in the Chronicles of the time. The teacher asked the class why they thought Watt was killed.

> Pupil 1: He had a dagger.
> Pupil 2: He spat at the king.
> Pupil 3: Why would you go in a truce with a dagger?
> Teacher: Good question. Any suggestions?
> Pupil 3: Maybe he didn't. Maybe it was written by someone who liked the king.

The teacher then drew a table on the board with the main characters present (the king, Watt, Lord Mayor, king's bodyguard etc.) in the column headings and questions such as, what they did/said etc., in the rows. Pupils had to copy the table into their books and repeat it for every account. They had to work through the accounts to complete each square in the tables. The teacher then told the class they would work in pairs but 'not across the aisles' so it appeared that the rule about only working with the person in the adjacent desk is being applied in history as well as RE. They were to use black pens, another consistent practice being applied. One boy was reprimanded for not working.

> Teacher: That's the last time I'll speak to you about not having a pen in your hand. Get writing
> please.

Most of the lesson was taken up with constructing the tables. Pupils then had to look for incidents where all accounts agreed.

> Teacher: So on what things do the accounts agree?
> Boy Pupil 1: In all four?
> Teacher: No three will do.
> Boy Pupil 2: The mayor was involved.
> Boy Pupil 3: Watt is rude to the king. He didn't uncover his head.
> Boy Pupil 1: He had a knife.
> Teacher: Ok. I want you for homework to write an account of what happened either as one of the
> king's men or as one of the peasants. I'll take the books in next time.
> Boy Pupil 4: Can I do it on the computer?
> Teacher: Yes but stick it in the book.
> Girl Pupil 1: Can we do it as a poem?
> Teacher: Yes.
> Girl Pupil 2: Can we do it as a letter?
> Teacher: Yes.
> Boy Pupil 5: Can we do it as a cartoon strip?
> Teacher|: Yes, fine, but let's get on.

The pupils worked on their accounts for the rest of the lesson in silence. Overall, there was little movement around the classroom. The lesson followed the textbook closely and most of the activity consisted of either pupils writing or the teacher talking. In many respects the pattern was not dissimilar to the Geography lesson at Latchmere described earlier, although perhaps more cognitively challenging.

The final lesson of the day was mathematics. Time was lost initially because pupils waited outside the temporary mathematics huts as indicated on the timetable. It appeared, however, that there had been a last minute room change and the class were to go to the room where they had previously taken part in the

RE lesson. The teacher had brought a friend who had recently arrived from India and who was looking to gain some classroom experience before applying for a teaching post in the UK.

The teacher began the lesson by saying, 'Lets do a quick starter. Give me a number from one to fifty'. Various members of the class offer 48, 2, 5, 7, and 10. The task was to combine these numbers in various ways by addition, subtraction, multiplication and division in order to arrive at the total of 164. Pupils were given two minutes to solve the problem. One boy's answer came to 163 but none of the others get within a five-digit difference. Two boys at the back of the class were fooling and not working.

> Teacher: What do you say?
> Boys: Sorry.

The lesson had hardly re-started before the two boys are again in trouble for fooling around. The teacher told them to go outside and that he would deal with them at the end of the lesson. Nobody has managed to get a correct answer and when the teacher tries he also fails. He then told the class they needed to think of a strategy but that meanwhile it was time to start the lesson proper which was on indices. They were to use their blue pens.

> Teacher: Today we are covering the rules of indices. Most of you know the rules already [chorus of protests]. It's fairly simple: you add when it's multiplied, you subtract when it's divide.

The teacher then completed several examples such that $X^2 \times X^3 = X^5$ and that $Y^3 \div Y^2 = Y$. Groans and protests continue. One boy called out, 'I don't get it' but was ignored. The teacher's friend then took over. He began by telling the class that when you multiply indices you add the powers, but when you divide indices you subtract them. He then went through several examples such as $X^3 = X \times X \times X = X^1 \times X^1 \times X^1$ while $X^2 = X^1 \times X^1$ so that when multiplied it gives $X^1 \times X^1 \times X^1 \times X^1 \times X^1$. He was still demonstrating division when the bell went.

This was a somewhat rowdy lesson but the format was fairly typical of what was seen in previous studies. While the teacher's friend took over the lesson he went outside to talk to the two pupils who had been sent out earlier in the lesson. After a short conversation the boys were allowed back into the classroom despite being told earlier that they would be dealt with after the lesson ended. This may have been because other teachers passing in the corridor had stopped and questioned the pupils about the reasons for being excluded. To avoid further encounters of this kind the teacher may have decided to avoid the possibility by bringing them back at the earliest opportunity.

As at other schools, pupils' performance was often referred to in terms of the levels achieved or ways of moving up to a higher level. For example in the course of the mathematics lesson the teacher handed one pupil a letter. When the boy looked concerned the teacher offered the following reassurance.

> Don't worry. It's only a message to your parents to say I'm moving you up a level.

At St Cuthbert's therefore, perhaps more than the other schools emphasis was placed on creativity, including the very simple device of using a different coloured pencil when problem solving or developing an idea, and this seemed to operate consistently across the whole school. However, its value was undermined by the need to meet the requirements of the level. In English, for example, certain ways of doing things so

that the writer could demonstrate the use of more complex structures such as reported speech, use of the apostrophe and so forth limits possibilities since it sends out the message, 'you can write what you think but try to include a piece of conversation'.

4.4 Pupils' Views of Transfer

In general, the views expressed by pupils about the transfer process were typical of those reported in earlier studies, including those in countries outside the UK (Jindal-Snape, 2010). The majority of pupils thought induction day worthwhile. Nevertheless, some were still anxious on the first morning of the new term and had found the opportunity of having one or two days without the other year groups present very helpful. On these days it had been possible to talk to the various senior mentors who helped out, meet more teachers, and familarise oneself with the layout of the school. The most positive reaction came from a boy pupil at Latchmere:

> Well I think it was all good in my opinion. I really loved it and the way they did things at the start of the year with the assemblies and then going off with maybe a teaching assistant to show you where the classrooms were so you didn't get lost. I think that's good and they should continue that for the new Year 7 coming up. I wouldn't change anything really because I really liked it.

For some, however, two days in the school without the other years present was too long. This reflected the tensions discussed earlier in the introduction where pupils, while wanting a smooth transition to secondary education also wanted to complete the status passage and get to grips with the 'real world' with older pupils, large dinner queues and the fear of possible confrontations with teachers and sometimes peers. Some pupils thought one day learning about the school, the timetable and the rules was fine, but that the second day should just be, 'normal lessons'. Nowhere, was the issue of 'status passage' more relevant than at Markham where there was a special Year 7 teaching base and play area. Some pupils, while welcoming its existence at the beginning of the year, felt that being kept apart from the rest of the school went on for too long.

> Interviewer: Do you think it's a good thing to have your own base?
> Pupil 1: I was worried but on the first day it was fine. You only got out of your base for PE, DT, drama and dance.
> Interviewer: So it's a good thing.
> Pupil 2: Yes. We have all our lessons and we don't have to travel far to get them. It saves you from being late for lessons.
> Pupil 3: I think it's bad. You don't get to meet people older than you. The only time you meet them is on the bus.
> Interviewer: So what do you think? Do you think you should be separate for the whole year?
> Pupil 4: No. Because when you go to Year 8 it will be starting over again.
> Pupil 1: Yes, but I don't know. I'm half and half. Because if we didn't have the other things [the base] we'd be called little ones and all sorts of names a bit more.
> Pupil 3: I think they should do Year 7, Year 8 and Year 9 for lunch because nobody else can come in our yard. That's unfair and we can't see our brothers and sisters.
> Pupil 4: I think we should stay in the base for most of the year but then like in the last half term of Year 7 we should start mixing so it's not so hard when we start Year 8.

Nevertheless, most pupils said that they had settled in at their new school within a very short time, generally in one or two weeks although for some it took a little longer. Interviewed in early December this girl pupil at Latchmere offered the following mixed assessment:

> I'm still settling in. I think I'll be settling in for the whole Year 7 with different things but my Mum always says, 'There are new challenges every day. Just take it one after the other and do it'. But I've made lots of friends. I didn't think it would be like this at all. I didn't think I'd be settled by Christmas but I feel more relaxed. I mean I've got friends, know the teachers and also finding classrooms, that was probably the biggest thing, all these classrooms ... so I do definitely feel like I've settled in.

Another area which these pupils had in common with previous generations was in their choice of favourite subjects. As in previous studies of transfer, it was lessons where you did or made things, where you did less writing that were preferred. PE, DT, drama and dance were all singled out for praise. Mathematics tended to be the least popular although this opinion could be modified if the teacher was 'nice' like the one at St Cuthbert's who was 'really generous and gave out 'lots of house points'. At Markham, science was liked because 'you've got something to do and someone to talk to' but it was also disliked because of the copying from the board and the homework. The same was true of English where there was frequent group discussion in all of the schools so that 'you didn't always have to sit and work in silence', while geography and history were also singled out because 'it's just writing out of books and copying'. What made the difference, even in the less favoured subjects was the teacher. Teachers who were flexible when it came to dealing with things like forgetting kit or being late with the homework, who didn't judge you superficially, and who made lessons interesting, were very much appreciated.

> Our [names subject} teacher, she's like an actor, she acts out … she's like exciting showing the way it actually happened. [Markham]

> It's also if you have a teacher who helps you and doesn't stare at you.... Some teachers don't really understand what you are capable of ...and if you get things wrong they just give you easier work. [St Cuthbert's]

> They can be funny but they still have to be strict and not too nice. They have to be nice…. They make the lesson fun, instead of plain facts. They have to understand what we are thinking. [St Cuthbert's]

> Well, there was one lesson, it was a really good lesson and she was being really nice... It was nice and peaceful and she let us talk, she let us sit wherever we wanted. It was nice because we had our freedom, but now she's gone back to 'sit here, sit there, don't turn round.' [Latchmere]

> Teachers have to be really nice though, so when you do something bad you feel bad about it, and then they might tell you off really bad and give you a detention but a nice teacher … they might just give you a warning. [Markham]

There were however several matters where the pupils' responses differed from those reported in previous studies. Those espousing 'environmental fit' theory, such as Eccles and Midgley (1989) have argued that it is the transition from the more 'hands on' approach at primary level to the more restricted diet of the teacher directed learning at secondary school which causes the hiatus in progress, motivation and attitudes during the initial period after transfer. Their solution was to make secondary school more like its primary

feeders. It would appear, however, particularly with respect to Year 6, that primary school has become more like a traditional secondary one in the approach to teaching. The main reason for this is the pressure to obtain good SATs results. In the eyes of these pupils primary teachers tended to concentrate on doing things in a specified way, mostly writing, presumably in preparation for the examination and sometimes got cross when pupils didn't seem to understand or succeed in carrying out instructions, whereas it seemed to be recognised that secondary teachers who were strict when it came to presentation did so because they cared about the pupils' future career prospects.

> I thought that when you see like secondary schools and stuff on TV ...you'd get the hardest work set ever so they would say, 'Ok. Here's your work. Get on with it, but they taught you more. … There's more activities to do in different classes. In my old school we only did writing all the time. [Markham]

> At my old school the most you'd ever get is like a group of four and you'd get class discussion, ... but it would only be for just five minutes and then you'd get, 'Ok, this is your work, write about it.' Whereas at this school it's similar, but it isn't all the time. They have more like gadgets in this school. [Markham]

> In the primary school we did a DT project with clay. I used to fall apart crying, 'I can't do this.' But here the teachers will let you do stuff. ... They try to make you get as high as you can but they won't be mean. They won't say you have to do it like this or like that. They give you freedom and opportunities. [Markham].

> In the primary school they just treated us like children. They would be like 'you need to do more of this' or 'it's ok.' They didn't care, but here they are more strict about your work. It can't be messy, it has to be impressive; it can't be incomplete. If we mess about we are going to have to face the consequences [not getting a good job]. They do it for our good. [St Cuthbert's].

> Here they respect you. They don't treat you like a baby. The reason I stay here is that they don't treat you like a three year old. [Markham]

> In my old school there was this teacher who got angry if we didn't understand because he didn't think we were listening. Here they explain things. [Latchmere]

The second point of difference from previous studies is the increased emphasis on testing and levels. While this has also increased in primary school the emphasis on regular testing, right from day one at Markham and Kenniston, made an impression on the pupils. Whereas in previous studies asking interviewees what made it a good day in school would elicit responses such as 'not falling out with my friends', 'having my favourite subjects', and 'not getting loads of homework', pupils now talked about 'getting a good level', meeting their targets whereas a bad day was 'having to do boring work or a test'.

> Interviewer: So when you have a maths lesson, how do you feel going into the lesson?
> Pupil [who has previously said he disliked the teacher]: Well we had one this morning and I was like 'I'm not doing this test' because we'd had one on the Wednesday. [Latchmere]

> Interviewer: Has there been a day when you've thought, Oh I really don't want to go to school today?
> Pupil; That's generally due to lessons. It's nothing personal. It would be a lesson or what we are doing in lessons, boring schoolwork or tests. ... I think it's emotional [not feeling confident]. I think

these days people compare themselves; so and so got that, and there may be times when I haven't met my targets. [Latchmere]

Pupil: It's different now because like in maths they chuck you a test. I got Level 5.
Interviewer: So what's a bad day?
Pupil: Probably we'd have do like loads of tests, or something like that. Just tests like big math's assessments.
Interviewer: Sorry [not hearing clearly]?
Pupil: Big math's assessments; that's the type of test we have here. [Markham]

Some of them ... when you're just new they don't know which level you are at and they said, 'Let's try to work at this level' and you may feel a bit left out because you're not at that level and they are expecting you to work at that level. [St. Cuthbert's]

A bad day is when we have loads of tests or something like that ... being tested. If I didn't get a good score, like if my Mum knew I was doing a test and I didn't get a good score, I wouldn't really want to talk about it. School's school and home's home. I don't want to mix them. [Markham]

The other significant area that children talked about was the rules and the punishments for breaking these. All schools operated a strict code with increasing levels of punishment for repeated misdemeanors and our other studies suggest that this form of behaviour management is also well entrenched at primary level. However, these Year 7 pupils appeared to accept the regime, provided the teacher showed a certain understanding and flexibility in applying it, whereas at primary school it was more a question of it being 'the lesser of two evils'. Thus in one case cited in McLellan et al. (2012) pupils resented having to walk from the playground to their classroom with hands behind their backs. In the past the teacher had punished the whole class because she could not identify the causes of misbehaviour during these walks. Now, because there was less pushing and shoving, and they therefore did not lose their *Golden Time*[5] pupils were prepared to tolerate the regimentation. One of the constant criticisms of teachers in that study was the tendency to punish a whole class for the behaviour of an individual. Concern about the kind of treatment they could expect at the secondary school seemed to dominate thinking in the final days at primary and in one case, when the Year 7 coordinator at Latchmere visited one of its feeder primary schools and asked if there were any questions,

The only thing anyone asked about was how detentions worked, what would you do if you were in detention. It was just bad stuff that everyone asked about, never anything good, so the only things we really knew about were the bad bits. [Year 7 girl]

In these transfer schools, however, the repeated warnings about not tolerating bad behaviour because it prevented learning, which were preached on Induction Day and reinforced during the first few days in the new school appeared generally to be accepted, if only because of the accompanying utilitarian argument that time spent learning in school would determine one's life chances. Acceptance, or at least toleration of a strict code, was more likely when the rules were operated with understanding and flexibility. Thus the personal tutor at Kenniston turned a 'blind eye' to the pupils bringing a mobile phone to school provided it was switched off and hidden at the bottom of their bags. Teachers who substituted an extra warning instead of a detention were not necessarily seen as a 'soft' touch, but as someone who understood the

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[5] This was usually on Friday afternoon. Pupils were free to choose what to do (watch videos, play games etc.)

context in which bad behaviour had occurred. Offering fun lessons and not applying the rules too rigidly were the two main criteria for judging who was or was not a 'nice' teacher. At Markham, for example:

> Pupil 1. There are some really nice and there are some that are like really strict.
> Pupil 2: You know which ones to sort of avoid. You know which ones you can like … which ones can be good.
> Pupil 1: They teach well so you are getting taught well but if you do something wrong they're not like shouting in class.

The small class at Markham which catered for those with learning difficulties and who had underachieved at primary school were particularly clear about the value of being treated in this way.

> Pupil 3: The teachers here are better ... they're not that strict and they help us with our learning, like detentions and that, they let you off sometimes. They want us to do well in life and get a good job and that.

Not all teachers were like this. Some at Markham were described by one pupil as 'really scary'

> Pupil: Sometimes they intimidate you. When they ask a question you sit there.. [long silence]
> Interviewer: What do you do? Hope someone else will answer?
> Pupil: Yes.

From the pupils' perspective inconsistency was often associated with favouritism. At St Cuthbert's several pupils expressed their frustration at the way the system operated.

> They tell you off for what I think are silly things that shouldn't really deserve getting told off. Because some pupils they do stuff that should be told off, but they get away with it. But with the little things, just because they're that kind of person and they're maybe in a friend group, they get told off for that.

> We used to be able to laugh at primary school, but now we get told off for it. ... Now we can't talk to anyone.

> At primary school I got away with lots of things, I was let off lots of times; the teachers were just too nice. Here it's really different. They give you after school detentions for just talking or not putting your hand up.

A similar view emerged from the interviews at Latchmere:

> If a teacher knows you're the sort of person who gets into trouble you probably get the blame for things that happen even if it wasn't you. Sometimes you are just standing up for your mate and going 'No, it wasn't him' and they're like, 'You can have a detention as well'. Once there was a thing where we couldn't talk and Miss wrote Poppy instead of Polly on the board, and Miss said [when we pointed it out] 'Ok, but now you're having a detention as well for talking'.

To sum up, the majority of pupils interviewed said they had adjusted well and fairly quickly following the move to the new school. Most teachers were considered to have the pupils' interest at heart and the Year 7 coordinators and form tutors were particularly valued as a 'safety net' because they were people:

Whom you could talk to if you were worried about something or if you were struggling with a piece of homework, or whatever it may be. And then there is your form tutor. My form tutor, I haven't needed to talk to him about anything, but I think if I did he would be very understanding and I think it's just lots of [these] little aspects that really help to make you feel relaxed and happy.

Chapter 5   Bringing it all together: Conclusions and suggestions for the future

Chapter 3 showed that there were only small differences in the pupils' wellbeing profiles across all four schools and the previous chapter suggests why this outcome has arisen. First, it is clear that despite the designation of two of the schools as Arts Specialist Colleges, life in Year 7 for all pupils was very similar. Induction Days consisted of a speech of welcome, a period in form or tutor groups where ice breaking exercises designed to get pupils from different feeder schools to get to know each other, and in three of the schools some taster lessons. In between there were tours of the buildings, a lunch to sample, arrangements for paying for it next term explained and the necessary procedures for implementing the scheme, such as fingerprinting, completed. In the two Arts colleges there was also a musical concert in which the present pupils and some teachers performed. Then in the first few days of term the new Year 7s were given opportunities to consolidate their knowledge about the workings of the school, make new friends in their sets and tutor groups and encounter more teachers, this time those who would actually be teaching them throughout the year. By the time that the whole school had returned, and various initial hitches ironed out so that the schools were operating normally, most pupils at interview said they felt reasonably settled by the second week of the new term.

Subsequent observation of lessons did not reveal any major differences in either the curriculum or teaching approach. In subjects such as English, geography and history, the majority of lessons involved writing, in some cases copying from the board or from the textbook. Subjects such as PE, DT, dance and drama were generally preferred because they required pupils to plan and design an activity, then make or perform it and finally have one's peers offer a critical appraisal of the product. Science offered a half way stage in that although there were opportunities to perform experiments these had then to be written up in a prescribed fashion. Lesson preferences were dictated in part by the behaviour and attitude of the teacher. A teacher prepared to have a laugh, to make lessons fun and interesting and to keep reasonable order without sticking rigidly to the rules could earn approval for his or her subject. These findings are little different from those reported in Delamont and Galton's (1986) account of lessons in the first year of secondary school which was undertaken thirty years ago. Teaching as, Cuban (1984) remarked, has always been 'a very conservative profession'. It may well be that in the upper secondary school, when pupils began to specialize, bigger differences in substance and style would have emerged, but in Year 7 there was little evidence of such variation.

In two other important ways, however there has been important and relevant change. In the first instance it is not that schools have introduced the practice of 'getting one's retaliation in first' whereby the school rules and the consequences of breaking them are made clear from the very first encounter and then strongly reinforced during the first few days of the autumn term. The discipline of 'natural consequences' first advocated in the 1930's whereby the penalty for a repeated offence increases by degree, has long been standard practice in English secondary schools and has now become a regular feature of primary practice also. For the most part the schools in this study tried to operate the policy with humanity, flexibility and understanding which was not so prevalent in the past. Hargreaves and Galton (2002) for example, recorded instances where on Induction Day pupils were excluded from some activities for minor

misdemeanors or made to come out to the front of the welcoming assembly by the headteacher, to be shouted at and given the message, 'When I talk you don't'. Some schools visited employed a Discipline Master or Mistress. Some things have changed, however. Increased workloads are now required to deal with problem pupils and the nature of the positive rewards for those who reform has become more sophisticated. Previously, it was generally left to the class teacher to award a house point but now there is a great deal of paperwork involved in reporting, reviewing and signing off pupils who have broken the rules, in part to safeguard the school from accusations of unfairness by parents and other outside bodies. Schools are more often left to their own devices when dealing with serious issues which previously would have required time in a Pupil Referral Unit (PRU). In a recent study of inclusion, Galton & MacBeath (2015) came across a case where there was a six month wait for places and then the PRU could only offer a fortnight's respite. The digital age has seen the introduction of 'vivo' points which can be awarded through a text message. In some ways it pays to be bad, since a pupil who reforms is more likely to gain an accumulation of points compared to the satisfactory pupil who may have to do something outstanding to get noticed.

The major change has been the rationale used to justify the rules. In the past, as the incident with the headteacher described in the earlier paragraph typifies, rules were there to be accepted without question; nor were reasons given for their being in place. In one instance in Delamont and Galton (1986) pupils were told to 'stand on the left hand side of the classroom door' when waiting for the teacher to arrive, 'because the right side belongs to Miss Y and you mustn't steal her space', although there was a perfectly reasonable explanation to do with keeping a passageway clear in the corridor. In this study all four schools offered a rationale to do with learning coupled with a successful future. Disruption stopped learning and thus hindered academic progress. Leaving school without succeeding in examinations would affect one's future employment prospects so that pupils would not have the means to pursue the 'good life'.

Most pupils interviewed seem to have taken this message to heart and accepted that the rules were there for their good rather than as in the past for the convenience of the teachers. The message is reinforced by the amount of effort which goes into monitoring pupils' academic progress. In two of the schools pupils were tested on day one of the autumn term in order to provide a baseline. In most lessons observed there was mention of the level achieved and what had to be done to get to the next one. Pupils talked of their progress in terms of their level. It is not surprising therefore that one of the criteria for having a good day at school was to get a 'good level'.

It would be unhelpful and impractical if this report was to suggest that the consistent operation of a clear set of rules coupled by appropriate sanctions and rewards and the monitoring of performance in terms of 'levels' should be abandoned and replaced by some other system. For a start, the judgements of Ofsted would be extremely severe, particularly as the present Chief Inspector in his 2013 Annual Report has argued that schools are too frequently tolerating low level disruption and has promised to crackdown on such practice (Ofsted 2013/14). But the theory and research suggests that a controlling environment and too great an emphasis on outcomes inhibits creativity, intrinsic motivation and functioning (*eudaimonic*) wellbeing (Deci & Ryan, 2008a, 2008b, Csikszentimihalyi, 2002). Self-determination theory, which has been described as a series of mini-theories sharing an organismic-dialetical metatheory and the concept of core needs (Deci & Ryan, 2002), however suggests a way forward to resolve this impasse. As noted previously wellbeing is contingent on the satisfaction of three fundamental and core needs, namely the need for

competence, autonomy and relatedness. Rules can be considered as undermining the need for autonomy in particular. However one of the mini-theories under the self-determination banner, Cognitive Evaluation Theory, examines the specific conditions under which environments are facilitative or disruptive of intrinsic motivation and hence functioning (eudaimonic) wellbeing. Deci (1975) had shown that feedback could enhance or diminish intrinsic motivation depending on whether it was positively or negatively phrased and an accumulating body of evidence dating back to the early 1980s (see for example, Deci, Schwartz, Sheinman, and Ryan, 1981) has consistently demonstrated that climates that *feel pressuring and controlling* undermine intrinsic motivation, whilst those that *feel supportive and informational* have the opposite effect. It could therefore be argued that the changes seen in schools now providing reasons for rules (as opposed to Delamont and Galton's (1986) study where rules were just given) has resulted in a shift in how such rules are processed by pupils. With the reasons given relating directly to young people's future and therefore of relevance to them, the rules may well now feel supportive and informational rather than pressuring and controlling.

Thus there is a need to modify the process of formulating rules and evaluating progress such that it increases pupils' participation and a sense of a degree of ownership in the processes involved to foster a shift of perceptions to these being seen as informational rather than controlling. McLellan and Galton's (2012a) study of schools who had extensive contact with the Creative Partnership Programme offers some clues about how this can be done. In this programme artists, or 'creative practitioners', the preferred term because it included, film makers, photographers, environmentalists etc., as well as visual artists poets and writers, were able to bring about dramatic changes in the behaviour and performance of previously disengaged pupils as well as promoting functional wellbeing in general. Critical in this process was providing a forum where rules could be challenged, discussed and modified where necessary. Thus Arts schools may be particularly well placed in this regard if the pedagogical approach adopted and climate created is similar to that seen in the Creative Partnerships schools of our previous study and is outlined further below. Nevertheless, the implications of needing student involvement apply to all. Schools Councils appeared the appropriate forum for challenging rules yet in many schools the Council's activities are restricted to environmental issues to do with maintenance of cloakrooms and lavatories, and the tidiness of classrooms and outside areas. Most important was a willingness by teachers to show that while not condoning inappropriate behaviour they could understand the reasons for it. For Cantor (2009), the originator of the assertive discipline model in the nineteen seventies, motive was irrelevant. For the creative practitioners, however, motive was crucial, particularly when dealing with the disengaged pupils where low self esteem, risk of failure and embarrassment at not understanding instructions might all produce a negative 'I don't care' defensive reaction. Generally, creative practitioners dealt with such situations by relating the pupils' behaviour to some personal incident, not necessarily in a school context, where their actions were motivated by certain feelings. Talking out of turn, because of excitement, or acting aggressively because they felt humiliated were some of the examples recorded. Indeed we saw similar instances but these generally took place in tutor groups and not subject lessons. In this matter a consistent approach is required and this calls for whole school professional development. It is not surprising, given the way that the present system operates, that one of the first things the Year 7 pupils ask peers already in the school is who are the nice and awful teachers?

In discussing pupils' progress more emphasis needs to be placed on those aspects of Assessment for Learning (Black & Wiliam, 1998) particularly the provision of what Hattie and Timperley (2007) term *task*

related feedback. Here the pupils have a much greater say in what they need to do to reach the next level, rather than being told ' they should use two adjectives rather than one' in descriptions or 'always to begin with reported speech' in writing a story. The use of learning logs (Wiliam, 2011) where pupils keep work which they have 'enjoyed doing', 'found difficult' or 'gained most satisfaction from' and where pupils have to justify their choices is also an excellent way of enabling pupils to become 'masters of their own destinies'. For this to happen adults, according to Deci and Ryan (2008a) must provide 'autonomy support' which requires the teacher, in this case, to target individuals by taking their perspective, encouraging initiation, supporting a sense of choice and being responsive to their thoughts, questions and initiatives'.

This then is one suggestion emerging from the study. There are three others. The first of these involves the idea of transition as a status passage, where the pupil ceases to be a child and becomes a young adolescent. Transfer at eleven is particularly important in this respect because the passage is also marked by physical changes associated with the oncoming of puberty. Pupils need outward signs that they have made the transition successfully. One illustration of this was the majority reaction among those interviewed at Markham, that having a special base area should be terminated before the end of Year 7 so that they could mix with older students. One suggestion was that Year 8 and Year 9 should use the Year 7 play area at lunchtimes. This finding is particularly important in the context that these students were seen to be most at risk during the transfer from primary to secondary schooling, thus their perceptions of special provisions made to support them is specifically needed. There is therefore a balance to be arrived at between doing things that help maintain a degree of continuity to provide reassurance while at the same time offering sufficient new experiences to create a sense of 'moving on'. One reason why bridging units were often disliked was that they were perceived as continuing with primary work. In Galton, Gray and Rudduck' s (2003) study, one secondary mathematics' teacher related that when the bridging unit ended and she gave out their new workbooks, the class spontaneously cheered when she told them to write on the front page, 'Year 7 Maths Book'. The balance between continuity and discontinuity needs to be reviewed regularly in the light of what happens in the feeder schools. As illustrated in many recent studies Year 6 has become more and more like Year 7, and indeed this could account for the finding that wellbeing did not dip in the immediate period after transfer from primary to secondary schooling. It may not be necessary, therefore to have too many taster lessons on Induction Day. Much more important, particularly given that the intake comes from many feeder schools, is to provide opportunities for meeting pupils from other schools and for getting to know each other. Even more important is to provide Year 7 with the earliest opportunity to meet with pupils from their old primary school so they can ask the questions they fear to ask the new teachers. Schools in this study tended to use students from the senior school, prefects etc., as monitors and guides throughout Induction day. It would perhaps be better to use Year 8.

The majority of schools in the study brought the Year 7 pupils back before the rest of the school. In most cases this was a repeat of Induction Day except lessons were with the actual teachers (although not at Markham at the Freshers' Fare). Administrative tasks were completed, rules re-iterated and applied more firmly and pupils given more time to familiarise themselves with the new surroundings. When these activities took place over two days some pupils became bored. The second suggestion therefore is that one day should be devoted to the last of the five bridges, helping pupils to become autonomous learners. This requires a post-induction programme which is not concerned, as now, with pupils becoming *efficient managers*, by being able to sort out a complicated two week timetable, bring the right equipment, go to the correct classroom on time etc., but also of gaining the necessary skills to become *efficient learners*.

Schools that run post-induction programmes teach pupils the art of 'taking notes' during a teacher presentation, without recourse to copying everything that's written on the board, suggest various ways of organising learning, such as mind maps, and offer other useful strategies in helping those new to the ways of secondary school become *professional pupils*' (Lahelma & Gordon, 1997). It is important again that a whole school approach is adopted. In some cases post induction exercises are undertaken in tutor groups and never practised in the subject lessons with the result that the skills are not transferred.

The final suggestion concerns the way that transfer is viewed by many teachers as exclusively concerned with the move to the new school. But many of the concerns which pupils have at the outset continue after the initial year and are exacerbated when they move to a new year group. Reflections provided in the student interviews towards the end of Year 7 strongly suggest that schools need to consider these concerns, particularly as some students perceived as vulnerable by primary schools were interviewed in all secondary schools. Staying or changing forms/sets with consequences for friendships, gaining the trust of personal tutors and learning to live with unfamiliar new teachers are all part of the transition process.

The evidence from this present study would suggest that as in previous ones, much of the transfer school's efforts are still concentrated on overcoming the short-term concerns of pupils. Pre- and post-induction sessions are all designed to provide improved continuity during the settling-in period rather than promote a series of graduated changes to the pupils' circumstances which are in accord with stage-environment fit theory. The need for schools to think longer-term in relation to transfer is supported by work in other disciplines. For example, in the field of occupational psychology Nicholson (1987) has proposed that work-role transitions consist of four phases. Phase 1, described as *preparation*, parallels the kinds of programme most secondary schools now offer with induction days, visits of the Year 7 tutor to the primary feeder schools, and parents' evenings. This might be extended, as some schools are doing, by increasing the number of induction days and by extending the buddy system whereby Year 7 pupils exchange information with their Year 6 peers on a regular basis using electronic forms of communication.

Nicholson's Phase 2 consists of initial *encounters* and would correspond to a post-induction programme which would extend beyond the existing use of activities, and include various activities that build on the idea of '*learning to be a professional pupil*' (Lahelma & Gordon, 1997) discussed in a previous paragraph. The few schools in England that have developed such programmes often include, besides the development of study and thinking skills mentioned earlier, the introduction of rules and strategies for cooperative forms of learning and familiarisation and sensitivity exercises which build on the experiences of earlier schooling.

Nicholson's final two phases consist of *adjustment* and *stabilisation* respectively. At the adjustment phase normal working conditions pertain but there is frequent and immediate feedback provided on both success and failure. While teachers often provide feedback it tends to be *corrective* by pointing out errors, demonstrating the correct procedures etc. rather than *informing* whereby pupils' reasoning is explored and strategies for identifying and correcting mistakes identified (Hattie & Timperley, 2007). Neither is the overall picture of the pupil's progress coordinated other than at parents' evenings and in end of term reports. For Nicholson, stabilisation involves future goal setting and appraisal of what is termed 'role evolution'. This should concentrate on addressing those aspects of the pupil's adjustment (whether social, personal or academic) where improvement is required and setting future goals for the following year. Much effort already goes into monitoring progress and behaviour, but it is more rare for schools to ask the

pupils to set wider goals. At Kenniston the cross-age tutor group was asked to set three goals for the year and pupils offered various suggestions, such as joining more clubs, training harder to get into a school team, standing as form representative, or managing their temper better, but when it came to examining whether the previous year's goals had been achieved most pupils couldn't remember their choices, had lost the original slips, and the tutor appeared to have retained no permanent record with which to jog their memories.

To summarise, attention issues surrounding adjustment at transfer need to extend beyond the present relatively short periods of concern. This would be in accord with the findings of West, Sweeting & Young (2010) who collected pupils' retrospective views of the transfer experience and found that higher levels of concern at transfer were positively correlated with various measures of wellbeing such as depression and self esteem at two later age points (aged 13 and 15). This is likely to have come about because pupils who have concerns at transfer about making friends, getting on with teachers and so on are likely to experience similar difficulties in the following years.

In deriving and sustaining such transfer initiatives it seems clear that schools also need to pay more attention to the voices of their pupils. They are the ones who have first-hand knowledge of what it is like to make the transition from primary to secondary school, as many of their comments illustrate. As research in the field of student voice has demonstrated (see for instance Rudduck & McIntyre, 2007), they are thus in the best position to offer relevant and useful suggestions in helping to reduce some of the tensions that still surround the move to the new school and subsequent progress through the following years.

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Appendices

How I feel about myself and School

How people feel about themselves is really important. It can affect how people do things.

We are from Cambridge University and we want to find out what school children really feel about themselves.

We are interested in knowing how children feel about themselves as they move from primary to secondary school.

We also want to help schools make things better for children as they move to secondary school. So we are asking children in your school and other schools to help us.

We are going to ask you a few questions. There are no right or wrong answers. Please answer as honestly as you can. No one will tell your school what you think.

Your teacher will explain what you need to do and will read out each question.

My Name: …………………………………..

My Primary School: ………………………………….

I am: Boy / Girl (circle which one)

Remember

- There are no right or wrong answers

- Please answer honestly

- No one will tell your school or teachers what you think

Section 1: How I feel about myself

Think about the statements below. They are about the different feelings you may have. Using the scale below please indicate how you feel about yourself for each:

1	**2**	**3**	**4**	**5**
never	not often	sometimes	often	always

You may feel differently in the different places where you spend your time. So we would like you to tell us separately about your feelings -

Inside School

and

Outside School (this can be your family home or any other place where you spend a lot of time with friends or others).

		Inside School	Outside School
(1)	Feeling good about myself	☐	☐
(2)	Feeling healthy	☐	☐
(3)	Feeling successful	☐	☐
(4)	Feeling miserable	☐	☐
(5)	Feeling energetic	☐	☐
(6)	Feeling cared for	☐	☐
(7)	Feeling appreciated	☐	☐
(8)	Feeling stressed	☐	☐

		Inside School	Outside School
(9)	Feeling capable of coping with challenges	☐	☐
(10)	Feeling bored	☐	☐
(11)	Feeling part of things	☐	☐
(12)	Feeling close to people	☐	☐
(13)	Feeling there is lots to look forward to	☐	☐
(14)	Feeling safe	☐	☐
(15)	Feeling confident	☐	☐
(16)	Feeling everything is an effort	☐	☐
(17)	Feeling things are fun	☐	☐
(18)	Feeling lonely	☐	☐
(19)	Feeling enthusiastic	☐	☐
(20)	Feeling happy	☐	☐
(21)	Feeling I'm treated fairly	☐	☐

Thank you for your help.

If there is anything else you would like to tell us related to the questions you have been asked please write in the box below.

Appendix 2: Identifying the Wellbeing Scales

This appendix outlines the exploratory and confirmatory factor analyses that were undertaken to identify the underlying wellbeing dimensions (or factors) that were subsequently used to form the wellbeing scales. As well as providing details of the process and outcomes (i.e. explaining what the emergent scales are), the text also explains the purpose of the process to aid readers unfamiliar with these techniques.

Exploratory factor analysis is a statistical technique that interrogates the wellbeing response data to identify groups of items that have been responded to in similar ways (for instance if students consistently gave the same responses to items 1, 3, & 7, so one student might respond 1,1,1, another 2,2,2 and a third 5,5,5, then the technique would identify items 1, 3, & 7 as a potential group). Exploratory factor analysis does not provide the analyst with an answer as to the best number of groups of items (or factors) to represent the data gathered but it does provide statistics to examine how much variation in student response for each item can be accounted for by a particular solution (in terms of the number of factors) and how much overall variation in the dataset is accounted for by that solution. There are various algorithms for conducting the analysis but the process starts by extracting one factor (i.e. assuming there is just one group in the data) and seeing how much variance this accounts for in the dataset, quantified in terms of the factor's eigenvalue. Then another factor is extracted and the amount of variance the second factor accounts for, in addition to the first, is calculated and expressed as an eigenvalue. As one-by-one more factors are included into the solution (extracted) the amount of variance (or eigenvalue) associated with each factor successively reduces but the process continues until the same number of factors as items in the dataset are extracted. The technique is exploratory in that the analyst has to decide at which point to stop the process in terms of the numbers of factors to extract, to balance having the smallest number of factors possible to be parsimonious but that these meaningfully represent the dataset, and this is something of an art form, as the outcomes have to be interpreted without the benefit of inferential statistics. Fortunately there are several heuristics commonly used to aid the interpretive process that relate to the amount of variance (eigenvalue) associated with each new factor extracted. The Kaiser (1960) criterion states that only factors with an eigenvalue over 1 should be retained, as in essence if the eigenvalue is less than one, the factor is extracting no more variance than a single item, which is not parsimonious. The alternative criterion, the Scree test, plots the values of the eigenvalues associated with each factor in the extraction process starting with the first, and Cattell (1966) suggests that the appropriate number of factors to extract is determined by where the drop off in value from factor to factor levels out (i.e. if this was seen as descending a mountain, just before you reach the scree slope).

Applying these criteria to our dataset (conducting separate analyses for the three time points and for in and outside school contexts) and conducting an iterative process to remove items that didn't seem to be strongly associated with any factor suggested that a 3-factor solution was optimal. We deployed several different extraction algorithms to help us interpret the factors but as these all yielded similar findings, we report here the findings from principal components[6] analysis deploying varimax[7] rotation. The model

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[6] In principal components analysis the 'factors' are termed 'components' to reflect the fact that the process assumes all the variation in the dataset is explainable by the items concerned so the components reflect combinations of items, whilst other forms of factor analysis do not assume this.

accounted for 50.2%, 54.0% and 55.2% of the variance in the data at the three testing points (summer Y6, autumn Y7 and summer Y7)[8] respectively, which is deemed reasonable for studies of this nature relating to self-perceptions and attitudes (Henerson, Lyons Morris, & Taylor Fitz-Gibbon, 1987). The rotated component matrix for the first time point[9], which indicates the factor loadings for each item on each of the three factors (which can be interpreted in a similar fashion to a correlation coefficient) is shown in table A1. To aid clarity, factor loadings of less than 0.4 have been excluded, as Hair, Anderson, Tatham, and Black (1998) suggest these are low and may not be worth considering. In contrast values of 0.6 or higher are seen as significant, as this implies nearly 40% ($0.6^2 = 0.36$, 36%) of the variance in the response for that item can be accounted for or attributed to the factor concerned.

Item		Component		
		1	2	3
1	Feeling good about myself		.517	
3	Feeling successful		.669	
4	Feeling miserable			-.722
5	Feeling energetic		.589	
6	Feeling cared for	.724		
7	Feeling appreciated	.660		
8	Feeling stressed			-.731
9	Feeling capable of coping with challenges		.576	
11	Feeling part of things	.456		
12	Feeling close to people	.535		
13	Feeling there is lots to look forward to	.625		
14	Feeling safe	.668		
15	Feeling confident		.635	
17	Feeling things are fun	.612	.417	
18	Feeling lonely			-.626
19	Feeling enthusiastic		.640	
20	Feeling happy	.567		
21	Feeling I'm treated fairly	.634		

**Table A1 Interpreting the wellbeing scales: The rotated component matrix
from principal components analysis with Varimax rotation**

Although not all of the loadings are strong (>0.6), table A1 indicates that, with one exception, each item is only associated with one factor (and the lower value of the item that cross-loads is relatively small),

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[7] Although varimax rotation assumes the factors are orthogonal, i.e. unrelated to each other, which is unlikely in practice, the oblique rotations investigated (which do not make this assumption) revealed very similar solutions. The varimax solution is reported as this yielded the clearest picture.

[8] This relates to the inside school responses. A similar analysis was undertaken for the outside school responses but a similar picture emerged so this is not reported further here.

[9] Only the Summer Y6 data is shown as the pattern was similar for the data gathered at the other two data collection points, although there were some differences in the relative strength of loadings. For instance item 11 (feeling part of things) loaded increasingly heavily on the first component at the second and third data collection points but had a low loading at the first data collection point.

revealing a solution exhibiting what is termed simple structure. Now this has been achieved, the factors need to be interpreted and named.

The first factor is particularly associated with feeling cared for, safe and appreciated but also aspects such as feeling happy and things are fun. This embraces both social and personal feelings and collectively relates to hedonic aspects of wellbeing, and therefore is labelled *hedonic wellbeing*.

The second factor has the strongest associations to feeling successful, enthusiastic and confident and also encompasses aspects such as coping with challenges. This primarily relates to personal functioning and is therefore labelled *eudaimonic wellbeing*.

The final factor, which was strongly associated with the three items of feeling stressed, miserable and lonely picks up the negative feeling items and is therefore termed *negative emotion*.

It is notable that the second and third factors were almost identical to those in our earlier study. The first factor encompassed two separate factors found in our previous work (where personal and social feelings were found on separate factors). Thus, although the solution was slightly different in this study it was still highly interpretable in relation both to our previous empirical work and the literature.

The next stage in the scale identification process was to conduct a confirmatory factor analysis. This uses a technique called structural equation modelling to test the fit of a specified model to the data. Unlike exploratory factor analysis, this calculates a range of fit indices that can be used to judge whether the model being tested is reasonable and the technique is generally used to determine whether a model derived theoretically can be supported by the empirical data gathered. It, therefore, does not look to find the optimal fit to the data (which is what exploratory factor analysis strives for) but can be used to test a number of different models, accepting that several different models may reasonably fit the data due to the inherent error in the measurement of factors due to the limitations of the instruments used (i.e. the limitations of the actual questions and how they were asked and responded to on the questionnaire). Hence, theory rather than data is the driving force. Although we might have moved directly to a confirmatory factor analysis, given that we had information about how the instrument performed in a previous study, as this was a new context, it was better to explore the data first for what seemed to be the optimal model, prior to then testing its fit.

We used the AMOS programme to test the 3-factor model. This is shown in figure A1, which includes the standardised model estimates[10]. Although the chi-squared statistic is traditionally calculated as a measure of overall fit, this is very sensitive to sample size and tends to lead to model rejection with large sample sizes (Joreskog, 1969). We therefore took Hu and Bentler's (1999) advise to consider the Root Mean Square Error of Approximation (RMSEA) measure of overall fit and the Comparative Fit Index (CFI) and Tucker-Lewis Index (TLI) as indicators of comparative fit, as well as Hoelter's critical sample size, another recognised measure of overall fit. There are no agreed rules of thumb as to what constitutes a good fit but Hu and Bentler recommend a RMSEA value of less than 0.06 and comparative fit indices close to 0.95

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[10] Again the model shown relates to the first testing point relating to student response to inside school. Similar models were derived for the other testing points and for the outside school context (although in this context a model including item 10 loading on the Negative Emotion factor was a slightly better fit). Overall these models broadly demonstrated the same fit so are not reported here.

(which range on a scale of 0 to 1). Hoelter (1983) recommends a critical sample size of 200 or greater. The corresponding statistics for our model are RMSEA = 0.048, CFI = 0.929, TLI = 0.908 and Hoelter 0.05 = 378. Overall these figures suggest the model is an adequate fit to the data.

Figure A1 Confirmatory factor analysis estimates for the wellbeing model (inside school, summer Y6 data)
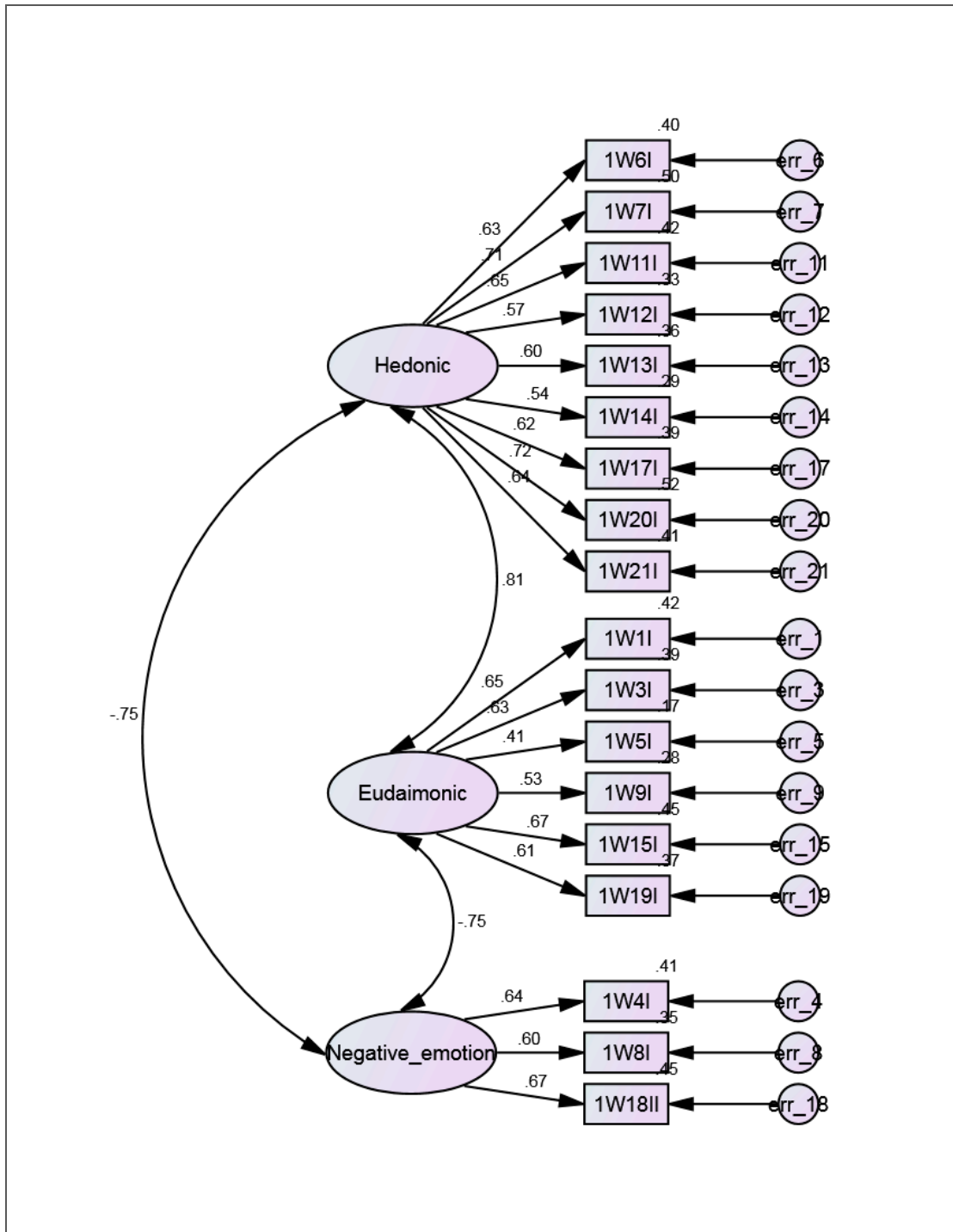
Turning now to the model estimates, Figure A1 shows the amount of variance in each item the model accounts for (above each item shown in the rectangular boxes, also called the squared multiple correlation), the standardised regression weight (on the arrow between the item and factor) and the estimated correlations between the factors. The squared multiple correlations range from 0.170 (item 5) to 0.522 (item 20) suggesting a modest to substantive amount of the variance in each item is accounted for by the model. The standardised regression weights are substantive and significant in all cases. The estimated correlations between the factors is relatively high ranging from 0.753 to 0.807, however these are not sufficiently high to indicate that any of the factors are redundant. As would be expected the correlations between negative emotion of the other factors are negative, whilst the correlation between hedonic and eudaimonic wellbeing is positive.

Having determined that the model was a reasonably good fit, summated average scales[11] based on the contributory items were then created to represent the three facets of wellbeing identified (i.e. the hedonic wellbeing scale was created by summing student responses to items 6, 7, 11, 12, 13, 14, 17, 20 & 21 and then divided by 9 to provide an average value to accommodate the fact that each scale comprises a different number of items)[12].

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[11] Summated scales are preferred to the alternative of factor scores, as the scales are theoretically meaningful (Kline, 1994).
[12] Equivalent scales were created for each testing point and separate scales were created at each point to represent inside and outside of school.