THE BLUE COAT SCHOOL LIVERPOOL

Year 7 Transition Programme & Parent Voice 2026

80	96.2%	94.8%
survey respondents	say their child has settled	report a sense of belonging

THE CENTRAL FINDING

A highly valued transition programme

Parent responses show consistently positive experiences of induction, settling and belonging. The programme combines early relationship-building, curriculum preparation, inclusive provision and purposeful follow-up. Parent suggestions mainly concern refinement of introductory meetings, social integration and communications.

THE TRANSITION JOURNEY

01 / KNOW	02 / PREPARE	03 / BELONG	04 / REVIEW
Interview + primary liaison	Induction + summer tasks	Summer School + residential	Form tutor + parent voice

Purpose: set out the transition offer, interpret the October 2026 parent/carer survey and identify evidence-led improvements. Real photographs illustrate wider Blue Coat school life, not necessarily this Year 7 cohort.







TRANSITION ACTIVITIES

Before September: knowing and preparing

Six complementary activities help families understand the school and pupils become confident about their next step.

01 Interview with senior leader
SUMMER TERM

Individual meeting for each pupil and family to discuss interests, aspirations, strengths, support needs and concerns.

INTENDED IMPACT Pupils feel known; emerging needs are identified.

02 Primary-school liaison
SUMMER TERM

Information-sharing with primary teachers about prior learning, wellbeing, additional needs and social circumstances.

INTENDED IMPACT Continuity of support and informed starting points.

03 Year 6 induction day
SUMMER TERM

Pupils meet staff and peers, experience lessons, tour the site and begin to practise daily routines.

INTENDED IMPACT Familiarity, confidence and first friendships.

04 Year 7 information evening
SUMMER TERM

Senior and pastoral staff outline expectations, curriculum, safeguarding, routines and practical arrangements.

INTENDED IMPACT Shared understanding and home–school partnership.

05 Summer Curriculum Workbook
SUMMER HOLIDAYS

Learning activities introduce independent study and prepare pupils for the knowledge and skills of Year 7.

INTENDED IMPACT Academic readiness and productive habits.

06 Summer School
19–21 AUGUST 2026

Creative, practical and collaborative activities introduce staff and school life before term begins.

INTENDED IMPACT Friendships, teamwork and belonging.









TRANSITION ACTIVITIES

From arrival: belonging and progression

07 Enhanced SEND / vulnerable-pupil pathway

BEFORE AND AFTER ENTRY

Additional visits, personalised information exchange, learner profiles, reasonable adjustments and targeted pastoral check-ins.

INTENDED IMPACT Early barrier-removal and sustained inclusion.

08 SEND coffee morning

TRANSITION / EARLY AUTUMN

Informal parent/carer contact with the SENDCo and inclusion team to discuss provision and raise questions.

INTENDED IMPACT Responsive planning and trusted partnerships.

09 Year 7 residential — Conway

9–10 OCTOBER 2026

Group challenges and outdoor experiences on Anglesey help pupils develop resilience, independence and teamwork.

INTENDED IMPACT Friendship and belonging beyond the classroom.

10 Meet the form tutor evening

15 OCTOBER 2026

A first-term discussion of how pupils have settled, early progress, emerging concerns and individual support.

INTENDED IMPACT Prompt support and stronger parental engagement.

11 Enrichment booklet

TRANSITION / THROUGHOUT YEAR

Introduces clubs, sport, music, competitions, trips, service and leadership opportunities.

INTENDED IMPACT Access to new interests, peers and wider experiences.

12 Curriculum Years 7–13 booklet

TRANSITION / ONGOING

Outlines subject progression, GCSE and sixth-form pathways, careers, apprenticeships and higher education.

INTENDED IMPACT Ambitious, informed future choices.







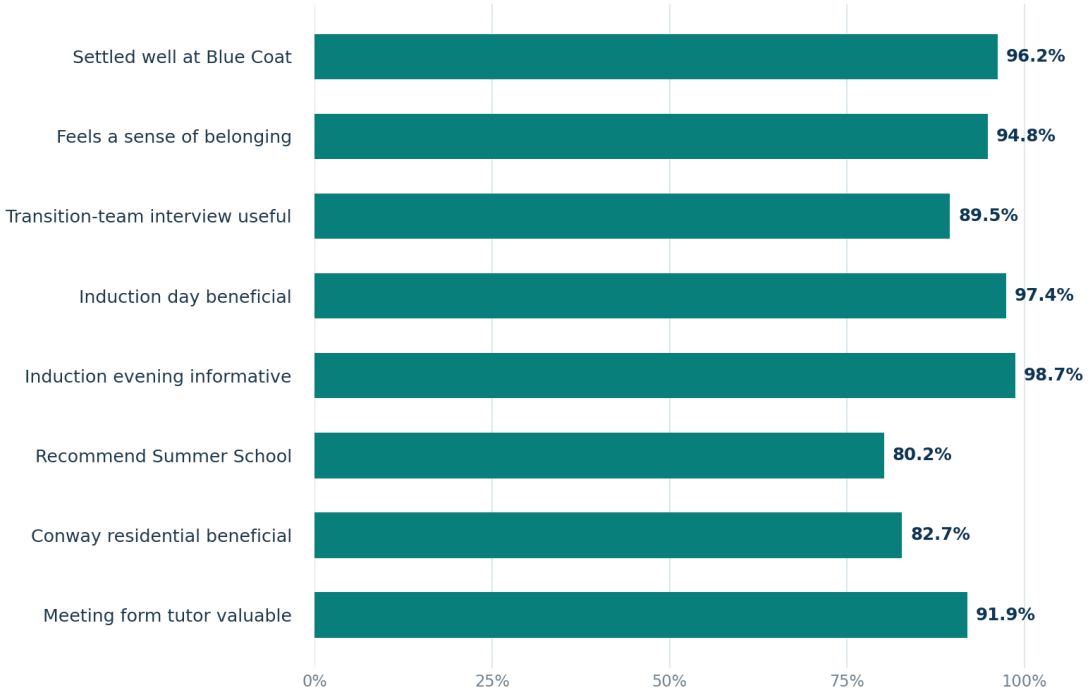
SURVEY RESULTS

What parents reported

Parent/carer survey: 15–23 October 2026 • 80 unique respondents (70 completed all questions; 10 completed part).

96.2%	97.4%	98.7%
settled into school	induction day beneficial	induction evening informative

POSITIVE RESPONSES — STRONGLY AGREE OR AGREE



* Summer School and residential percentages include non-attenders in the survey denominator: 18.4% did not attend Summer School and 12.0% did not attend the residential. Do not interpret the displayed 80.2% and 82.7% as satisfaction among attendees alone.

SEND support — interpret carefully

For the SEND transition question, 85.1% selected "my child does not have special educational needs", 13.5% selected agree/strongly agree and 1.4% were neutral. The relevant subgroup is small; individual follow-up and case sampling remain important.

What the data indicates

Strong agreement across settling, belonging and induction confirms the effectiveness of core transition activities. The individual meeting and form-tutor feedback are positive overall, but open-text comments identify ways to make these interactions more consistently valuable.

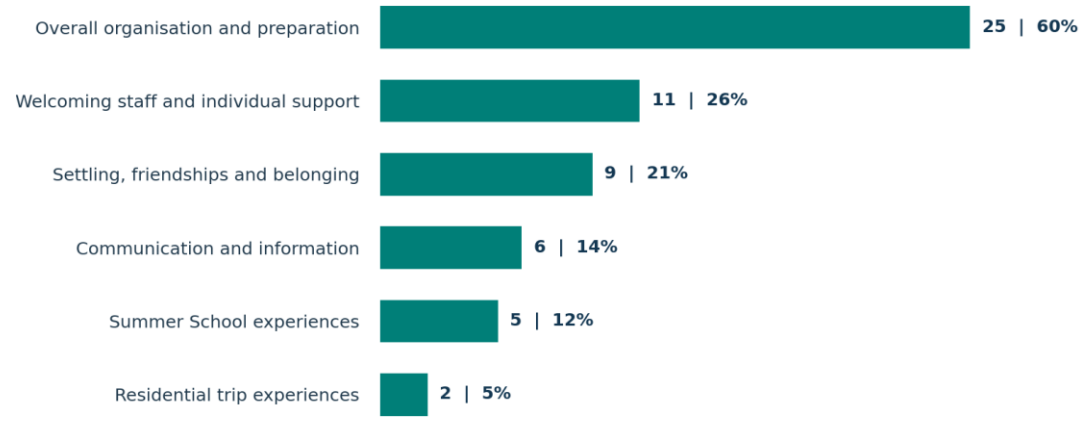
WEIGHTED PARENT VOICE

Which themes occur most often?

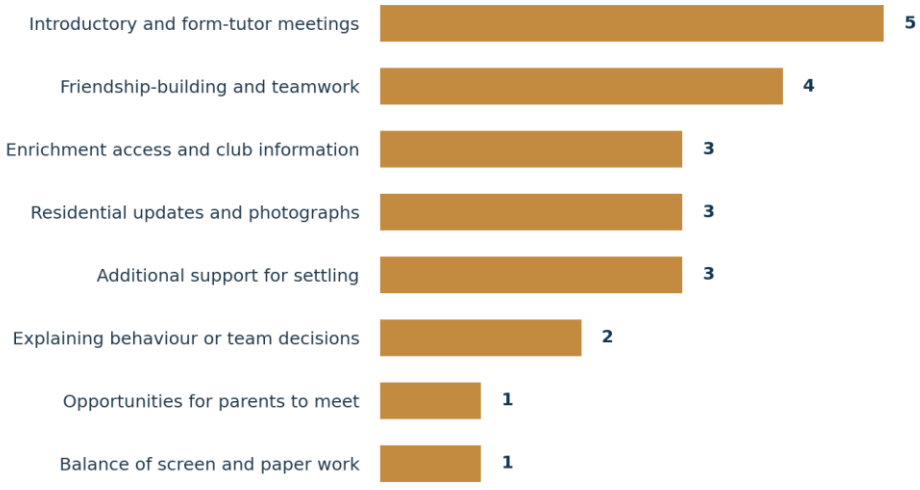
79 submitted free-text responses were analysed: 42 substantive and 37 blank or without detailed comment. A response can contribute to more than one theme.

42	25	5
substantive comments	praised overall transition	comments on meeting format

Strengths — ranked by number of comments



Areas for development — ranked by number of comments



RESPONDING TO FEEDBACK

RECOMMENDED REFINEMENT / HOW TO ACT

1 Improve introductory and form-tutor meetings

Review slot length, appointment management, consistency of staffing and a less formal approach for pupils. Offer virtual access where appropriate.

2 Build friendships more deliberately

More team-building, mixed-group activity and shared-interest conversation during induction and Summer School; check on pupils arriving without known friends.

3 Make enrichment easier to access

Consider a Year 7 enrichment fair, early join-up support and tracking of capacity in popular clubs.

4 Strengthen residential communication

Agree reliable safe-arrival and pick-up updates and share consented photographs or an end-of-visit summary.

5 Provide targeted settling support

Review early wellbeing and social belonging through individual check-ins, SEND/pastoral case sampling and family conversations.

6 Explain decisions clearly

Provide age-appropriate explanations for behaviour sanctions, team selection and club capacity decisions.

Monitoring the impact

First six weeks

Settling/belonging surveys; tutor voice; meeting feedback

Half-termly review

SEND and vulnerable-pupil case sampling; agreed adaptations

Termly participation audit

Club uptake, oversubscription and access by pupil group

After transition events

Residential communications and parental feedback

Overall evaluation

Parent voice is strongly positive: the school should retain its comprehensive transition offer and focus improvement on more consistent pupil-centred meetings, earlier friendships, accessible enrichment and communication. The experience of any child who feels isolated or unsupported must be followed up even if the concern appears in only one response.