



***Warwickshire County Council***  
***Vulnerable Children Service Level of Agreement***  
***Higher Needs Funding Block Project***  
***Phase II - Transition Workshops***

# **STAKEHOLDER REPORT**

***Prepared by***

***Dawn Preece, Specialist Senior Educational Psychologist (Warwickshire EPS)***  
***Julie O'Connor, Assistant Educational Psychologist (Warwickshire EPS)***

***Report date: 31st March 2015***

## **Background**

Information from the first Higher Needs Funding (HNF) project had highlighted transfer as a time when schools were likely to request either additional higher needs funding or request statutory assessment. Information provided by SENDAR colleagues further illustrates this trend, for example in the academic year 2013-14 SENDAR received 40 requests for statutory assessments of Year 6 pupils, of these requests, 25% were from parents/carers. Therefore, the second phase to the HNF project has focused on the transfer of Year 6 pupils into a Warwickshire secondary school.

A literature review of transfers into secondary school found very little research has taken place to explore how parents and carers prepare and manage the change from primary to secondary school for themselves and the young person. A report by Weare for the Partnership for Well-being and Mental Health in Schools (2015) reported “working with parents/carers and families can add strength and depth, and has been shown to have significant impact in making approaches and specific interventions more effective, both by helping family life reinforce the message of the school, and through helping parents and carers develop their own parenting skills and attitudes.” (p7)

Evangelou et al. (2008) explored the perceptions and experiences of transition to secondary school by parents and carers. This research obtained parent and carers views after transfer had taken place using questionnaires after the first half term. In this research not all parents or carers had received identical opportunities pre transfer, and what was available to the family depended upon locality and individual school transfer packages.

Many transition projects are run within Warwickshire for identified vulnerable children. However, some pupils who find it difficult to settle at secondary school have not necessarily been known to external support services and have therefore not been identified as needing additional support. Research into mental wellbeing has found that “children with greater well-being, lower levels of mental health problems and greater emotional attachment to school achieve higher grade scores, better examination results, better attendance and drop out less often”( Public Health England 2014). In England, ten percent of children and young people are reported as experiencing poor mental wellbeing. A further ten percent have a clinically diagnosable mental health problem. This equates to three young people in every classroom according to Green et al. ( 2004).

Child and adolescent mental health problems are very costly to society with an estimated £11,030 to £59,130 spent annually per individual (Suhrcke et al., 2008). This suggests that early intervention and equipping families for the challenges of moving to secondary school may have not only socio-psychological benefits but also economic benefits. Research by Kessler et al (2005) indicates that half of all lifetime cases of mental health problems have developed by the age of 14. Therefore, this project aimed to work with young people prior to the time most mental health problems emerge.

One group of young people who appear to be vulnerable as they move from primary to secondary school are those young people who may become school refusers. Warwickshire Educational Psychology colleagues were asked to indicate how many cases they were currently involved in which featured school refusal. A snapshot of EP responses obtained in January 2015 suggested that responding EPs are currently working with 22 school refusers. The majority of this work was taking place within secondary schools.

A review of literature in this research area by Shilvock (2010) found that: families of children with school refusers are often single parent families. Mothers commonly have mental health difficulties and their young people often adopt inappropriate child leadership roles in enmeshed mother:child relationships. Shilvock's own research found that adopting a young carer role was a contributory factor in attendance difficulties. However, the research also found that school based factors such as boredom, irrelevant lessons and finding the work difficult could exacerbate non-attendance. Another finding of this research was that schools can provide protective factors to reduce the likelihood of non attendance. These included; friendships, social support, valuing education, and extracurricular activities. These protective themes were covered within this research either through EP presentation, school information or talks by the Year 7 pupils.

The overall aim of this project was to promote to parents and carers a range of strategies associated with supporting positive mental health and wellbeing. In addition, the project provided opportunities for early identification of those young people (and their families) who may require additional support through and beyond transition.

### **Aims of the project**

The aims of this project were:

- For the parents and carers who attended the workshops to feel better equipped and to deal with issues faced as part of their child's transfer to secondary school.
- For parents and carers to feel more confident about the receiving secondary school and its systems.
- For parents and carers to have a better understanding of how to develop good mental health and wellbeing in themselves and to therefore be able to model this to their child/children.
- Vulnerable young people to be identified early and targeted during the workshops to ensure that these parents/carers especially go away feeling more positive about how their child will be supported. It was hoped that as a result of earlier identification, these children would be less likely to become school refusers or display signs of mental illness.
- A potential reduction in requests for additional funding via HNF or EHCP for this sample of the population.

## **Sample**

A secondary school in the south of Warwickshire was recruited to participate in this research project. The school's catchment area is wide and includes not only a large local primary school but several small village schools. This secondary school has recently experienced a falling role; it is capable of providing places for 120 children per year group, however in the academic year 2014-15 there were only 55 pupils in Year 7.

On 3rd March 2015, young people from 14 different schools were offered a place at the secondary school. Letters inviting the Year 6 parents and carers to the workshops being run at the secondary school, by EPS and school staff, were distributed on the 4th March via the feeder primary schools to 104 children's parents/carers. Of the 104 pupils offered a place it was for 71 (68%) of those pupils their first choice of school. Follow up telephone calls to the feeder primary schools to encourage attendance took place on 10th March and for the two feeder schools (with the highest number of pupils offered a place) a follow up flyer was distributed to parents/carers on 11th March.

Feeder primary school staff identified 21 out of the 104 pupils offered a place at this secondary school as being vulnerable during transition (20%). Some of these young people had Special Educational Needs, including a Statement/EHCP. However, some were young people who would be transferring alone into the new secondary school environment and therefore the primary settings were concerned that these children would have no peer support and may not adjust to the move as easily as other children.

## **The Workshops**

The overall findings from Evangelou's research results, using the parent's responses, were used to shape the design of this project and the content of the workshops. Their research found that the following was helpful for parents prior to transfer into secondary school:

- Opportunity to meet the teachers (91%)
- Tour the buildings (88%)
- Opportunity to meet pupils (76%)
- Free to wander (57%)
- Opportunity to have an individual workshop with head (49%)
- Watched a lesson (28%)

The current project replicated all of the opportunities identified in Evangelou's research.

Evangelou's research additionally identified a number of concerns parents and carers had prior to transfer. These were:

- Bullying (53%)
- Safety (30%)

- Traveling to school (30%)
- Amount of homework (26%)
- Making new friends (24%)
- Level of work (23%)A
- Adjusting to several staff (21%)
- Sustaining friendships (16%)
- Understanding school procedures (12%)
- Amount of freedom (10%)
- Understanding school rules (10%)

Again, this research project attempted to address the majority of these concerns within the time available.

The workshops were run on 3 consecutive Thursday evenings during March. The content of each workshop was:

**12th March workshop ONE - Skills for Secondary School: What makes a successful transition and how to support it (4pm - 5pm)**

Introduction and welcome from Headteacher

Skills for Secondary School: What makes a successful transition and how to support it. Dawn Preece (Specialist Senior Educational Psychologist)

*Problem solving quiz around the school. Can you solve the 12 common problems experienced by pupils?*

*"I would like to know more about..." Leave your questions and queries for the staff to answer next workshop.*

**19th March workshop TWO - Promoting resilience and good mental health for starting secondary school (4pm - 5pm)**

Welcome back by Deputy Headteacher

Promoting resilience and good mental health for starting secondary school. Dawn Preece (Specialist Senior Educational Psychologist).

Back to school! Sample lesson and homework.

*Answers to "I would like to know more about..." By Headteacher*

**26th March workshop THREE - How to deal with feeling nervous about secondary school (4pm - 5pm)**

Welcome back by Headteacher and Deputy Headteacher

Views of Year 7 students about starting secondary school

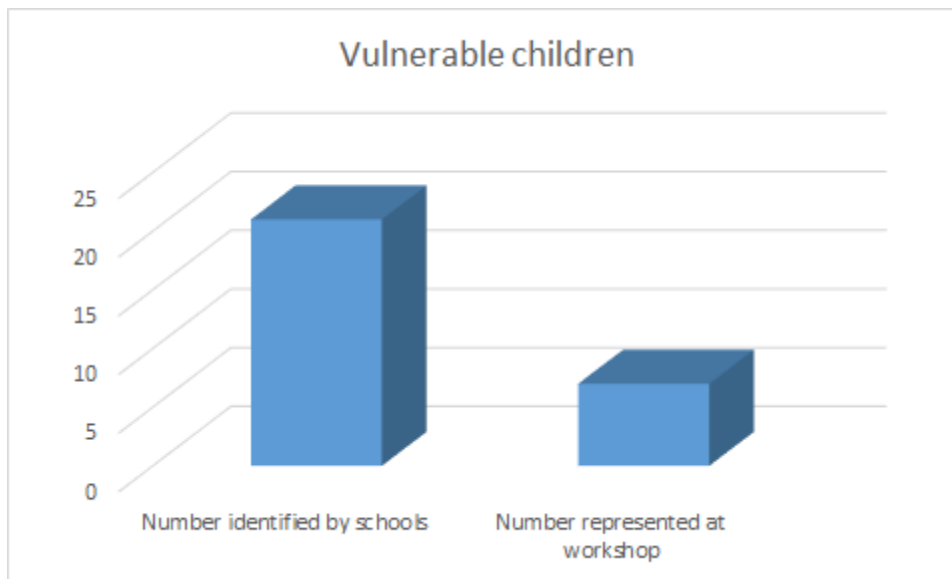
How to deal with feeling nervous! Dawn Preece (Specialist Senior Educational Psychologist)

Year 7 guided tour or opportunity to chat to the Head, Deputy Head and Educational Psychologist.

**Results**

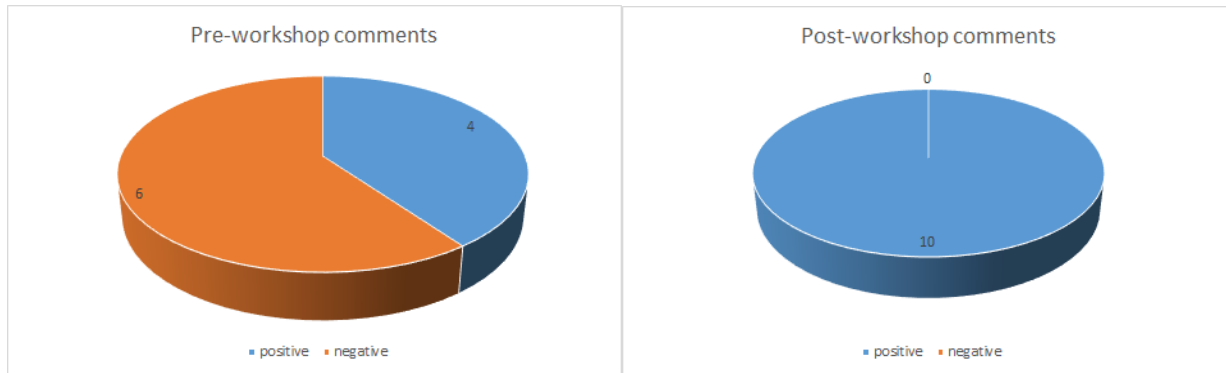
**Workshop one - SKILLS FOR SECONDARY SCHOOL**

23 parents and carers indicated that they would be attending (22% of those invited), however on the night 18 parents/carers arrived (17% of those invited) representing 18 children. For 69% the secondary school was their first choice of school and for 63% of parents/carers it was their first child/young person starting secondary school. 33% of the vulnerable children identified by primary schools were represented.



Pre-workshop comments were categorised into positive statements such as 'excited' and negative statements such as 'anxious'. Of all the comments made, 4 were positive and 6 were negative.

Post-workshop comments totalled 10 positive comments with zero negative ones.



Parental explanation of why they made their positive or negative comments were categorised through Interpretative Phenomenological Analysis (IPA) into ‘within child’, ‘within family’, ‘friends’ and ‘environment’. Of the 16 respondents, 8 mentioned within child factors (for example “next stage in his career”), 8 within family (for example “he is my eldest so it is a big change for us all”), 4 friends (for example “gets on well with people” ) and 3 environment (for example “bigger school”).

**A breakdown of the IPA themed responses for workshop one:**

	<b>Within child</b>	<b>Within family</b>	<b>Friends</b>	<b>Environment</b>
<b>Positive</b>	Next stage in his career.  New experience.	Pupils I know all seem to be happy here.  3 cousins at the school now!	Gets on well with people  3 cousins at the school now!	New experience.
<b>Negative</b>	The unknown. Current school is a small school, we know everyone. He is the only child from his school coming to	The unknown. Current school is a small school, we know everyone. He is the only child from his school coming to this secondary.  Because my elder son has	Because that's how she feels, but sad as she's had a fabulous 7 years at primary school. (Slightly nervous as will lose all friends from	Because my elder son has had problems at the school (mainly his behaviour).  Very young, new start, bigger school.

	<p>this secondary.</p> <p>Because that's how she feels, but sad as she's had a fabulous 7 years at primary school. (Slightly nervous as will lose all friends from primary school).</p> <p>Big transition for her - moving to a new school that she doesn't know anybody. However, she is really excited to be joining the school.</p> <p>She has been struggling with her own anxieties and has additional care needs.</p> <p>Very young, new start,</p>	<p>had problems at the school (mainly his behaviour).</p> <p>Twins!</p> <p>Because it's a big decision and I want to feel and know that we have chosen the right school.</p> <p>He is my eldest so it's a big change for all of us.</p> <p>Memories of my school days.</p>	<p>primary school).</p> <p>Big transition for her - moving to a new school that she doesn't know anybody. However, she is really excited to be joining the school.</p>	
--	---	--	--	--



	bigger school.			
	It's a big change for him.			

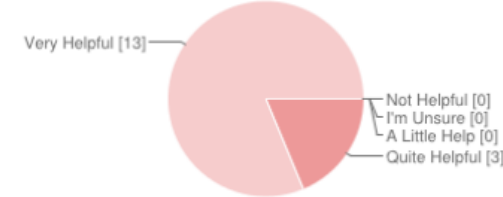
- 8 respondent concerns were within child factors (analysed with an IPA approach) and of these 2 were positive and 6 were negative factors.
- 8 respondents were assigned to the within family group, and again there were 2 positive and 6 negative allocations.
- 4 respondents appeared to assign their feelings to access to current friends. 2 being confident in their child's social ability or that they already know pupils at the school and the other 2 representing thoughts regarding a child who will move to the secondary setting knowing no-one.
- The environment (i.e. the knowledge or worries about the secondary setting) was interesting in the parental responses. Only 3 parental responses were recorded for this group and of those the positive response was that this was a "new experience" for their child. The other two parents were either concerned about their older sibling who had problems there (through their own behaviour) or that they thought their child was simply not ready yet for the move.

Four parent/carers left questions on the slips provided. The topics of these were categorised as:

- Medical.
- School systems.

Workshop one was rated by those who attended as very helpful by 81% of the attendees and quite helpful by 19%.

**How helpful was the session?**

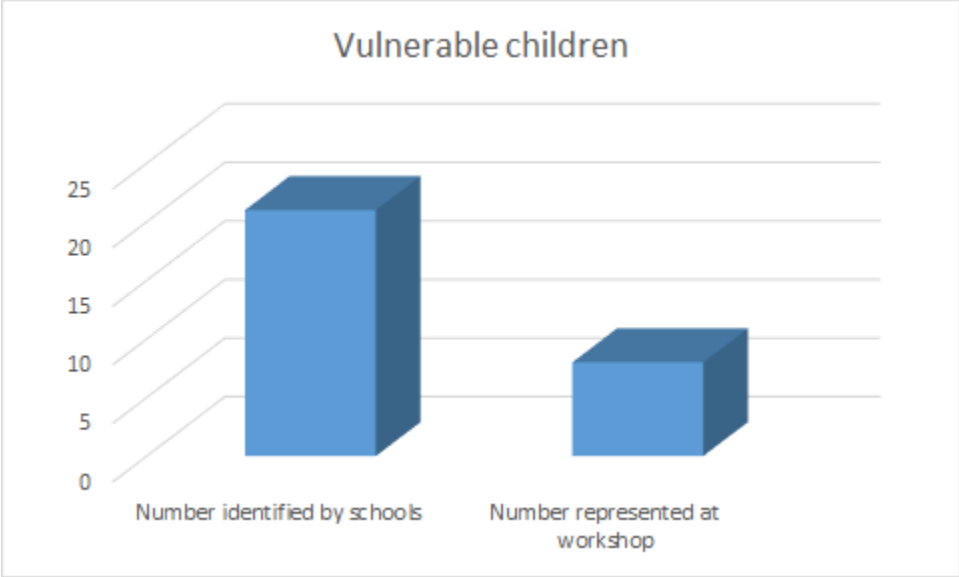


Not Helpful	0	0%
I'm Unsure	0	0%
A Little Helpful	0	0%
Quite Helpful	3	19%
Very Helpful	13	81%



## **Workshop two - PROMOTING RESILIENCE AND GOOD MENTAL HEALTH FOR SECONDARY SCHOOL**

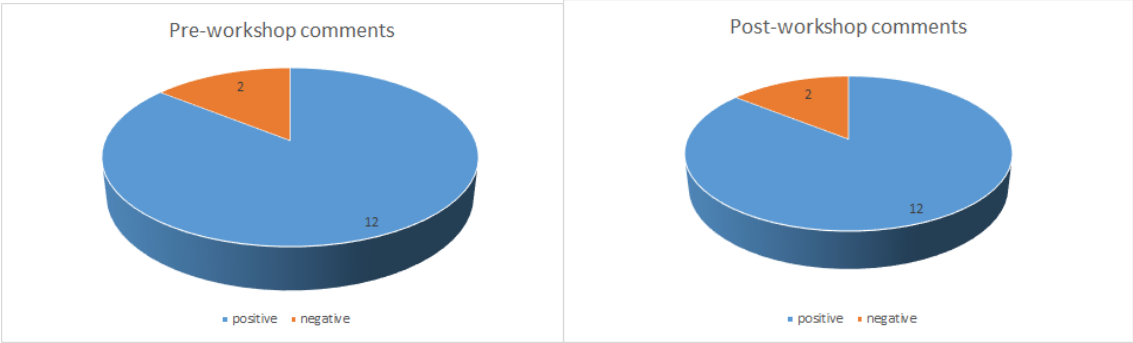
25 parents and carers indicated that they would be attending (24% of those invited), however on the night 26 arrived (25% of those invited) representing 23 children. For 68% of parents/carers the secondary school was their first choice of school . For 68% of parents/carers it was their first child/young person starting secondary school. 38% of the vulnerable children identified by primary school had parents or carers who attended.



Interestingly, 10 of the parents/carers who attended workshop 2 had not attended workshop 1.

Pre workshop comments were categorised into positive statements such as 'excited' and negative statements such as 'anxious'. Of all the comments made, 12 were positive and 2 were negative.

Post workshop comments totalled 12 positive comments with 2 negative ones.



Parents explanation of why they made their positive or negative comments were categorised into 'within child', 'within family', 'friends' and 'environment'. Of the 20 respondents, 10 mentioned within child factors for example "he's diabetic", 8 within family for example "because I came to the first workshop", 2 friends for example "he doesn't know anyone" and 6 environment for example "it's quite a big step up from school currently in".

**A breakdown of the IPA themed responses for workshop 2:**

	<b>Within child</b>	<b>Within family</b>	<b>Friends</b>	<b>Environment</b>
<b>Positive</b>	<p>Because my son is more confident after the 1st week.</p> <p>New experience for them.</p> <p>I know that he'll thrive and enjoy his time.</p> <p>Outgrown Primary School.</p> <p>Looking forward to this school.</p> <p>Our son is really looking forward to moving to this school. from his primary school.</p> <p>Last week's workshop answered a</p>	<p>Because I came to this workshop.</p> <p>Having attended the first workshop and heard and saw for myself the level of support given to the new year 7s I feel she will be in good hands :o)</p> <p>We have seen 3 of our daughter's cousins develop greatly through this school and feel very excited and positive for the bright future that is ahead of us.</p> <p>Last week's workshop answered a few concerns</p>		<p>I know the school is a very good school that has the best interests of its pupils at heart.</p> <p>New experience for them.</p> <p>Feel reassured to have this contact with the school.</p>

	few concerns my daughter had and as she is feeling more relaxed, so I am too.	my daughter had and as she is feeling more relaxed, so I am too.  Will do him good as he needs to progress.		
<b>Negative</b>	He's diabetic and it's always a worry starting somewhere new with new people.  Big change and he doesn't know anyone plus he has a disability.  On his own (only child from school).	He's diabetic and it's always a worry starting somewhere new with new people.  Excited and nervous.  It's all new for us as a family.	Big change and he doesn't know anyone plus he has a disability.  On his own (only child from school).	It's a big change.  Big change and he doesn't know anyone plus he has a disability.  It's quite a big step up from school currently in.

- 10 respondent concerns were within child factors (analysed with an IPA approach) and of these 7 were positive and 3 were negative factors.
- 8 respondents were assigned to the within family group, and there were 5 positive and 3 negative allocations.
- 2 respondents appeared to assign their feelings to access to current friends. Both were negative in their responses and again, both were children moving to secondary school alone, with no peer support.

- The environment (i.e. the knowledge or worries about the secondary setting) was once more interesting in the parental responses. Of the 6 responses, 3 were positive and 3 were negative. For the positive responses, the project seemed to make a positive difference to parental happiness or comfort levels through accessibility to staff and the environment. The negative responses were weighted heavily on the syndrome of having their child being the only one moving up to this secondary setting, i.e, no peer support.

Despite the above, there appears to have been a shift in positivity from workshop 1 concerns to workshop 2 concerns which initially indicates the usefulness of the project.

Two parent/carers left questions on the slips provided. The topics of these were categorised as:

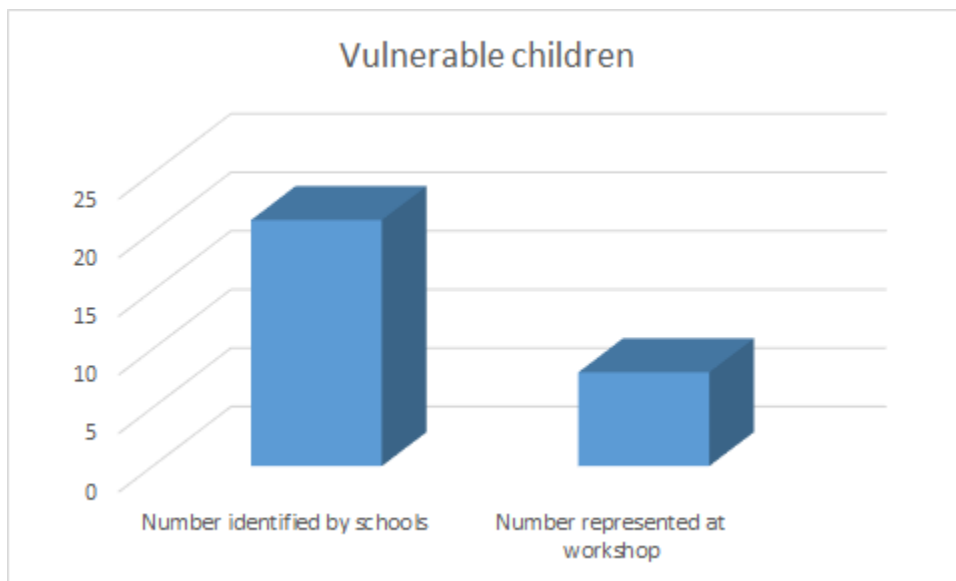
- Medical.
- Facilities at the school.
- Friendships.

Workshop two was rated by those who attended as very helpful by 64% of the attendees and quite helpful by 36%.



### Workshop three - HOW TO DEAL WITH FEELING NERVOUS ABOUT SECONDARY SCHOOL

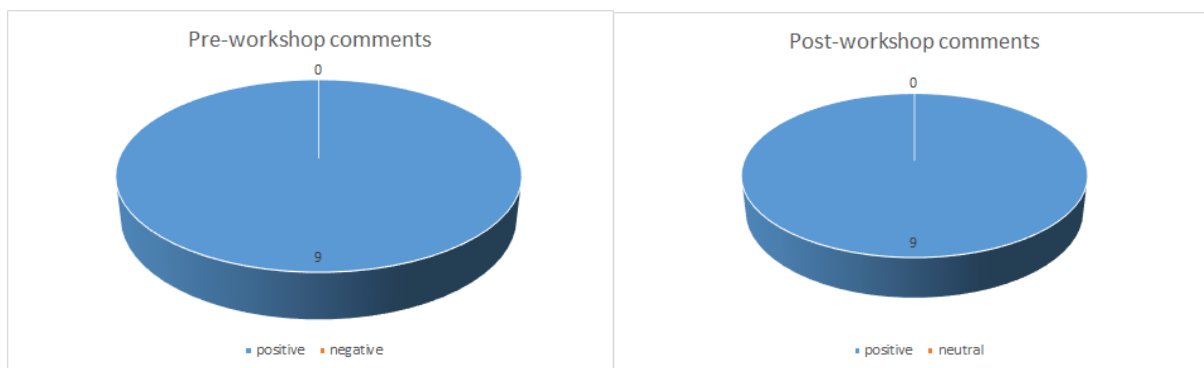
25 parents and carers indicated that they would be attending (24% of those invited), however on the night 16 arrived (15% of those invited) representing 15 children. For 71% the secondary school was their first choice of school . For 57% of parents/carers it was their first child/young person starting secondary school. 38% of the vulnerable children identified by primary school attended.



Interestingly , 4 of the parents/carers who attended workshop 3 had not attended workshop 1 and 1 had not attended workshop 2 ..

Pre workshop comments were categorised into positive statements such as 'excited' and negative statements such as 'anxious'. Of all the comments made 9 were positive and zero were negative.

Post workshop comments totalled 9 positive comments with 1 neutral (comment = "mixed").



Parents explanation of why they made their positive or negative comments were categorised into 'within child', 'within family', 'friends' and 'environment'. Of the 12 respondents, 6 mentioned

within child factors for example” due to her autism”, 3 within family “feeling more informed since coming to these workshops”, 1 friends “new friends” and 5 environment “had a great time at primary but excited about the change”.

	<b>Within child</b>	<b>Within family</b>	<b>Friends</b>	<b>Environment</b>
<b>Positive</b>	<p>I think he'll really enjoy it.</p> <p>It's progress for him to his teenage years.</p> <p>My son is excited about starting this school.</p>	<p>Feeling more informed and positive since coming to these workshops.</p>		<p>Had great time at primary but excited about change.</p> <p>Talking to teachers, Head teachers, parents and pupils has settled my mind. The school has a very friendly welcoming feel.</p> <p>These visits have helped to see the school again and the lesson was a great insight.</p> <p>Feeling easier about the 'big' change.</p>
<b>Negative</b>	<p>Due to her autism - it's such a big change.</p> <p>She's growing up!</p>	<p>She's growing up! My twins have both got their worries and how they deal with</p>	<p>New school, new friends, lack of 'closeness' to school.</p>	<p>New school, new friends, lack of 'closeness' to school.</p>

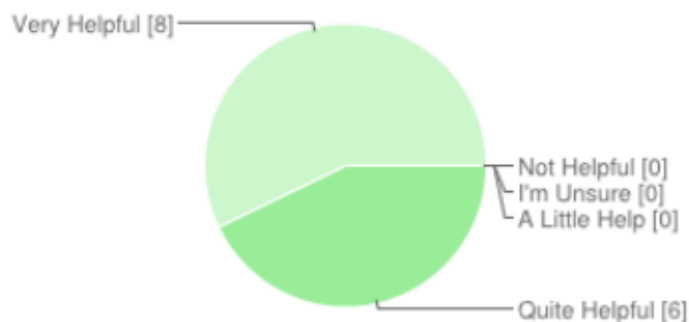


	<p>My twins have both got their worries and how they deal with the transition worries me. But this course has really helped me lessen these worries. Thank you.</p>	<p>the transition worries me. But this course has really helped me lessen these worries. Thank you.</p>		
--	---	---	--	--

- 6 respondent concerns were within child factors (analysed with an IPA approach) and of these 3 were positive and 3 were negative factors.
- 3 respondents were assigned to the within family group, and there was 1 positive and 2 negative allocations.
- 1 respondent appeared to assign their feelings to access to current friends. This was negative and their child was moving to secondary school alone, with no peer support.
- With regard to the environment, 5 parents/carers responded in this IPA analysis. There was only 1 parent/carer who felt negative in this regard and that was perceived to be the parent/school link. Effectively this describes the difference between a nurturing primary setting where parents tend to have availability to school staff to the secondary setting where children are dropped off out of the school gates and there is less interaction between families and the setting. It is however pleasing to see comments from parents/carers regarding the positive impact of these workshops:
  - “These visits have helped to see the school again and the lesson was a great insight.”
  - “Feeling more informed and positive since coming to these workshops.”

Workshop three was rated by those who attended as very helpful by 57% of the attendees and quite helpful by 43%.

## How helpful was the session?



Not Helpful	0	0%
I'm Unsure	0	0%
A Little Helpful	0	0%
Quite Helpful	6	42.9%
Very Helpful	8	57.1%

On the evening of the third workshop, ten current Year 7 pupils spoke to the parents and carers of the Year 6 pupils. The pupils who volunteered to talk about their experiences of moving to secondary school (covering most of the topics that parents worried about as reported in Evangelou's research) reflected the a range of young people educated in the school. This included:

- 1 pupil with a Statement of Special Educational Need
- 1 pupil with a private dyslexia diagnosis
- 1 pupil with moderate learning difficulties
- 1 pupil with social and emotional needs
- 1 pupil being monitoring for social and emotional needs.

The Deputy Head teacher, who is also the school SENCo, was keen that a range of young people represented the school and reflected upon their own experiences of transition. Such a variety of young people sharing their experiences may have had a reassuring effect on parents and carers, in particular of the parents and carers of the Year 6 pupils identified by primary school staff as potentially vulnerable during transfer.



After the presentation on managing nervousness and anxiety two parents approached the Educational Psychologist to share their own experiences of anxiety and reflected upon how they would like to promote better ways of helping their child manage anxiety.

Informal feedback to the school after the third workshop was received from two parents/carers. One parent spoke to the mother of a Year 7 pupil who had taken part in the workshop stating how very positive and reassuring it had been to see the young person describe his experience of moving to secondary school. Another parent contacted the Deputy Head directly and reported:

“I just wanted to thank you for the very warm welcome you have given us over the last three transition evenings. They have been great to 'just get a feel of the school'. I have been particularly impressed by the current Year 7 pupils at each event, who have given an enthusiastic and positive impression on each occasion, particularly B, D and T, who left my daughter really excited last night. She is now looking forward to coming and enjoying the same experiences as the current Year 7s, even though she is leaving all her friends behind. This is a really positive outcome. Many thanks for this opportunity.”

## **Overview of the preliminary results**

All of the workshops were rated as being very helpful or quite helpful and parents and carers did not indicate any additional areas that the workshops could have addressed.

Workshop one saw a shift from mostly positive pre workshop feelings about transition to 100% positive post workshop feelings about transition. Most feelings about transition were attributed to within child or within family factors. These tended to be negative comments about the child or family's ability to cope with moving to secondary school.

Workshop two's pre and post workshops comments remained the same with the majority being positive. However, when explaining the reason behind the comments, parents and carers tended to report more positive within child and within family reasons. This change in parents and carers views may be explained by them feeling more reassured after the content of the workshop(s) attended and them recognising their own resources and skills which could aid a successful transition.

Workshop three's pre and post workshop comments again were very positive. When expanding upon their feelings about transition, parents and carers on this occasion cited environmental reasons to support their positive views about transition. The opportunity to have an extended transition programme appeared to have a positive impact upon parents and carers feelings about transition and helped them begin to establish a relationship with key staff in the new secondary school.

The next phase of the data collection will explore how successful the transition into secondary school has been for the young people and it will explore the reasons parents and carers attribute to the level of the success of the transition.

## **Summary**

The overall aim of this project was to promote strategies associated with the prevention of mental health needs to parents and carers. Alongside this, a further aim was the possible early identification and intervention with those young people and their families who might require additional support during transfer from primary to secondary school.

This research aimed to support parents/carers through the transition process inviting them to attend workshops which covered psychologically based skills and strategies for them to model to their child and to develop further in their child. In addition, parents and carers were given information about secondary school life, the aim of this was to allay any concerns they may have had and to provide them with knowledge about the new school environment to empower them in supporting their child.

The workshops were attended by between 15% to 25% of parents or carers of young people offered a place at the school. The attendance rate was pleasing given that parents and carers

only had a weeks notice of the workshops. Ideally, if the project was to take place again the workshops would take place in the summer term and parents and carers would have more notice and time to make arrangements, however on this occasion time constraints with the financial year prevented this. Another factor that may have influenced the attendance figures was the method used for inviting parents and carers. This relied upon on colleagues in the feeder primary schools distributing the invitations via the Year 6 book bags. This was not an ideal distribution method as it was susceptible to events preventing the invitations getting to the parents and carers.

Key staff such as SENCOs, Headteachers or Year 6 teachers from the feeder primary schools were asked to highlight any young person that they may have thought would find the move to secondary school challenging. This could be judged as subjective opinion and future research may like to employ a more objective and standardised method of collecting this information such as SEN status/number of peers moving to the secondary school. Over the 3 workshops 43% of the vulnerable children identified by primary school staff were represented by their parents/carer at the workshops. For between 69% to 71% of all those who attended the workshops the school was their first choice and for between 57% to 68% it was the parent or carer's first child attending the school.

All of the workshops received ratings of 'quite helpful' or 'very helpful'. There were no negative or neutral ratings of the workshops. When asked at the end of the third workshop if parent/carers would have liked any other topic covered no new areas were requested however, this space was used by some attendees to make further comments about the workshop contents. Six positive comments were made such as 'excellent presentations and information' 'its more than I ever expected' 'they have made me feel more at ease, I can help him be prepared for the start of school'.

Different parents and carers attended different workshops and 10 (38% of represented children) attended all three workshops. On this occasion it was not possible to gather a picture of how the workshops had influenced the parents or carers over the course of the three weeks. A future project could address this by assigning codes to parents and carers which would mean that any changes in their views could be explored over the course of project.

### **Next steps, initial outcomes and Key Performance Indicators**

Follow up data collection will take place around the first half term of secondary school, November 2015. 19 parents and carers who have attended the workshops have agreed to participate in the next phase of this data collection. This next phase of data collection will explore what impact longer term the workshops had in terms of a successful transition from the parents and carers perspective based upon the aims of the project:

- For the parents and carers who attended the workshops to feel better equipped and to deal with issues faced as part of their child's transfer to secondary school.

- For parents and carers to feel more confident about the receiving secondary school and its systems.
- For parents and carers to have a better understanding of how to develop good mental health and wellbeing in themselves and to therefore be able to model this to their child/children.
- Vulnerable young people to be identified early and targeted during the workshops to ensure that these parents/carers especially go away feeling more positive about how their child will be supported. It was hoped that as a result of earlier identification, these children would be less likely to become school refusers or display signs of mental illness.
- A potential reduction in requests for additional funding via HNF or EHCP for this sample of the population.

Likewise, reflecting upon the transfer experiences of those young people whose families did not attend, especially those identified by primary school staff as particularly vulnerable will be useful. In the CentreForum 2014 research 84% of headteachers reported that a lack of parent/guardian involvement was a barrier to supporting young people (p.10). It is worth noting that 57% of parents/carers of the identified vulnerable children did not attend.

An additional outcome was the opportunity during the workshops for capacity building in the staff who watched the presentations. Alongside this there were opportunities to build confidence and manage the anxiety of talking to an audience in the 10 young people from Year 7 who answered questions at the third workshop.

An interesting possible impact of the project was reported by the Headteacher and Deputy Headteacher in the final workshop. They noted that the number of pupils who had accepted a place at the secondary school had increased by 44%. The Head and Deputy Head teacher felt that the project had had a role to play in boosting the number of accepted places at the school.

A Warwickshire school have been offered and accepted the opportunity to run a similar project during the summer term of 2015. This will be based on a match funding arrangement.

## References

CentreForum 2014 The Pursuit of Happiness: a new ambition of our mental health. CentreForum Mental Health Commissions.

Evangelou, M. et al. 2008 What makes a successful transition from primary to secondary school. Institute of Education, University of London.

Green et al 2004 Mental Health of children and young people in Britain. Office of National Statistics.

Kessler et al 2005 Prevalence, severity and comorbidity of 12 month DSM-IV disorders in the National Comorbidity Survey Replication, Arch Gen Psychiatry.

Public Health England 2014 The link between pupil health and well-being and attainment: a briefing for head teachers, governors and staff in education settings. London: Public Health England

Shilvock G 2010 Investigating the factors associated with emotionally-based non-attendance at school from young people's perspective. Unpublished thesis submitted to The University of Birmingham.

Suhrcke et al 2008 Economic aspects of mental health in children and adolescents. WHO Regional Office for Europe.

Weare, K 2015 What works in promoting social and emotional well-being and responding to mental health problems in schools? National Childrens Bureau.