

CASE STUDY

Loreto High School – Using SixIntoSeven to Ensure No Learner is Left Behind

BACKGROUND

The school has approximately 160 pupils in each year group and works closely with six partner primary schools. This year, it is also collaborating with an additional 32 primary schools, having worked with 54 last year.

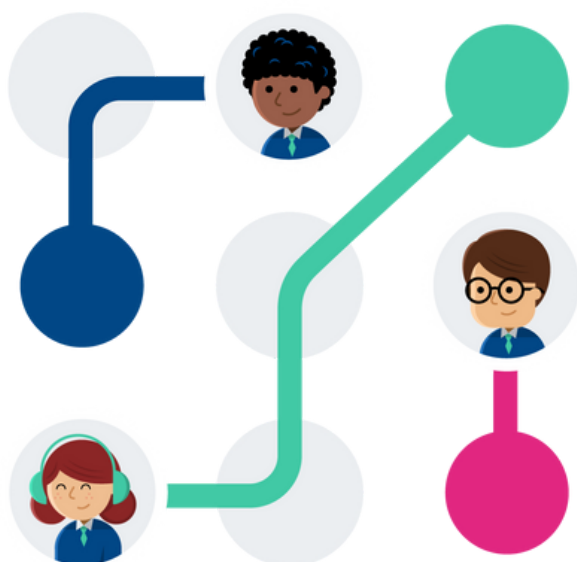
The transition team is structured around several key roles: the headteacher, a head of transition, an assistant head for SEND, a director of personal development, and an administrative assistant. Their collective purpose is to oversee Year 6 admissions, build strong relationships with primary schools, and collect and use information and data on incoming pupils to ensure smooth transitions.



BUILDING RELATIONSHIPS WITH PRIMARY SCHOOLS

Before requesting data or engagement with platforms, the team prioritised relationship-building with primary schools. They strongly believe that such relationships must be developed throughout the year, not just during the summer term of Year 6. Ideally, transition work begins from Year 3 onwards.

The school invites Year 5 pupils to participate in science masterclasses and art workshops and conducts both autumn and summer roadshows. During these visits, the headteacher and head of transition visit as many primary schools as possible to introduce pupils to the school. By Year 6, pupils are already familiar with Loreto.



USING EARLY INFORMATION EFFECTIVELY

In previous years, the Manchester transition form was due in the first week of July – too late for effective action. With the introduction of SixIntoSeven, the school began receiving information as early as March or April. This earlier access, combined with the use of data flags, has enabled much more focused planning, especially for the most vulnerable pupils.

SEND TRANSITION PROGRAMME

For SEND pupils, early identification has allowed the school to create an enhanced transition programme. This year, 18 SEND pupils participated in a three-week programme, which included scavenger hunts, school tours, and interactive activities to help familiarise them with staff and the school environment. Primary school staff and teaching assistants were also invited to join sessions.

ATTENDANCE PLANNING

Access to accurate attendance data has enabled the team to make more informed decisions and target support early. Pupils with concerning attendance records have received personalised invites to events such as "Life at Loreto," "Friendship Day," transition day, summer school, and September drop-in sessions. Parents of these pupils have also been contacted to build engagement.

SUPPORTING DISADVANTAGED PUPILS

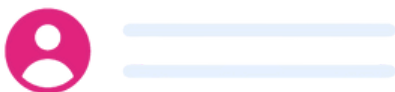
With early insight into children identified as PP, CIN, or subject to child protection plans, the school has held focused conversations and gathered lists for uniform support. Understanding these pupils' contexts has helped reduce anxiety about starting secondary school.

BEHAVIOUR MANAGEMENT

Monitoring groups have been established for pupils flagged with social or behavioural concerns. Interventions such as art and drama therapy, started in primary school, will continue at Loreto—a new development enabled by early data sharing.

WHOLE-SCHOOL PLANNING

Access to cohort-specific information has allowed the school to begin tailoring the curriculum. The PHSE and formation sessions are being adapted to address prevalent themes such as online safety, social interaction, communication, and body image.



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