

Transition Story of Implementation - Weoley Castle DLP

1 Context

The Weoley Castle DLP project group worked within local Northfield and Edgbaston districts. Part of the DLP's work has been to improve early years to school transition.

2 Identified Priority



Children who may struggle with confidence, speech and language



Parents feeling prepared and confident



Stronger links with receiving schools

3 Actions Taken



Parents

- Held well-attended parent workshops focused on starting school
- Offered additional 1-to-1 meetings for families who needed extra support
- Used Ready, Steady Reception to explain skills, routines, and expectations
- Shared practical information about school life to build confidence



Schools

- Used the Transition OAG to plan transition support collaboratively
- Held additional SENCO meetings and shared key transition paperwork
- Arranged staff observations in nursery settings and extra school visits
- Created early communication channels with families (e.g. Class Dojo)

4 Impact



100% of children felt positive about their move



100% knew their school and teacher before starting



Parents reported children settling quickly and confidently

Before the project, **50%** felt 😞 or 😟 about moving to new school and **37%** didn't know which school they were going to.

5 Reflections & Next Steps

- Continue enhanced transition support for children who need additional help
 - Maintain parent workshops focused on transition information and expectations
 - Begin transition planning earlier in the Spring term once needs and school places are confirmed
- Build on learning from this project as nursery staff continue transition support under the revised DLP model