

The Key Stage 4 curriculum

Increased flexibility and work-related learning

Schools have been able to take advantage of flexibility in the curriculum to adapt the range of subjects to better meet students' needs. At the same time, work-related learning has been a statutory requirement. The second year of this survey reports on how well schools and colleges are responding to change.

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Executive summary

Since September 2004, in addition to core subjects, schools have been required to provide work-related and enterprise learning for all students at Key Stage 4, as well as an entitlement for them to study the arts, design and technology, humanities and modern foreign languages, should they so wish. As the number of essential core subjects that schools must offer has been reduced, they have had more flexibility to offer choices which will suit their students.

Collaboration between schools, colleges and other education providers has been encouraged to broaden access to suitable vocational courses in the Increased Flexibility Programme. The Department for Education and Skills' (DfES) '14 to 19 Implementation Plan' expects education providers in local authorities to work together to offer a broader curriculum generally to all students.

This two-year survey aimed to identify:

- how well increased flexibility in the Key Stage 4 curriculum improved opportunities for young people and promoted better motivation, progress, achievement and attainment
- the extent and nature of good provision at Key Stage 4, and barriers to it, in schools and, where relevant, in their partner providers
- how well schools were introducing their statutory requirement to ensure that schools incorporated work-related learning for all 14 to 16 year olds
- the progress of collaborative partnerships in enhancing and extending the Key Stage 4 curriculum.

The survey sample of 155 secondary schools was broadly representative of secondary schools nationally. Eight colleges were visited and inspectors noted how well schools and colleges collaborated; where possible, they observed 14 to 16 year olds learning at the college. In the final term of the two-year survey, inspectors examined partnership work in 20 of the 64 local authorities more closely. This provided evidence on the progress made in improving partnerships across an area to extend and enhance the curriculum for young people, and to meet the requirements of the implementation plan for 14 to 19 year olds.¹

Ofsted published an interim report on changes to the Key Stage 4 curriculum at the end of the first year of the survey.² Although largely positive, it made recommendations, some of which continue to need action from individual schools, as well as from collaborative partnerships. Although a more interesting curriculum can

¹ *14 to 19 education and skills implementation plan* (Ref 2037-2005DCL-EN), Department for Education and Skills, 2005; available from www.dfes.gov.uk/publications/14-19implementationplan/.

² *The Key Stage 4 curriculum: increased flexibility, work-related learning and Young Apprenticeship Programmes* (HMI 2478), Ofsted, 2005; available from www.ofsted.gov.uk/publications/2478.

offer breadth and enhanced progression routes for students, the ability and willingness of some schools to offer this is still limited. A few of the schools were reluctant to expand the range of qualifications they offered, since they continued to be influenced strongly by the need to maximise their success as measured by standard examination indicators. Some schools argued that prospective parents chose schools based on performance tables, even though this might give a very limited picture of schools' strengths. Work-related learning and vocational subjects were still seen by too many schools and parents as relevant only for those who underachieve. Many effective arrangements and working practices had been in place for some time. Well established collaborations, such as the increased flexibility partnerships, had been developed and extended, but there remained much scope for improvement.

The second year of the survey provided further evidence of improvement in the quality of provision and its impact. The overwhelming majority of students who spoke with inspectors or answered questionnaires continued to be very positive about changes to their curriculum. Most schools reported improved attendance and motivation as a result of changes to the curriculum, as well as initial signs of improved achievement for some students. Most of the schools visited had a considered rationale for the changes they were making and had introduced broader provision for work-related learning. More training for staff, focusing on new courses, contributed to improving the quality of the teaching. Collaboration between educational partners was beginning to have an effect on the range of courses and pathways available. However, all participants in the survey referred to barriers to effective collaboration. Schools tended to concentrate on advanced level courses post-16 and many colleges did not have the capacity to increase the numbers of 14 to 16 year olds on their courses. In all cases, demand for Level 1 and 2 courses post-16, and for 14 to 19 vocational options, far outstripped supply.

Key findings

- The Key Stage 4 curriculum was good in well over half of the schools surveyed in the second year of the survey, a more positive picture than in the previous year. Across the two years of the survey, curriculum development in a small minority of the schools visited was constrained by a perception that change would not maximise success in public examinations. They offered a narrow curriculum with little or no access to vocational qualifications.
- In about a third of the schools, over the two years, providing distinct curriculum pathways in Key Stage 4 limited the opportunities for able students to undertake courses leading to vocational qualifications, and for those following vocational courses often ruled out options open to other students.
- More appropriate curricula, particularly the provision of vocational courses, re-engaged many students. Behaviour and attendance improved and the courses raised the achievement of particular groups of students, particularly those at risk of disaffection or disengagement.

- Teaching and learning on the new and adapted courses improved during the survey, and by its end more than two thirds of the lessons observed were good or better. Weaknesses were mostly in work-related learning and in new courses where staff had insufficient knowledge and training in subjects which were new to them.
- Schools were monitoring progress in Key Stage 4 more consistently, enabling support to be focused on individuals and groups who were underachieving.
- Half of the schools visited in the second year of the survey provided good work-related learning. Although this was a higher proportion than in the previous year, provision was still inadequate in 20% of schools. Schools continue to find it difficult to evaluate the benefits of work-related learning, including work experience.
- Most of the schools visited paid good attention to careers education and guidance, which supported Year 9 students effectively in choosing their options at Key Stage 4. However, schools did not generally use knowledge about the destinations and progress of previous students to inform the guidance provided for those in Year 11.
- Collaboration between key organisations to provide a better curriculum for 14 to 19 year olds was improving, but not all of them were sufficiently committed to developing 14 to 19 provision at a strategic, area-wide level.

Recommendations

The Department for Education and Skills in consultation with the local Learning and Skills Councils should:

- allocate funding in a way that encourages schools in an area to work together to improve the curriculum.

Local authorities should:

- support schools and other providers in strengthening 14 to 19 strategies for all young people so that progression routes are flexible enough to meet their needs
- continue to broker arrangements amongst schools, colleges and other educational partners.

Schools should:

- offer a broad curriculum to all students which provides sufficient choice, meets their needs and makes vocational options available to all
- collaborate effectively with other educational partners in an area to ensure that a wide range of curriculum options is provided for all students
- provide sufficient training for staff to teach new courses
- monitor and evaluate the effectiveness and benefits of work-related learning and enterprise education.

The context

1. The 1996 Education Act required schools to provide a broad and balanced curriculum which prepares students for adult life. The National Curriculum sets out the minimum requirements for schools at Key Stage 4. Since September 2004, schools have been required to provide English, mathematics, science, information and communication technology (ICT), physical education, careers education, citizenship, religious education, sex education and work-related and enterprise learning for all students in Key Stage 4, and an entitlement to study the arts, design and technology, humanities and modern foreign languages. As the number of subjects that schools must offer has been reduced, their flexibility to provide courses and programmes which will best suit their students has increased; the availability of vocational courses has also increased. The Every Child Matters agenda has encouraged educational providers to be more aware of the needs of all students.

2. Work-related learning describes a broad range of activities for students of all ages. It is designed to help students understand more about the world of work and develop skills to help them in their chosen careers. Work-related learning comprises three strands:

- learning through work: for example, placements in the community, work experience, part-time jobs, school enterprise activities, vocational contexts in subject learning
- learning about work: for example, vocational courses and careers education
- learning for work: for example, developing employer-valued key skills and career management skills.

3. The sample of schools visited included selective and non-selective schools with a variety of intakes and from a cross-section of geographical areas. The schools in the second year of the survey contained a greater proportion from local authorities where levels of deprivation were relatively high overall, but where young people at 16 achieved rather better than expected. Colleges were selected for visits where they might be expected to be able to link with nearby schools and the survey was able to note collaborative work between schools and colleges visited within local authorities.

The impact of curriculum change

4. It is still too early for most schools to be able to identify the extent to which particular courses or approaches are raising attainment, since improving the curriculum often coincides with improved teaching; other factors will also contribute. However, teachers reported increased motivation and attendance where students studied new courses. The students were very positive about changes to the curriculum. Those in schools which had adapted their curriculum generally made better progress than similar cohorts in previous years, and in many cases than they had initially been expected to.

Achievement

5. In over half of the schools visited for the survey, students generally made good progress in Key Stage 4. Progress was most often good in schools with an energetic and thoughtful approach to curriculum development and work-related learning. At least some of the progress could be attributed to new courses; they had helped lower-attaining students and those at risk of disaffection to remain engaged. Students' progress was more likely to be inadequate or only adequate in schools whose approaches to curriculum change were unsatisfactory or only just satisfactory.

6. Compared with the previous year, more schools in the academic year 2005/06 focused on the progress made by different groups of students. Almost all of these schools were well practised in analysing data and used the information gained to identify underachieving individuals and groups and provide them with the necessary support to improve their work.

7. A number of schools had encouraged students at risk of dropping out to take their GCSE English and mathematics examinations at Level 1 in Year 10. This motivated them and made it more likely that they would not leave school without qualifications. More generally, introducing vocational courses had raised the attainment of particular groups of students. One school found, for example, that the students following a Young Enterprise project achieved much better in most of their examinations than had been predicted. Specific vocational courses, such as the General National Vocational Qualification (GNVQ) in ICT, had raised the number of GCSE-equivalent passes for many students.

8. Schools considered how changes to the curriculum would affect how students' performance might be reported in published performance tables. Most expected that a more engaging and better taught curriculum would raise the attainment of all students. Over half of the schools visited chose to offer courses which allowed students to follow their interests and develop their skills, even though the qualifications might accrue fewer GCSE 'points'. It helped some schools that there was now a wider range of courses which also reflected, in published performance tables, their students' achievements. Others found that applied GCSEs proved to be more difficult for students than had been expected.

9. A few schools, however, were reluctant to expand the range of qualifications they offered, since they continued to be influenced strongly by the need to maximise their success as measured by standard examination indicators. Some of the schools argued that prospective parents chose schools based on performance tables, even though these might give a limited picture of the school's strengths. Others felt that inspection by Ofsted would judge the school's effectiveness on improved 'average points scores' and similar indicators and so encouraged courses which seemed most likely to achieve this outcome. It is understandable that schools wish to maximise the examination success of all students and of the school as a whole, but such an approach does not always put the needs of individual students at the centre of curriculum development.

Attendance and attitudes to learning

10. Over half of the schools visited attributed improved attendance to the availability of more appropriate courses for students. Further, students whose attendance improves are able to learn and achieve more. Most schools had evidence that students who were at risk of becoming disaffected in Year 9 were enjoying learning more in Key Stage 4 because they could study subjects they felt were relevant and had more varied ways of learning. When inspectors spoke with students, they were able to confirm schools' views that, for many, being able to study things that interested them, and in a way that helped them learn and improved their self-confidence, motivated them to attend more regularly. Some parents spoke movingly of how schools had helped change their children's approach to learning and taking control of their lives.

Students' views

11. Some 650 students completed a questionnaire about work-related learning; students also discussed their views with inspectors during visits made to schools and elsewhere. They were overwhelmingly positive. Changes to the curriculum which involved them more in learning and helped them to develop specific skills increased their motivation.

Learning about work

12. Students identified a wide range of courses where they learned about the world of work. The most common sources were careers lessons, outside speakers and tutorials, where there was an emphasis on a broader knowledge of work and society. Personal, social and health education (PSHE), geography, ICT, and vocationally related courses such as business studies, leisure and tourism, and health and social care, improved students' knowledge of work.

13. Students who had used careers software were very interested in what was reported about their skills, personality and options for careers and, generally, the process expanded their horizons.

14. Two thirds of students were clear that it was important to understand what jobs entailed and which qualifications were needed for different careers; this motivated them to work hard in order to continue study after the age of 16.

'Yes, I believe learning about work opens your eyes. It makes you realise how hard work is.'

'In my opinion, students will try in school because if they know what they want to do then they will work harder to achieve their goal.'

'If you know your chosen job needs good GCSEs then you'll try harder to get those qualifications.'

Learning for work

15. Many of the students were not always aware of the difference between learning *about* work and learning skills *for* work. However, three quarters of them believed that teachers had helped them improve the skills they needed for work. Nearly 20%, however, felt they had been given very little or no help. Students valued skills such as interview techniques and preparing a curriculum vitae. They often recognised that science and mathematics improved their ability to think analytically and solve problems, and that ICT skills would be very important. They felt that PSHE, drama and college-based courses helped them, often through effective role-play, to acquire the wider skills of working with others and problem-solving, as well as job-specific skills.

16. Many students gave examples of new skills they had learned such as listening and responding courteously to other people's points of view and meeting team deadlines. Improving these skills, even in a small way, increased their confidence and independence. They also valued additional qualifications, for example, in first aid, food hygiene and critical thinking. Understanding health and safety was a high priority on most vocational courses, and students appreciated its value and relevance.

'I learned vital skills about talking to customers, and skills such as using credit card machines and stock-taking – it was rewarding and very helpful to me.'

'I met new people and learnt new skills, such as handling money, coping with work under pressure and learning to work without supervision.'

'Hairdressing is not just about cutting hair; there is a lot about health and safety, techniques and being confident with people.'

Learning through work

17. Most of the 650 students who responded to the questionnaire found work experience a valuable part of their learning. Around three quarters of those aged 14 to 16 who responded had experienced work directly through part-time jobs: paper rounds and work in shops and restaurants; helping in the family business; outdoor work in stables; and forestry management. They were often able to identify the skills that they were developing, although schools rarely acknowledged this independent work-related learning.

'Baby-sitting gives me confidence around children – and responsibility and experience.'

18. Students learned through work simulations and a wide variety of other, sometimes less obvious, school-based activities: charity work; foreign visits; school-based enterprise projects; and the Duke of Edinburgh's Award. Competitions and innovative work with magistrates or engineers, and working lunches with visitors

from local businesses, indicate some of the variety students reported. Most enjoyed these experiences and found them useful; around 10% did not.

19. Students were often very specific about how work could develop the generic competencies acquired in school: teamwork; planning; communication; ICT skills; time management; budgeting; taking more responsibility and working independently; dealing with 'the public'; and meeting deadlines. Around half of the schools had analysed carefully what skills had been developed; teachers were able to build on the students' new-found understanding.

20. Most students found the link between study and work useful and teachers expected it to improve attainment. One student felt that work experience improved his learning in other subjects:

'...it makes you put all your subjects together into practical work. For instance, you can combine your maths and ICT skills together.'

21. A very small proportion of the formal work experience provided by schools did not lead to effective learning. One student reported that: 'Work experience was a waste of time. I learnt nothing except how to make tea. I would never enter this line of work.' However, most were very positive. For some, work experience was a useful spur towards a different career; for others, it confirmed the vocational area to which they aspired:

'Work experience makes you work harder at school because you learn about the realities of work and what you need to achieve at school to help you in your targeted job.'

Factors contributing to impact

Match of curriculum to need

22. Sixty per cent of the schools visited in the academic year 2005/06 provided a good curriculum. Compared with those in the previous year, they offered a more diverse range of qualifications, generally vocational but not exclusively so, and work-related learning had greater breadth. Schools where the curriculum was satisfactory showed, nevertheless, that it had improved. In the first year of the survey, the match of the curriculum to students' needs was good or better in around half of the schools. The Key Stage 4 curriculum was inadequate in five of the 33 schools visited in the second year because it was narrow, gave little or no access to vocational qualifications, or omitted a major element, such as ICT.

23. In a few schools, the curriculum was meeting the needs of all 14 to 16 year olds very well. A school with high levels of deprivation, with students whose first language was not English, showed that adapting the curriculum had increased students' motivation. Their improved self-esteem and confidence had led to their improved progress at Key Stage 4. The inspector recorded:

'The school has a clear statement of its vision: this values all students. The core curriculum at Key Stage 4 meets all statutory requirements. There is open choice from a wide range of options, including three languages, humanities, the arts, expressive arts and five vocational options. A small group of students is guided on to an alternative curriculum taught partly at the college; this includes a carousel of nine vocational areas, supported by key skills. A fast-track course is available to those in Year 10 who would benefit from studying five of their GCSEs in a year; these students also undertake a work placement. The school monitors progress very carefully.'

24. In another school, where students made good progress in Key Stage 4, provision for work-related learning had been in place for five years and contributed to its excellent curriculum. The headteacher and the management team had a clear rationale for lifelong learning and linked it to improving the curriculum and teaching. Staff development had kept pace with the changes because of good joint training with other schools and the local college.

25. Most of the schools, but not all of them, had a curriculum statement which defined curricular aims in terms of the benefits to students. Good curricular planning in the schools visited embodied the following features: clarity, consultation, relevance, evaluation, entitlement, collaboration, inclusion, continuity.

26. The curriculum statements explained clearly the link between what was taught and how well students achieved. The aims of raising attainment and improving the well-being of all students were explicit. Continuing discussions took place with key groups of people: parents, students and governors, as well as school staff. A clear mechanism was in place to update the curriculum, based on an informed view of longer-term developments in the National Curriculum. Regular (normally annual) formal monitoring was undertaken of how well changes had worked, and the curriculum was adjusted in the light of evaluation. How the statutory subjects would be taught was defined clearly, but a statement of entitlement also dealt with the humanities, languages, work-related learning, citizenship, enterprise learning and enrichment activities. Collaboration, translated increasingly into activity with other educational providers, enabled the schools to offer more than they were able to do alone. Planning was underpinned by a strong commitment to the principle that 'every child matters'. Good curriculum provision took account of the needs of individuals and groups, provided a broad and balanced curriculum which met statutory requirements and included clear progression routes through and beyond Key Stage 4. Students had a wide choice, and sufficient time was allocated to all their programmes of study. The schools emphasised a curriculum which could enthuse and engage young people so that they continued in education or training beyond the age of 16.

27. In around a third of the schools surveyed the curriculum was generally satisfactory but improvement was slower because the following characteristics were common. In some schools, elements of the statutory curriculum were not offered to all or the curriculum was narrow so that, although students might achieve well in

their examinations, the breadth of their learning was limited. For example, some schools did not offer the full programme of study for ICT, or the opportunity to study another language to all; in some work-related learning was limited. Few vocational options were available, particularly for higher attainers. Curricular links outside the school were limited, or absent altogether, so that only a small number of students benefited. There was no agreed policy on curricular change; sometimes the curriculum statement was insufficiently specific.

28. Only a few of the schools visited used data about students' destinations and staying-on rates to inform provision, and that information was often not available. Around half of the schools were not certain about the number of their ex-students who remained out of education, employment or training post-16 and, even when schools held the information, it was rare for them to use it to inform discussions about the curriculum.

29. The Key Stage 4 curriculum in the majority of the schools visited took account of the needs of most young people, although ensuring that the curriculum was responsive to the needs of all groups remained a challenge. For a minority, there were few or no courses which met their interests or aspirations. Although most schools had introduced some vocational courses, the range was often limited for those whose attainment was lower and who needed courses to engage them and improve their ability to learn. Higher-attaining students also had few clear routes for vocational studies, even though able students who followed such routes were very positive about the provision. Vocational courses did not always take account of opportunities for progression post-16.

30. About a third of the schools organised the Key Stage 4 curriculum by assigning students to separate, and often fixed, curriculum pathways comprising different courses and qualifications. Allocation to a particular pathway was based largely on students' attainment in Year 9. These pathways enabled efficient timetabling. However, in some cases, this meant that more able students did not have access to vocational qualifications, while for those placed on a 'lower' pathway or making vocational choices, other entitlement areas, such as modern foreign languages, were ruled out.

31. However, the following example shows that it is possible for a school to be able to offer a good curriculum without limiting students to particular pathways:

Although there are only 150 students in each year group, the range of qualifications in school and through partnership activity is wide.

Options are open to all students; separate pathways are not identified. All students follow the statutory subjects, organised to provide differentiated pathways within each subject. Able students have access to vocational courses and all take part in enrichment activities.

Subject teaching includes work-related learning; for example, drama in Key Stage 3 and ICT in Key Stage 4 aim to enhance significantly the

students' ability to operate in a work environment. All entitlement areas are offered without partners' assistance. The take-up of arts and humanities is strong. Allocating specific days for citizenship activities supports aspects of work-related learning and the careers education programme.

As well as traditional GCSEs, the school also offers: AS level critical thinking; Business and Technology Education Council (BTEC) in retail and business administration; GCSEs in leisure and tourism, astronomy and photography; GNVQ ICT (being phased out to be replaced by a diploma in digital applications); a range of Level 1 options for the 15 student places in both Year 10 and Year 11 at the further education (FE) college, including beauty therapy, fashion and textiles, motor vehicle maintenance and repair; National Vocational Qualification (NVQ) Level 1 food preparation and cooking; and ASDAN.³ All these subjects have sufficient time allocated to them. The school is working with the FE college to extend the range of provision.

32. A few schools that had introduced vocational qualifications had experienced difficulties such as: identifying appropriate target groups; teachers' lack of skills in, and knowledge of, new courses; and the fast pace of introduction. Barriers that prevented schools from making the curriculum genuinely more inclusive included:

- the limited range of courses offered by the local college
- a lack of qualifications at appropriate levels
- inflexible options systems
- difficulties in aligning timetables across partnerships.

33. Schools had usually considered specific alternative courses for those at risk of disengagement. Even so, gaps in opportunities for accreditation existed, for example, where work-based learning did not offer accreditation for NVQ units.

34. To ensure coverage of ICT at Key Stage 4, most schools in the final year of the survey reported that they were planning to offer one or more courses from a suite of accreditation opportunities in digital applications to replace the GNVQ in ICT. Generally, the time allocated to study the equivalent of four GCSEs was less than that for other subjects: the implications for the course and students' attainment were rarely examined explicitly and too little thought had been given to the effect on students of any lack of success. However, some schools were taking advantage of a number of ICT courses which were smaller in unit size (for example, equivalent to one or two GCSEs only), so that students could achieve at a level of which they were capable.

³ ASDAN is an approved awarding body offering programmes and qualifications to develop key skills and life skills (www.asdan.org.uk).

Work-related learning

35. Provision for work-related learning was good in half of the schools visited in the second year of the survey, compared with 40% in the first year. Throughout the survey, however, work-related learning was inadequate in 20% of schools.

36. Good practice was rooted in thoughtful, deliberate, whole-school approaches to use the strengths of work-related learning to raise attainment and achievement, and provide interesting experiences for all students. A broad understanding of the skills students needed contributed to the success of such work. Good practice included:

- strong leadership and management at a senior level, informing work throughout the school and a firm acknowledgement that work-related learning was for all students
- a thorough audit of provision, aiming to ensure that work-related learning permeated the curriculum
- good use of guidance and information from the Qualifications and Curriculum Authority (QCA), advisers, other schools and partners
- a linking of work-related learning with raising standards
- the coordination of work experience, enterprise learning and vocational subjects
- communication with all staff about the process, with relevant continuing professional development
- an understanding of the differences between 'through', 'for' and 'about' work-related learning and an attempt to cover the nine elements of provision outlined by QCA
- monitoring the benefits for students' learning and achievements.

37. Although most of the schools had audited provision for work-related learning, most had yet to fill any gaps, despite the requirement to do so from September 2004. A minority of schools had still not acknowledged fully that work-related learning was for all. One school visited did not organise work experience for all students and there was no alternative work-related learning. In another, work-related learning was covered only in careers lessons; this was insufficient.

38. Few schools monitored and tracked the impact of young people's work-related learning. As a result, they did not identify repetition and gaps in learning. Although teachers and their students were positive about their involvement in work-related learning and noted improved motivation, attendance and individual successes, lack of monitoring meant that they missed opportunities to analyse how well work-related learning, or new and adapted courses, were improving achievement across the school as a whole. Further, the significance of acquiring key skills and skills for employment through work-related learning had insufficient focus. Monitoring to secure the quality of learning where young people undertook study at other institutions was rarely arranged.

39. Schools had their individual approaches to developing work-related learning in the curriculum, as these examples illustrate:

An 11–16 faith school, which had recently gained specialist status for sport with ICT, had taken a whole-school approach, informed by the QCA guidance, to provide work-related learning for all. The school was aware that it had some way to go; an initial audit had shown that essential elements of work-related learning were covered, but not all subjects were involved.

The Education Business Partnership and the local authority enterprise adviser provided good links and support. The leadership team supported an assistant headteacher (AHT); curriculum developments were linked closely to improving teaching and learning. The AHT devised a spreadsheet to monitor each student's involvement in all aspects of work-related learning and enterprise learning, including work experience, careers guidance, mock interviews and vocational options. The school benefited from links with external organisations to develop skills in enterprise within lively activities; for example, the local football club offered team-building activities. The school had still to establish how to assess, record and evaluate the quality of skills development and experience for all students. However, staying-on rates improved and 74% of the students went on to further education, leaving school with positive attitudes.

Another faith school in the same local authority was also auditing its provision across all departments, so the school was able to draw on effective practice and teachers were able to consider what approaches suited their subjects.

40. Pockets of good practice were sometimes dissipated by poor management. For example, one school designated a teacher to be the coordinator for work-related learning, but this was in name only; the teacher was given no allowance of time or job description and no senior member of staff had a remit for work-related learning. The coordinator was unable to audit provision because teachers and heads of department had no training or information on implementing work-related learning. There was much good practice in the school, but developing work-related learning was only piecemeal.

Work experience

41. Work experience placements remain a major means of extending students' understanding of work. Almost all students in the schools visited undertook work experience; in most cases it was well planned. Only two did not provide it, feeling that students' time would be better spent working towards examinations. Students regarded the preparation for work experience as thorough. It included essential information such as what to wear and introductions, and helped with time management, customer care and relationships with others. Students who organised

their own work experience had mixed responses; some found the choice and independence beneficial but others did not extend their understanding beyond what was invariably the family business.

42. The best practice placed work experience within a context of learning and linked it with work-related learning, citizenship and enterprise learning. Work experience was of less value to students and staff when it was 'bolted-on', with few links made to the rest of the curriculum.

43. Students generally completed a record of their work experience and employers were normally involved in this, although to varying degrees. Placements were mostly visited and monitored by school staff and were followed up, to some extent, when the students returned. In around half of the schools, the de-brief on students' return was too short and therefore valuable opportunities to focus on learning were lost.

Quality of teaching

44. Observation of lessons during the survey showed an improving trend in the quality of teaching in new and adapted courses. Around 60% of the lessons seen were good or better in autumn 2004. In spring 2006, the figure was over 70%. Around 12% of lessons were unsatisfactory in 2004, compared with 6% in 2006. Although some of these difference in quality may be attributed to differences in the samples of schools in the two years of the survey, the overall picture is one of improvement.

45. In the academic year 2005/06, teachers were generally better prepared to teach new courses than in the previous year. However, too many were still insufficiently acquainted with the demands of the qualifications they taught. This affected, in particular, their ability to assess work accurately and help students improve. Teachers also missed opportunities when they did not have enough understanding of work-related learning to make links with other subjects explicit.

Good teaching

46. Good teaching of vocational courses, work-related learning and new courses had features common to good teaching more generally. The lessons were interesting, well organised and planned in a creative and innovative way. During, or at the end of the lesson, 'learning objectives' (although not necessarily referred to as such) were revisited. Students were confident to ask questions and ask for help. They were willing to experiment. Teachers' questions were thoughtful and designed to help students identify or extend what they knew. The use of ICT to support learning was almost always satisfactory and was good in over a third of the schools visited. Good use of ICT improved students' independence; poor use did not extend their learning beyond basic technical skills.

47. The teaching of vocational courses, work-related learning and new courses was enhanced by teachers' specific focus on helping students to succeed in relation to the new demands. They were aware that students needed help to visualise new

environments, so they used display with flair, including photographs or animations for illustration and to engage students' attention. If there was a useful 'big picture' about how the topic in the lesson fitted in to the work undertaken in that vocational area, it was made clear. Realistic scenarios gave vocational study a currency and relevance which students could understand. Teachers often had a good grasp of vocational areas but rarely had recent experience of current work practices. Some very successful lessons therefore drew on specific knowledge from outsiders who took part in lessons.

A good applied GCSE business lesson was enhanced by the involvement of a school governor. Students were drawing up and comparing organisation charts for different companies, and the governor was able to raise students' interest in his company and answer questions using real-life examples.

Year 10 students, who hoped to become doctors or work in medicine, had researched job roles and were applying to work in a local hospital. They interviewed a National Health Service (NHS) trust manager who put them at their ease and sensitively found out their interests and needs. The students gained a very good understanding of what working in the NHS entailed and they grew in confidence when interviewed themselves.

48. Lessons in vocational courses linked theory and practice well so that thinking and doing promoted students' understanding.

An excellent vocational PE lesson for Year 10 students linked a biological understanding of muscles and practical experience of improving physical performance. The students used their numeracy skills, for example, in understanding angles of trajectory, and worked well in teams so that, by the end of the lesson, they had a better understanding of theory, had improved specific skills and understood the role of coaching in improving performance. The lesson was characterised by very good organisation by the teacher, clarity in its aims and good links to the requirements of the course.

49. The specific and different requirements of vocational courses were well understood, initially by the teacher and, increasingly, by the students, so that the criteria for success were transparent and students were increasingly knowledgeable about how well they were achieving. In the best lessons which included work-related learning, teachers were aware of the different aspects of learning 'about', 'through' and 'for' the world of work and explained the links in their lessons.

Students enjoyed a good session preparing for work experience. The teacher reminded the class of their earlier work where they had ranked their own reasons for embarking on work experience. The teacher presented two realistic scenarios and asked the students to decide how they would react and why. The class discussed their reactions animatedly in small groups and were all able to contribute to a class focus on how to

ensure desirable outcomes while 'doing the right thing'. The teacher reinforced the point that the students were learning about work so that they could learn through their first-hand experience and benefit from it by improving their skills for work and life later.

50. Teachers linked learning from different parts of the curriculum.

In a Year 10 mathematics lesson, students were revisiting how to work out percentages and calculate the amount of interest payable on loans and investments, partly because this had not been done well during an exercise on an enterprise day.

Following an art module, students in Year 10 were asked to assess their own achievement against a number of work-related learning criteria, related directly to the QCA framework.

51. Valuable social and teamwork skills were developed through classroom activities and extra-curricular work. Students gave examples during the survey where enterprising approaches and problem-solving had helped to prepare them for the world of work. Examples included: teamwork in music ensembles; working on the school magazine, which was run like a commercial enterprise; and working in teams to develop and make presentations for Black History Awareness Week.

Common problems

52. Teachers and students were generally enthusiastic about the new courses, but common problems sometimes reduced both the effectiveness of lessons and students' independence as learners. Although adults with expertise in vocational areas brought valuable insights into the classroom, occasionally they took over students' work to 'make it right'. Teachers also intervened too much and, rather than explain what students needed to do, did it for them.

53. Lessons did not always provide vocational learning experiences which related to the big picture, and appropriate resources were not always available.

Students studying engineering in a specialist school benefited from engaging teaching but their progress was hindered by a lack of challenge. Their project focused narrowly on one aspect rather than integrating different aspects of the course. The school lacked suitable computer-aided manufacture (CAM) equipment, which lowered students' horizons. Students' previous work experience in engineering was not drawn on.

Insufficient resources for a beauty therapy class meant that half of the students spent most of the lesson with nothing to do.

54. The use of artificial or inappropriate data led to purposeless activity in some cases.

A Year 10 business studies lesson aimed to help students use a spreadsheet to analyse questionnaires and to understand the importance of market research. Students entered data and produced graphs. However, many of the students had invented the responses, the original questions did not relate to the needs of the proposed business venture and so the point of market research and the link of this activity with the overall project were missing. Students learnt very little as a result.

55. At a broader level, teachers did not always understand fully what the new courses required and therefore failed to help students to meet course requirements until later in the course. Teachers then became anxious to deal with what felt like a large volume of content and spent too much time talking. As a result, students became passive listeners rather than the independent learners that the new courses were intended to develop.

Guidance and support

56. Guidance and support for students and their parents were good or better in two thirds of the schools visited and inadequate in none. Guidance for students in Year 9 to make choices about the next stage of study was always given satisfactory time and attention. Students were able to make informed decisions, from an increased number of options, about what could be studied at Key Stage 4. There were normally well established arrangements for transition and induction. Students with specific learning needs almost always had good, specialised support based on assessment of their individual needs and, in the best examples, 'inclusion panels', comprising key staff, considered the most appropriate combination of subjects with students and their parents. Learning mentors provided useful, individual support to deal with a wide range of problems. All students with statements of special educational need or at the level of 'school action' were a priority for receiving support. Learning assistants and link teachers monitored progress and behaviour, which generally helped students to improve. Careers guidance during Key Stage 4 was generally well founded although gaps remain in how well schools are able to prepare students for study at college post-16.

57. Some schools found it difficult to help those students who were anxious about their safety or unwilling to travel to learn outside their local area, sometimes because the school was in a rural area. Students perceived other places for learning as not only geographically distant but also alien. In some inner-city areas, students and their parents preferred to stay close to their own communities. However, it was possible to improve liaison with students and their families:

The same procedures used for post-16 induction are used for students aged 14 to 16. These include arranging for students to visit the college before they are accepted on a course, undertaking an interview and meetings with, and information to, parents. Better initial assessment and more thorough sharing of information between all relevant partners means that fewer students now drop out of courses.

58. Gender stereotyping appeared to be more pronounced in students' choice of vocational options than for other courses. However, good practice extended young people's horizons and focused on providing strong role models for students, mainly in terms of giving female students examples of successful women in professional and technical careers. Although there were some very good examples of male students being made aware of opportunities in the caring professions, these were much rarer.⁴

59. Within a generally positive picture, not all students who needed it had sufficient support to develop their literacy and numeracy skills.

Leadership and management

60. The leadership and management of the curriculum were broadly satisfactory and were good in around half of the schools visited. Schools visited for the survey in the academic year 2005/06 had usually acquired specialist status and that process had been a useful catalyst to re-examine the curriculum and adapt it to better suit students' needs.

61. The majority of schools reviewed what they offered in their curriculum each year; around half of the schools did this well. Most schools used some or all of the QCA's guidance on curriculum evaluation. When reviewing the curriculum was not explicitly part of the school's improvement plan, it was changed only in an ad hoc, and so not generally coherent, way.

62. A quarter of the schools surveyed had made good progress in taking account of students' views. Students who had taken an explicit role in evaluating the curriculum were better able to identify where and how changes, particularly in work-related learning and enterprise learning, had enhanced their knowledge and skills.

63. The evaluation of work-related learning was inadequate in around a quarter of the schools in the sample. In some, no evaluation of it took place. In others, while some aspects had been reviewed, such as work experience, most aspects had not.

64. The achievement of groups of students, in particular identifying groups who were underperforming, was an important factor in adapting the curriculum in most schools. A few schools were trialling detailed recording systems to monitor the extent to which students made progress against specific work-related learning criteria.

65. Most governing bodies had a curriculum sub-group. Although in some schools this group had the limited responsibility of considering school policies, increasingly governors were taking a much more active role in asking challenging questions about what the curriculum should offer. From the perspective of the community, parents

⁴ Ofsted has recently reported on these areas in *Health and social care: good practice post-16* (HMI 2370), Ofsted, 2006; available from www.ofsted.gov.uk/publications/2370.

and local businesses, governors were able to ask pertinent questions about how students were prepared for further education and employment.

Resources and staff development

Resources

66. Resources to teach and learn new and updated curricula were improving. They were adequate in two thirds of schools and good in a third.

67. The colleges in the survey were able to provide high quality resources for vocational courses, and specialist resources in schools to deliver particular vocational courses, for example catering, were increasing.

68. Compared with the previous year, ICT resources in the academic year 2005/06 had improved in almost all schools, although in a large minority access to ICT was not sufficient for all subjects. School and area networks were improving. These, linked to home computers and often called 'virtual learning environments', normally provided students with access to homework via their computer and enabled them to send their work to teachers electronically. Virtual learning environments generally included software, diaries, learning logs, discussion forums and research tools, and broadened students' opportunities to study outside the classroom. In some alternative provision, these electronic links provided the main route to study.

69. Additional funding was necessary where schools had to find resources for staff training, equipment and buying in expertise from outside the school. Because of the costs, the availability of subject-specific materials and equipment for courses in design and manufacturing tended to depend on schools gaining specialist status. Schools which were changing their curriculum without the funding which was attached to specific projects felt that they were disadvantaged.

70. Schools welcomed the financial support that was provided from the Increased Flexibility Programme (IFP), Excellence in Cities, the local Learning and Skills Council (LSC) and specific enterprise funding for new courses and alternative provision. However, many of them were anxious about the long term sustainability of costly, but valuable, provision and were therefore unwilling to commit themselves to expensive new ventures.

71. Collaborative work between schools frequently provided economies of scale. This was particularly helpful to small schools wishing to extend the range of courses at Key Stage 4.

Staff training and development

72. Staff training and development were good or better in over half of the schools visited. The majority of teachers interviewed during the survey felt better prepared after they had received training. Staff became acquainted with the demands of the new courses and were able to collaborate on new schemes of work. In most schools, course leaders benefited from training provided by awarding bodies, local authorities,

city learning centres and others. Schools with very good professional development took account of the expertise, capability and experience of staff before introducing new courses. However, good practice was not universal and in some schools, weaknesses in the quality of teaching could be traced to the teachers' lack of familiarity with the nature and content of courses new to them.

Strategic planning to implement change

Collaboration and partnership

73. All but one of the 20 local authorities whose collaborative arrangements were reported in more detail had an agreed 14 to 19 (sometimes 13 to 19) plan to improve educational provision for young people. A few of these had been in place from 2000; most had been formalised and updated in 2004 or 2005.

74. Many effective arrangements and working practices had been in place for some time. Well established relationships, such as the increased flexibility partnerships, had been developed and extended. Other successful links between individual schools, colleges and other educational providers, however, had simply evolved rather than being developed as part of a long-term plan. Loose groupings, with pragmatic links catering for very particular groups of students, benefited from support from the local authority to extend these for a wider cohort.

75. Collaboration and support took many forms, including colleges offering courses outside school or providing experts in particular subjects to teach in schools; schools working together to increase the breadth of courses from which students could choose; local authorities providing transport; local LSCs brokering arrangements between schools and alternative providers. A number of local authorities reported setting up skills centres with particular vocational specialisms, generally under the auspices of a local college, so that students had access to courses not available in their own schools.

76. Links across schools, colleges and other educational providers were good in a quarter of the 14 to 19 partnerships involving the schools and colleges visited in 2005/06. This was a higher proportion than the 10% in the previous year. Around half of the partnerships had made a satisfactory start. Collaboration in around a quarter was weak, about the same proportion as before. These partnerships had few courses at Levels 1 and 2 and no firm plans to improve this provision.

77. Even within individual local authorities, some partnerships were more effective than others. All the local authorities inspected had some good practice, as well as that which needed improvement. Although there were improvements during the two years of the survey, barriers remained, including:

In schools:

- the perception that new courses, and collaboration to improve access to them, were only for the disaffected

- too little time for staff for planning and development
- too little training for staff who were teaching courses which were new to them
- unwillingness to adapt the curriculum because the school felt this would adversely affect its position in performance tables.

In colleges:

- low expectations of 14 to 16 year olds from college staff.

Across partnerships:

- practical difficulties of aligning timetables and agreeing approaches to collaboration
- insufficient shared information about the achievements and expectations of young people
- schools' poor quality assurance of the courses students attended at colleges and training providers.

Across areas and local authorities:

- too little provision for work-based learning
- employers' lack of involvement in educational planning
- the time and cost of travelling to learn
- concerns about sustaining long-term funding
- schools' wishes to offer mainly advanced courses in their sixth forms and therefore a lack of foundation (Level 1) and intermediate (Level 2) courses locally and more generally
- limited analysis of data on the progress and achievement of individuals and groups of students to inform intervention and improvement.

For those responsible for improving collaboration, changing perceptions remained a major challenge.

78. Good partnerships were aware of potential barriers and anticipated them successfully, for example, by:

- clarifying responsibilities
- including key stakeholders, such as the local LSC and Connexions service
- building on existing specialisms
- increasing understanding that vocational options were beneficial not only for those at risk of underachieving but also for high achievers
- encouraging all participants to accept that they should contribute to opportunities for all the young people in an area.

This last point is particularly important in view of the expectation in the DfES 14 to 19 Implementation Plan that schools, colleges and others will collaborate to offer a wider range of courses than at present.

79. Efficient planning for new collaborations was based on orderly steps:

- an overarching vision of what entitlement for young people really meant
- an audit of current provision in schools and colleges, and of courses offered and supported by work-based learning and training providers
- tracking of destinations of young people post-16 and analysis of why young people took up provision in neighbouring local authorities
- schools' and colleges' discussion of local needs
- consensus on establishing local collaborative groups or consortia, developing existing agreements where necessary and formalising arrangements.

80. Good practice in monitoring provision for students taught out of school was rare. In schools, teachers, or more often teaching assistants or learning mentors, accompanied students to college. Their role was defined well and supported by clear protocols in terms of supporting students in their work and reporting back to the schools about the quality of education. In colleges, monitoring involved regular formal reporting and ad hoc informal discussion to deal with unexpected problems. However, even where some good monitoring of provision took place, there were still aspects which needed improvement, as in this example:

Good monitoring in the local authority involved visits by school staff to the lessons in the colleges. The schools received in advance the college schemes of work and lesson plans. Operational groups in each consortium met termly to monitor activities and pick up on problems in behaviour and attendance. Systems for assessing the quality of teaching and learning, however, were less good. School staff rarely read reports by the external verifiers or the internal quality assurance reports in the colleges.

Local prospectuses

81. Ten of the 20 local authorities in the sample had either published a prospectus of local courses or were in the process of doing so. Another five intended to publish early in the autumn term 2006 and a further two before January 2007. All the rest had begun to audit current provision and identify gaps, intending to publish a full prospectus before September 2007. Almost all the local authorities aimed to extend their prospectuses in 2007 to include collaboration to support the new specialised Diplomas.

82. Drawing up such a prospectus inevitably extended debate between schools and their partners. Gaps in provision across an area became apparent, often leading to wider discussion and an acceptance that some schools might have to change direction if a full entitlement were to be made available. All participants in the survey reported on the complex barriers which collaboration needed to overcome. Schools tended to concentrate on advanced level courses post-16 and many colleges did not have the capacity to increase the numbers of 14 to 16 year olds on their courses. In all cases, demand for Level 1 and Level 2 courses post-16, and for 14 to 19 vocational options generally, far outstripped supply.

Notes

Over the two years of this survey, from 2004 to 2006, Her Majesty's Inspectors of Schools (HMI) and Additional Inspectors visited eight colleges and 155 secondary schools, including six special schools and five pupil referral units, in 64 local authorities. Inspectors revisited 11 schools a year later to discuss what progress had been made.

Additional evidence was gathered from around 650 questionnaires completed by students, as well as from those completed by teachers in charge of 14 to 19 developments. Schools were invited to complete a curriculum 'map' and around a third did so.

There were two initial foci of the survey: the potential of increased flexibility in the curriculum at Key Stage 4 and how well schools were responding to the statutory requirement to implement work-related learning (work-related learning) for all from September 2004. In 2005, these two strands were linked more closely and, in order to evaluate further aspects of inclusion, inspectors looked closely at the work in local authorities where students were achieving well given the general indices of deprivation.

Work-related learning for all has been a requirement since September 2004. The Qualifications and Curriculum Authority (QCA) describes work-related learning as 'a broad range of activities for students of all ages. These activities help students learn about the world of work by experiencing and preparing for it. Work-related learning takes place in the context of the world of work, to help students develop knowledge, skills and understanding that will be useful in that world.' QCA offers a non-statutory but suggested minimum framework for students' experience of work-related learning, comprising nine elements which would cover the statutory requirement. QCA also provides considerable support and guidance to school leaders and to subject managers which includes: auditing the curriculum; supporting students with learning difficulties; maximising the value of work experience; providing information on the availability of resources and recognising achievement in work-related learning.

In the final term of the two-year survey, HMI considered a wide range of evidence for 20 local authorities, from joint area reviews, the annual performance assessments of local authorities and schools' recent inspection reports, together with survey reports and, in most cases, interviews with local authority officers. This evidence was used to make judgements about the effectiveness of collaborative arrangements.

The Young Apprenticeship Programme, which was reported on in the interim stage of this survey in November 2005, has also been reported upon separately.⁵

⁵ *Evaluation of the Young Apprenticeships programme* (HMI 2653), Ofsted, 2006; available from www.ofsted.gov.uk/publications/2653.

Further information

Publications by Ofsted

Developing a coherent 14 to 19 phase of education and training (HMI 2442), Ofsted, 2005; available from www.ofsted.gov.uk/publications/2442.

Developing enterprising young people: features of the successful implementation of enterprise education at Key Stage 4 (HMI 2460), Ofsted, 2005; available from www.ofsted.gov.uk/publications/2460.

Developing new vocational pathways: final report on the introduction of new GCSEs (HMI 2051), Ofsted, 2004; available from www.ofsted.gov.uk/publications/2051.

Increased flexibility programme at Key Stage 4: evaluation of the first year (HMI 2074), Ofsted, 2004; available from www.ofsted.gov.uk/publications/2074.

Increased flexibility programme: improving work experience (HMI 2220), Ofsted, 2004; available from www.ofsted.gov.uk/publications/2220.

Learning to be enterprising (HMI 2148), Ofsted, 2004; available from www.ofsted.gov.uk/publications/2148.

The Key Stage 4 curriculum: increased flexibility, work-related learning and Young Apprenticeship Programmes (HMI 2478), Ofsted, 2005; available from www.ofsted.gov.uk/publications/2478.

Relevant websites

Association of Colleges

www.aoc.co.uk

Department for Education and Skills

www.dfes.gov.uk/qualifications

[www.dfes.gov.uk/14 to 19/](http://www.dfes.gov.uk/14%20to%2019/)

Learning and Skills Council

Increased flexibility: case studies in improving practice

www.lsc.gov.uk

<http://readingroom.lsc.gov.uk/pre2005/quality/goodpractice/increased-flexibility-case-studies.pdf>

Learning and Skills Development Agency (LSDA)

The LSDA has evolved into two separate organisations: the Quality Improvement Agency for Lifelong Learning and the Learning and Skills Network.

www.qia.org.uk

www.lsneducation.org.uk

National Foundation for Educational Research

www.nfer.ac.uk

Qualifications and Curriculum Authority

www.qca.org.uk

Vocational Learning

www.vocationallearning.org.uk

Annex

Schools and colleges visited for this survey

Colleges	Local authority area
Blackburn College	Blackburn with Darwen
Coulsdon College	Croydon
John Ruskin College	Croydon
Regent College	Leicester City
Selby College	North Yorkshire
St Mary's College	Blackburn with Darwen
Tower Hamlets College	Tower Hamlets
Wakefield College	Wakefield
Schools	Local authority
Acland Burghley School	Camden
Altrincham College of Arts	Trafford
Audenshaw School	Tameside
Avalon School	Somerset
Aylesbury High School	Buckinghamshire
Babington Community Technology College	Leicester City
Barlby High School	North Yorkshire
Beardwood High School	Blackburn with Darwen
Beech Hill School	Nottinghamshire
Bingley Grammar School	Bradford
Bishop Fox's Community School	Somerset
Bishop Stopford's School	Enfield
Bonus Pastor RC School	Lewisham
Bourne Grammar School	Lincolnshire
Bow School	Tower Hamlets
Brayton College	North Yorkshire
Bridge School	Croydon
Brooke Weston City	Northamptonshire

Technology College	
Cartmel Priory CofE School	Cumbria
Castleford High School Technology College	Wakefield
Chace Community School	Enfield
Chilton Trinity Technology College	Somerset
Christ The King Catholic High School and Sixth Form Centre	Sefton
Collingwood College	Surrey
Coloma Convent Girls' School	Croydon
Colyton Grammar School	Devon
Comberton Village College	Cambridgeshire
Congleton High School	Cheshire
Coulsdon High School	Croydon
Court Fields Community School	Somerset
Crofton High School – Specialists in Mathematics and Computing	Wakefield
Crofton School	Hampshire
Crosshill Special School	Blackburn with Darwen
Culcheth High School	Warrington
Cullompton Community College	Devon
Dame Alice Owen's School	Hertfordshire
Darwen Vale High School	Blackburn with Darwen
Davenant Foundation School	Essex
Deyes High School	Sefton
Downlands Community School	West Sussex
Durrington High School	West Sussex
Edmonton County School	Enfield
English Martyrs Catholic School	Leicester City
Farnley Park High School	Leeds
Fernhill School	Hampshire
Filey School	North Yorkshire
Forest Hill School	Lewisham
Fred Longworth High School	Wigan
Frome Community College	Somerset
Gravesend Grammar School for Girls	Kent

Grays Convent High School	Thurrock
Greenbank High School	Sefton
Greenshaw High School	Sutton
Handsworth Wood Girls' School Visual and Performing Arts Specialist College and Sixth Form Centre	Birmingham
Hardenhuish School	Wiltshire
Heathfield Community College	East Sussex
Heckmondwike Grammar School	Kirklees
Hemsworth Arts and Community College	Wakefield
Hillingdon Tuition Centre	Hillingdon
Hockerill Anglo-European College	Hertfordshire
Holyrood Community School	Somerset
Horndean Technology College	Hampshire
Hungerhill School – A Specialist Centre for Science, Mathematics and Computing	Doncaster
Jo Richardson Community School	Barking and Dagenham
John Colet School	Buckinghamshire
Kenilworth School and Sports College	Warwickshire
King Edward VI Aston School	Birmingham
Kingsbridge Community College	Devon
Kingsmead School	Enfield
Knottingley High School and Sports College	Wakefield
Lady Lumley's School	North Yorkshire
Langdon Park Community School	Tower Hamlets
Langdon School	Newham
Langley Park School for Boys	Bromley
La Sainte Union Catholic Secondary School	Camden
Littlemoss High School for Boys	Tameside
Lord Williams's School	Oxfordshire
Manningtree High School	Essex
Morpeth School	Tower Hamlets
Mossley Hollins High School	Tameside
Mulberry School for Girls	Tower Hamlets
Neatherd High School	Norfolk
Newfield School	Blackburn with Darwen

Northallerton College	North Yorkshire
North Manchester High School for Girls	Manchester
Oakfield Park School, Ackworth	Wakefield
Oaklands School	Tower Hamlets
Oakwood Technology College	Rotherham
Oathall Community College	West Sussex
Our Lady's Catholic High School	Lancashire
Out of School Provision PRU	Tower Hamlets
Outwood Grange College of Technology	Wakefield
Painsley Catholic College	Staffordshire
Parliament Hill School	Camden
Prendergast School	Lewisham
Queen Mary's High School	Walsall
Regents Park Community College	Southampton
Riverside Community College	Leicester City
Rodillian School	Leeds
Rushey Mead School	Leicester City
Saint Paul's Catholic School	Leicester City
Sawtry Community College	Cambridgeshire
Selby High School Specialist School for the Arts	North Yorkshire
Selsdon High School	Croydon
Shirley High School Performing Arts College	Croydon
Sir Henry Floyd Grammar School and Performing Arts College	Buckinghamshire
Southend High School for Girls	Southend-on-Sea
South Wilts Grammar School for Girls	Wiltshire
St Aidan's Church of England High School	North Yorkshire
St Ambrose Barlow Catholic College	Sefton
St Augustine's Catholic High School: a Specialist Science College	Worcestershire
St Bede's Catholic High School, Blackburn	Blackburn with Darwen
St Clare's School	Thurrock
St Damian's RC Science College	Tameside
St John Fisher Catholic High School	North Yorkshire
St John Plessington Catholic College	Wirral
St Margaret's C of E High School	Liverpool

St Paul's Catholic School	Greenwich
St Richard's Catholic College	East Sussex
St Thomas Aquinas Catholic School	Birmingham
St Thomas's Centre	Blackburn with Darwen
St Wilfrid's Catholic High School and Sixth Form College	Wakefield
Stanchester Community School	Somerset
Stokesley School	North Yorkshire
Stourport High School – Language College	Worcestershire
Stroud High School	Gloucestershire
Tendring Technology College	Essex
The Archbishop Lanfranc School	Croydon
The Banovallum School, Horncastle	Lincolnshire
The Bishop Bell Church of England Mathematics and Computer Specialist School	East Sussex
Robert Blake Science College	Somerset
The Clarendon College	Wiltshire
The Community College, Bishop's Castle	Shropshire
The County High School Leftwich	Cheshire
The Coventry Blue Coat Church of England School	Coventry
The Crossley Heath School	Calderdale
The Crypt School	Gloucestershire
The Dormston School	Dudley
The Ferrers Specialist Arts College	Northamptonshire
The Forest School	North Yorkshire
The Freeston Business and Enterprise College	Wakefield
The Hemel Hempstead School	Hertfordshire
The Misbourne School	Buckinghamshire
The Romsey School	Hampshire
The Spring Lane Centre	Sheffield
Tiffin School	Kingston-on-Thames
Torquay Boys' Grammar School	Torbay
Turves Green Girls' School and Technology College	Birmingham
Two Trees Sports College	Tameside
Upper Wharfedale School	North Yorkshire

Wadham School

Warden Park School

William Ellis School

Wymondham High School

Wyvern Technology College

Somerset

West Sussex

Camden

Norfolk

Hampshire