The National Strategies 1997–2011

A brief summary of the impact and effectiveness of the National Strategies

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The National Strategies – Final Report

Introduction

The National Strategies represent one of the most ambitious change management programmes in education. They leave behind a legacy of high quality training materials, teaching and learning frameworks and well-trained teaching professionals and leaders of learning in schools, settings and more widely in the education sector.

Since 1998 the National Strategies have taken the form of a professional development programme providing training and targeted support to teachers through a three-tier delivery model, comprising the DfE and its national field force, local authorities deploying their own advisers and consultants, and then schools and settings.

Prior to 1998, there was no systematic attempt at a national level to drive improvements in standards through a focused programme of managing changes in the way that core subjects are taught in classrooms. The first attempts to do that were the National Literacy Strategy followed by the National Numeracy Strategy. Then came the Key Stage 3 Strategy (for 11 to 14 year olds) and the Early Years Foundation Stage. These developments culminated in the remit of the National Strategies extending to all core subjects, to Key Stage 4 as well as Key Stage 3, and to Early Years, Behaviour and Attendance, the School Improvement Partner programme and Special Educational Needs.

The National Strategies were delivered by a national team of experts and a regional field force that worked with and supported local authorities in providing training and support to schools and settings. Local authorities (LAs) in turn were funded to employ some 2000 consultants to help to deliver the National Strategies' training locally.

This report attempts to summarise the key achievements of the National Strategies since their inception and to draw some lessons from feedback and evaluation.

The scope of the National Strategies

The National Strategies have supported the delivery of a wide range of programmes, including:

- The Early Years Foundation Stage (EYFS) framework and materials, with a particular focus on supporting the narrowing of gaps in early years outcomes.

- The development of systematic synthetic phonics through the Communication, Language and Literacy (CLLD) programme.

- Improved pedagogy and subject knowledge in the core subjects of primary and secondary English and mathematics, and in secondary science.

- Improving attainment and progress of the lowest-attaining 5% of children in primary schools through the Every Child programmes.

- Primary programmes such as the Improving Schools Programme (ISP), which was originally targeted at schools below floor targets but was later extended as a bespoke support to a wider range of schools.

- Support for secondary schools below floor targets (National Challenge).

- The School Improvement Partner (SIP) programme.

- Behaviour and Attendance, including the well-regarded Social and Emotional Aspects of Learning (SEAL) programme.

- Special Educational Needs (SEN), including the highly successful Inclusion Development Programme (IDP) and the Achievement for All (AfA) pilot.

- Narrowing the Gaps (for pupils on free school meals, black and ethnic minority pupils and gifted and talented pupils from deprived backgrounds).

The National Strategies have also been involved in:

- Supporting schools in the use of the Assessing Pupils' Progress (APP) materials and the pedagogy of Assessment for Learning (AfL).

- Developing data analyses that are designed to help to identify how different groups of pupils are progressing and to promote effective ways of intervening to accelerate the achievements of vulnerable groups.

- The continuous drive to support planning and teaching for progression through the development and use of the Primary and Secondary Frameworks.

- Promoting the uptake of How Science Works as a key component of the national Science, Technology, Engineering and Mathematics (STEM) agenda and in preparation for the new science GCSEs.

- The pilot and national roll-out of Functional Skills.

- Support and challenge to local authorities through National Strategies' regional teams.

The end of the National Strategies

The National Strategies' programme was always intended to be a fixed-term intervention programme to secure improvements in standards. It was designed to achieve accelerated improvement in standards and to support a professional dialogue about teaching and learning by building teacher confidence in key areas. As recent research concludes, improving system performance ultimately comes down to improving the learning experience of students in their classrooms.

Given the progress made during the lifetime of the National Strategies it is appropriate to take stock of the English 'school system improvement journey' and to acknowledge that the time is right for central government to step back from much of the central provision and initiatives that have been developed over recent years and to consolidate resources and decision-making at school level, allowing schools to determine their own needs and to commission appropriate support.

The National Strategies evolved to secure significant and urgent improvement as well as to build on local good practice. They have made a significant and positive imprint on the quality of learning and teaching in schools and settings.

The investment in the National Strategies has paid major dividends, as this report illustrates. The system is now ready to move towards more collaborative practice between teachers within and across schools. The National Strategies have prioritised the importance of teaching and learning and as a result (and as illustrated below) have created a ripple effect with recurrent positive effects, as teachers and leaders take greater responsibility for system improvement.
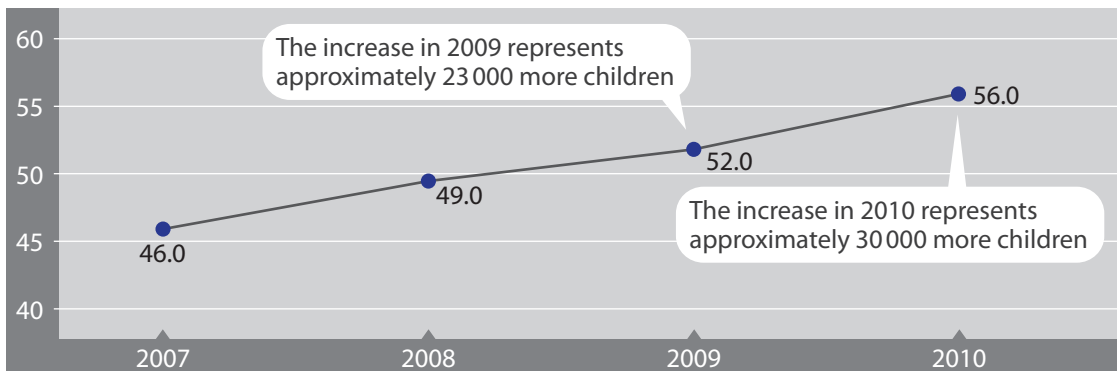
> 'Once a teacher has adopted the right approach – the system's pedagogical values – and has learned to manifest these in effective teaching practice, they become an invaluable asset to the school system, which then often seeks to embed this expertise by promoting such teachers to new roles. As teachers progress along the professional path, they assume responsibilities as educators, mentoring and leading other teachers, as well as in developing new curricula of the system.'
>
> **Mourshed, M., Chijioke, C., Barber, M., (2010) How the world's most improved school systems keep getting better. McKinsey and Company**

The National Strategies
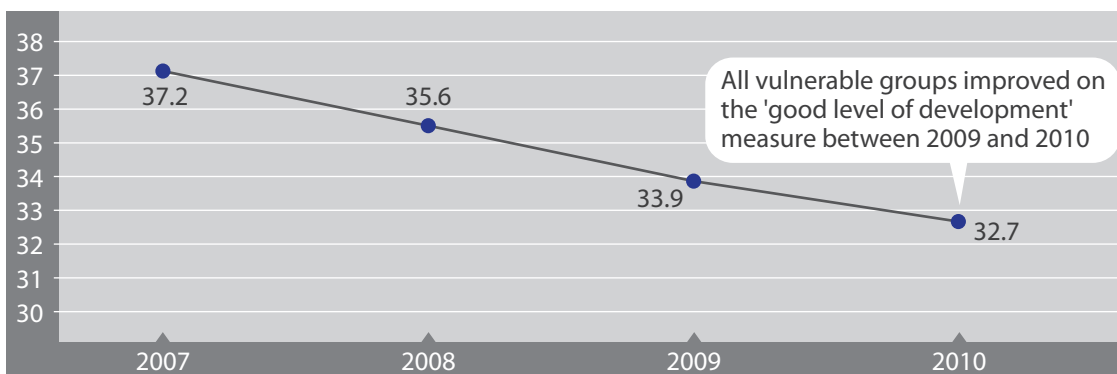March 2011

1. Early Years Foundation Stage

Before 2007	December 2010
Requirements: Early years practitioners had to make sense of three different frameworks that separated out the learning and development requirements for children: from birth to three, for three- to five-year-olds, and the National Standards for Daycare. Two of these were statutory and one was not.	**Requirements:** There is now one single statutory framework for all children from birth to five: the Early Years Foundation Stage (EYFS). It sets out a common set of principles, themes and commitments, which all providers are required to adhere to.
Improving quality: The importance of high-quality experiences for improving children's life chances was widely understood, but few LAs had co-ordinated services for supporting quality improvement across the sector or a clear strategic vision of how to set about it. Early years services were often viewed as less important and overlooked as part of wider school improvements.	**Improving quality:** Every LA has a team of Early Years Consultants who work across the sector supporting quality improvement for learning, development and care. The status and significance of quality in the early years is now recognised at a strategic level in LAs and most have sophisticated systems for analysing data and targeting resources. As a result, children's needs are being identified earlier and steps taken to improve their life chances.
Outcomes: Data sets on the under-fives were immature and the moderation of Foundation Stage Profile results was fragile. Few LAs had insight into their vulnerable groups of children or how best to support them.	**Outcomes:** EYFS Profile results for the years 2007 to 2010 have been confirmed as robust. Outcomes have improved year-on-year with marked improvements for vulnerable groups of children.
Evaluation	**Significant learning**
'The evaluation evidence suggests that the expected practitioner and children's outcomes for the programme are being achieved – improved practitioner awareness, confidence and practice in delivering EYFS, and better outcomes for children – and that this could not have happened without support from local authorities on EYFS aided by the National Strategies.' *Evaluation of the Early Years Programme SQW, April 2010* 'Concerns were raised when the Early Years Foundation Stage was introduced that it would be too formal and put too much pressure on young children. However, the children that the inspectors observed during the survey were, almost without exception, enjoying their time, whatever type of Early Years Foundation Stage setting they were in.' As one childminder explained, 'The Early Years Foundation Stage had enabled me to understand why I do the things that I have always done.' *The Impact of the Early Years Foundation Stage, Ofsted 2011*	• Raising the profile of early years and gaining recognition of its importance to children's later life chances requires time, vision and committed leadership at every level. • Incentives, in the form of national targets and statutory duties, coupled with external support and challenge provided by the National Strategies have provided the necessary imperatives to raise the strategic profile of early years in LAs and support improvements to children's outcomes. • Investment in an action-based research approach to continuing professional development reaps the most benefits, offering practitioners opportunities to reflect on their practice and to understand and embed changes in pedagogy in their own contexts.

The percentage of children achieving a good level of development has increased from 46% to 56%

> The increase in 2009 represents approximately 23 000 more children

> The increase in 2010 represents approximately 30 000 more children

Between 2007 and 2010 the percentage of children achieving a good level of development increased by 10 percentage points.

The gap between the lowest achievers and the rest has narrowed from 37.2% to 32.7%
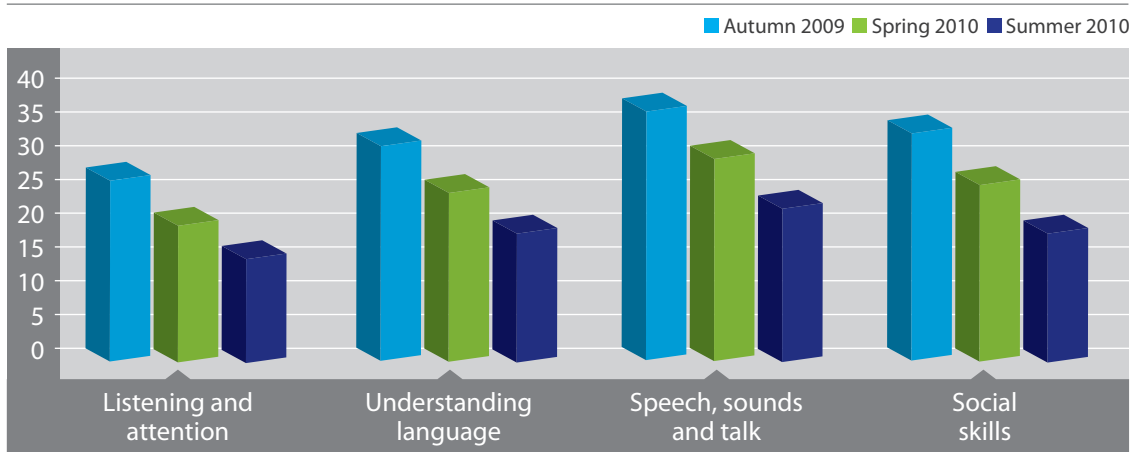

> All vulnerable groups improved on the 'good level of development' measure between 2009 and 2010

The gap narrowed by 4.5% points between 2007 and 2010.

2. Early Years: Every Child a Talker

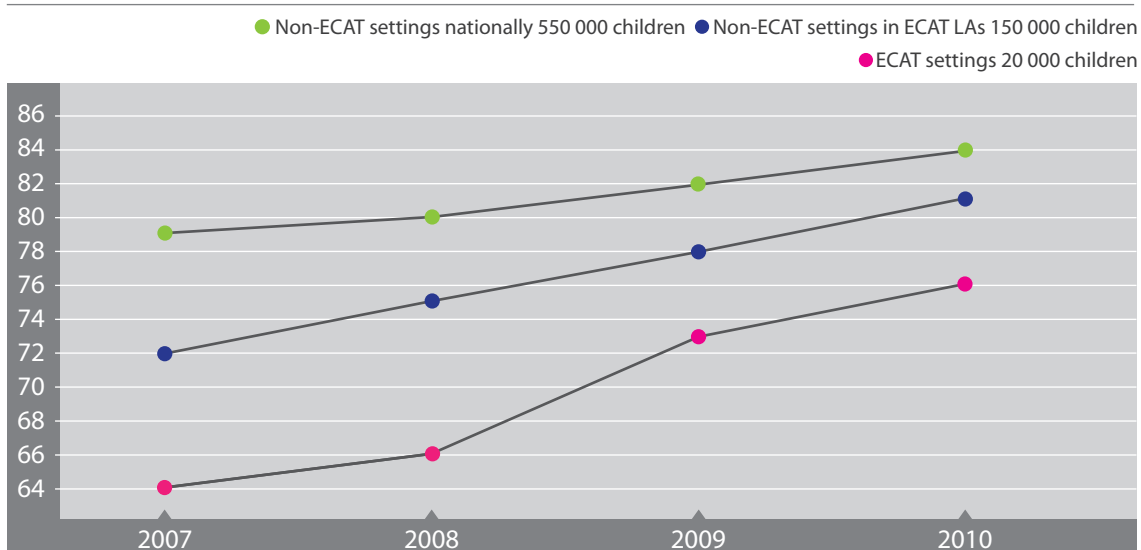| Before 2008	December 2010
Developing children's early language was a recognised priority at the outset of Sure Start Local Programmes (SLLPs). However, in 2008 the National Evaluation of Sure Start (NESS) revealed that there was no evidence of improved language development for children in SSLP areas. **Expertise** in LA teams and in early years settings around early language and communication was variable. **Speech** and language therapists often worked in isolation from early years settings and focused on individual case loads. **Children's progress** in early language development was not carefully monitored with too few children being identified at risk of language delay.	**Developing** early language for children from birth to four is the focus of the Every Child a Talker (ECAT) programme which began in 2008. ECAT works through early years settings in combination with other agencies, particularly speech and language therapy services to improve early language provision and strengthen parental engagement. **Expertise** has been significantly enhanced in LAs and in settings through the work of Early Language Consultants. **Speech** and language therapists are integrated as part of ECAT's universal services in many LAs, with a shared responsibility for improving outcomes. **Children's progress** in early language is carefully tracked as part of ECAT, with evidence of reducing numbers of children at risk of language delay.
Evaluation	**Significant learning**
'As a staff team we all have ECAT to thank for making us see what is possible and the knowledge of how to get there.' *Primary school, Birmingham* 'As a parent we try and do things right, but ECAT has shown me different ways of doing things.' *Parent, Suffolk* In the eight early years registered providers visited (all ECAT settings), the staff reported that, as well as finding that children were talking more with increased vocabulary, other improvements included: children showing a more sustained interest in activities, children with additional needs reaching the targets in their individual educational plan more quickly, and improved behaviour, particularly for boys. *Removing Barriers to Literacy, Ofsted 2011*	• Raising the profile of early language and gaining recognition of its importance to children's later life chances requires time, vision and committed leadership at every level. • Incentives, in the form of funding and resources, coupled with external support and challenge provided by the National Strategies have provided the necessary imperatives to raise the profile of early language in LAs and support improvements in day-to-day practice for children in settings. • Investment in an action-based research approach to continuing professional development with peer coaching and opportunities for networking have proved successful in improving practitioner knowledge and skills.

Decrease in percentage of children at risk of language delay – Wave 1

■ Autumn 2009 ■ Spring 2010 ■ Summer 2010

Percentage of children achieving 6+ in Language for Communication & Thinking scale

● All settings nationally ● ECAT settings in lowest 20%

Percentage of children achieving 6+ in Language for Communication & Thinking scale

● Non-ECAT settings nationally 550 000 children ● Non-ECAT settings in ECAT LAs 150 000 children
● ECAT settings 20 000 children
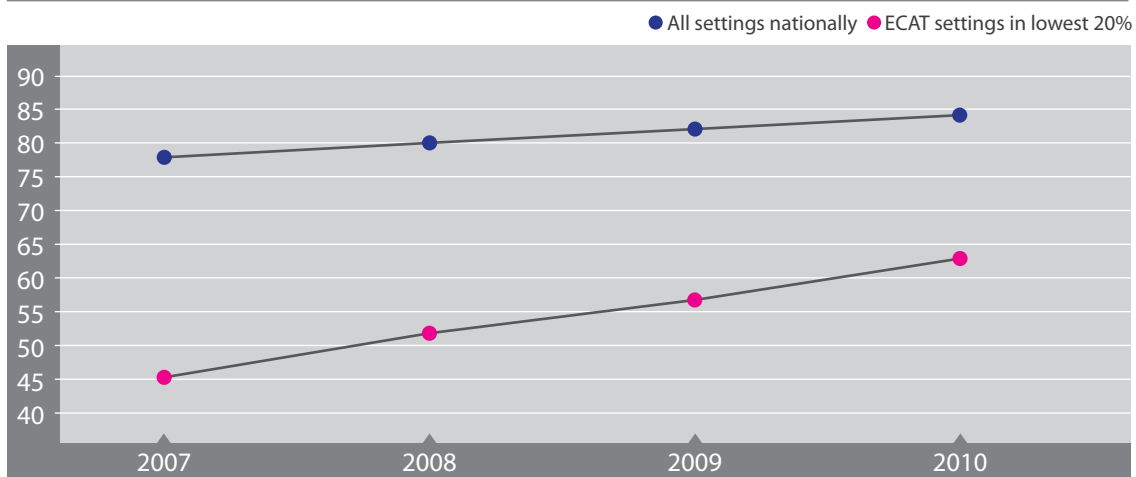
3. Early Years and Key Stage 1: Communication, Language and Literacy Development

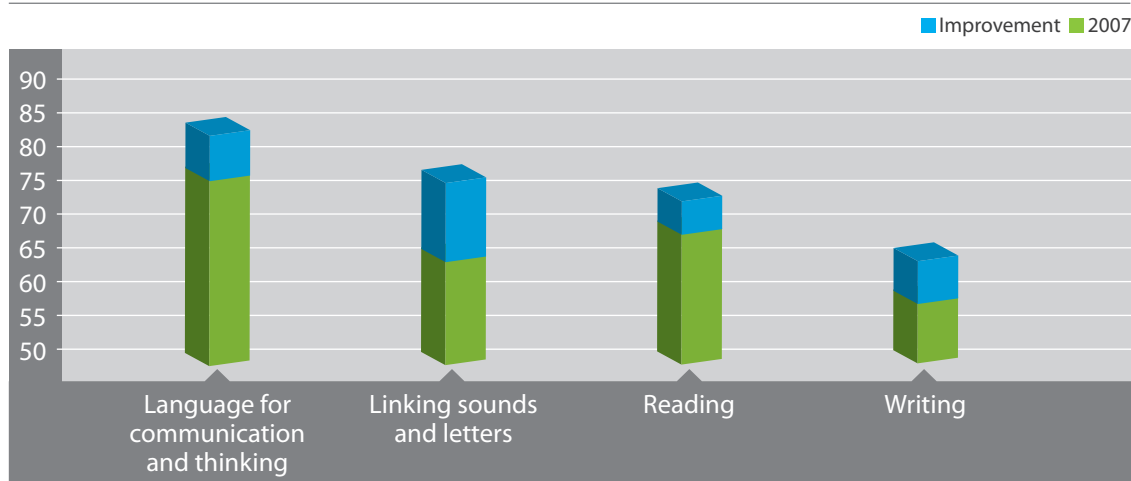| Before 2006	December 2010
Teaching: *The Independent Review of the Teaching of Reading*, March 2006, recommended what best practice should be expected in the teaching of early reading and synthetic phonics. However, there was no consensus in schools and LAs, with many reception practitioners seeing any direct teaching as 'formal' and irreconcilable with an essentially child-centred approach to learning. Any phonic work that took place in reception classes was incidental and unsystematic. **Outcomes** for children at age five in the Foundation Stage Profile showed that children's achievements in communication, language and literacy were markedly lower than in other areas of learning. Reading outcomes at age seven, as measured by the Key Stage 1 assessments, had remained broadly consistent for some years.	**Teaching:** Schools accept the importance of teaching phonics from Reception onwards, and the majority use the high-quality phonics programme, *Letters and Sounds*. Every LA has benefitted from continuing professional development and the support of a consultant with expertise in early language and literacy (CLL). There is improved alignment in LAs of early years and school improvement services. **Outcomes:** Expectations of what children can achieve at age five have been considerably raised. Headteachers increasingly understand the central importance of improving children's progress in CLLD. Outcomes at the end of Reception and Year 2 have improved nationally. **CLLD** agenda recognised as a tool for improvement and a means to address underachievement promptly in children's schooling.
Evaluation	**Significant learning**
'The new systematic synthetic phonics has been rapidly embraced by practitioners.' '… it is striking how consistent the findings have been, and how overwhelmingly positive reports of the CLLD programme are.' 'With CLLD we have been given a comprehensive approach for making sure that we cover every aspect of teaching children how to read and write.' *Teacher, Independent evaluation of CLLD, December 2010* 'Before adopting Letters and Sounds, the school used a number of different resources. The headteacher, who had been a Reception teacher for seven years, feels "that the scheme has fundamentally raised standards, that its pace is more challenging than many commercial programmes he has seen and that the six phases into which the programme is organised have led to high expectations, given continuity to learning and supported effective training." The programme is used from the Nursery onwards. … The activities recommended in the programme are seen as interesting for all the pupils and, as a result, there is little difference between the relative progress of girls and boys.' *Reading by six – how the best schools do it, Ofsted 2010*	• Embedding a shift in pedagogical approach requires significant investment and time. It must be based on sound research and demonstrate impact on children's outcomes to engage professional support. • Improving provision and pedagogy depends on strong, effective and well-informed leadership. • Children's learning can stall or even regress in Year 1 unless school leadership pays close attention to continuity of provision and pedagogy at transition from Reception. • Sharing children's progress data at school and LA level proved to be a powerful lever in raising expectations of particular groups of pupils and schools.

Headline data

- **Primary Key Stage 1, 2010**
  For the first time since 2006, there was a rise in level 2+ reading of one percentage point to 85%. 2010 was the first year that a national cohort of children who were in Reception when all schools first had access to a synthetic phonics programme (2007) reached Year 2.
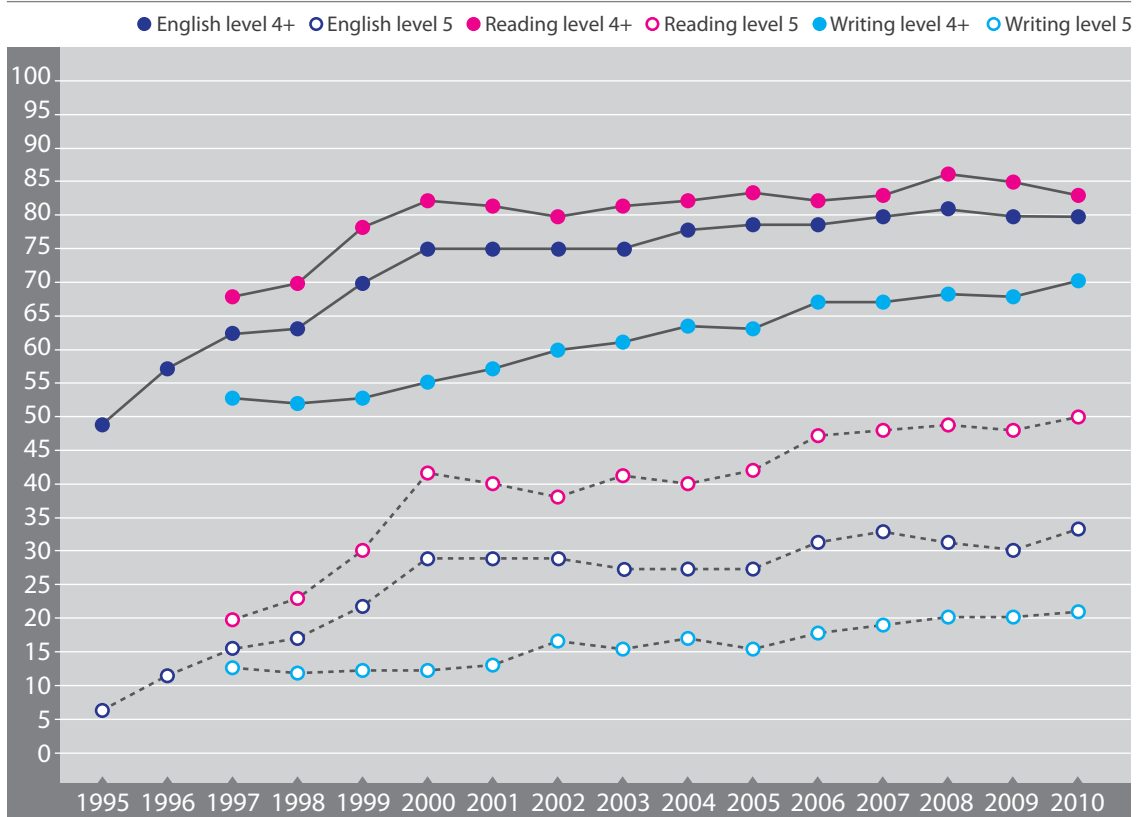
- **EYFS Profile improvements**

Percentage of children in EYFS Profile CLLD scales showing improvement 2007–2010
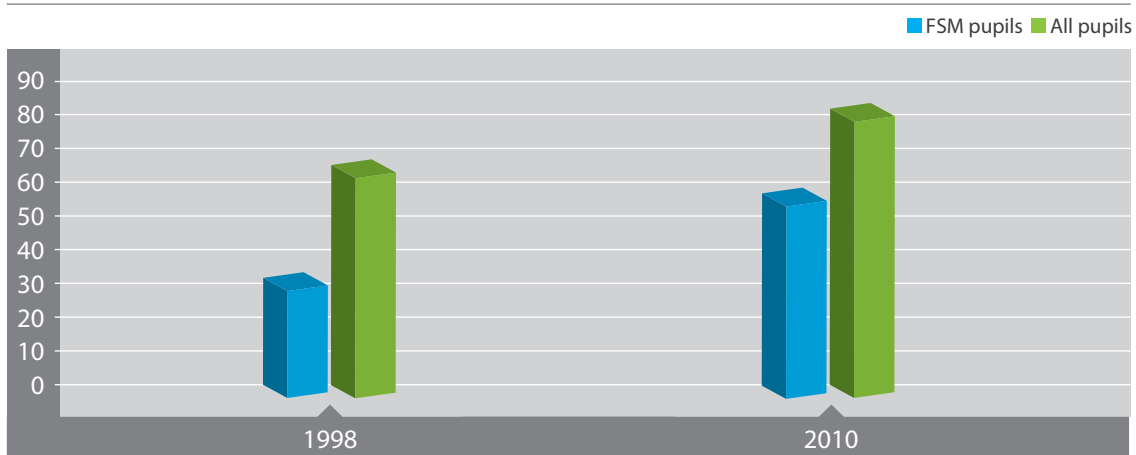
4. Primary Literacy

Before 1998	December 2010
Standards: In Key Stage 2 national assessment tests in English in 1995, only 49% of pupils nationally attained at level 4 or above. Poor performance of pupils from disadvantaged and ethnic minority backgrounds was often tolerated. In 1998 there was a gap of 52% between the level 4+ results for pupils from deprived households and those for all other pupils.	**Standards** were transformed with English attainment above 80%. Writing attainment rose 8% in the final five years of the National Strategies. Minority ethnic groups had closed the performance gap; by 2010 the proportional poverty gap had narrowed to 29% – an improvement of 21%.
Teaching of reading: In many classrooms children learned to read by reading to the teacher and to themselves. Assessment of reading was frequently by 'monitoring book choice'. Discrete teaching of reading was a rarity in Key Stage 2. In very many schools systematic phonics teaching was frowned upon.	**The teaching of literacy** was focused, motivating and appropriate in depth and balance. Feedback and questioning were increasingly formative. Children made a sound start in reading with systematic synthetic phonics. Teachers had well-developed technical knowledge of a wide repertoire of effective pedagogical approaches.
Teaching of writing: Children spent a lot of time writing about what they had learned in different National Curriculum subjects which crowded the timetable. Planning was often topic-based with little attention to progression. Feedback focused upon secretarial aspects of writing, spelling and punctuation. Grammar was seldom taught well. Limited writing genres were taught.	**The Primary Framework:** 90 000 teachers accessed resources each week from the National Strategies Framework to help planning for progression and to enrich their teaching.
The role of talk in the development of communication, language development and literacy was poorly understood or practised with performance skills over-emphasised at the expense of collaborative work or role play.	**Collaborative learning:** Literacy teaching was supported by 900 National Strategies leading teachers and 2250 reading recovery teachers who provided expert coaching support in their own and other schools. 30 000 children who fell behind in reading in Year 1 were supported through the Every Child a Reader (ECaR) programme. 83% were returned swiftly to expected levels. 1200 leading teachers for writing were also trained, through Every Child a Writer (ECaW).
No common pedagogical language existed to describe pedagogical approaches or teaching techniques.	**Intervention:** Children who fell behind were identified quickly and effective National Strategies literacy interventions were accessed through the National Strategies website to ensure they got back on track.
Assessment was summative and limited to assignation of National Curriculum levels.	**Pedagogical language:** Teachers and NQTs drew upon a repertoire of effective pedagogical approaches.
	Assessment was increasingly accurate, formative and diagnostic – increasing pupil motivation and progress.

Feedback and evaluation	Significant learning
'98 000 more children have reached national expected attainment in English since the start of the National Strategies.' *DfE* 'The curriculum for English was good or outstanding in three quarters of the primary schools … it has been greatly influenced in recent years by the National Strategies and significant changes are currently taking place.' 'Leadership and management were better than other areas of provision. This partly reflects the significant support and training for subject leaders from the National Strategies in recent years.' *English at the Crossroads, Ofsted 2009*	• Teacher subject pedagogical knowledge and above all an expectation amongst schools leaders that all pupils are capable of achieving well are keys to improving education performance and eliminating failure. • Harnessing of children's talk in learning, making learning explicit to them and providing effective feedback are levers to improve pupil progress and achievement. • Professional learning that makes the most difference to practice requires significant collaborative and classroom-based elements. Practising teachers are often the most effective agents of change.

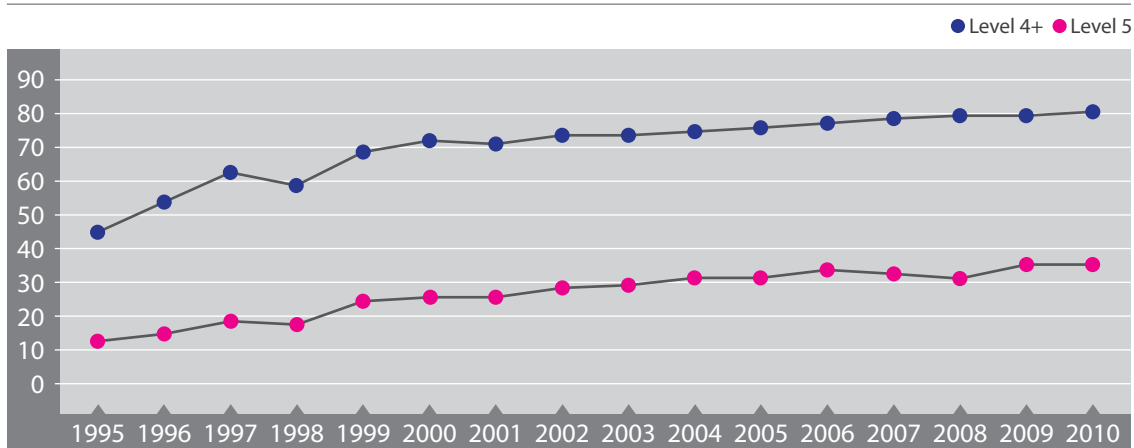## Percentage at level 4+ and level 5 in English, reading and writing

Percentage of pupils entitled to free school meals (FSM) attaining level 4+ compared with all pupils attaining level 4+ in English

5. Primary Numeracy

Before 1999	December 2010
Pupils' performance in international mathematics surveys was poor. There was widespread concern about standards, particularly in numeracy. In the first national Key Stage 2 tests in 1995 only 47% of pupils attained level 4+. In 1998 there was a gap of 62% between the level 4+ results for pupils from deprived households and those for all other pupils.	**The best set of mathematics results ever:** In 2010, 98 000 more pupils achieved level 4+, the standard expected, than in 1998. In addition, 83% of pupils made two or more levels of progress over Key Stage 2. By 2010 the proportional poverty gap had narrowed to 26% which is an improvement of 36%. The boy/girl gap was also eliminated.

Little direct teaching of mathematics: Most pupils learned by working in isolation through a series of published workbooks. Time devoted to mathematics over a typical teaching week varied considerably across schools.

The National Curriculum did not help teachers to plan a coherent mathematics curriculum. Too many schools still planned around topics and found it difficult to integrate mathematics effectively.

In 1997 the National Numeracy Pilot began and became the National Numeracy Strategy (NNS) in 1999. The strategy introduced:

- timetabled daily mathematics lessons
- a three-part lesson structure
- direct whole-class mathematics teaching
- *a Framework for Mathematics* to secure the planning of progression
- regular practice and consolidation, including the quick recall of number facts
- organisational and teaching methods to support and challenge all pupils.

The most recent international survey into the mathematics performance of Year 5 children, the fourth Trends in International Mathematics and Science Study (TIMSS) survey, placed England as the highest performing European country. English pupils had made the greatest gains over twelve years, gaining 57 points and bettering the scores of pupils from countries that have traditionally outscored us.

The Every Child Counts programme had successfully trained over 1000 Numbers Count teachers who supported nearly 30 000 underperforming Year 2 pupils, getting them swiftly back on track. Some 2700 teachers were undertaking the Mathematics Specialists Teacher (MaST) programme to improve quality of provision and to raise mathematics standards in their school. MaST built on the legacy of the National Strategies, ensuring there was a focus on developing teachers' subject and pedagogic knowledge and providing in-school continuing professional development.

Evaluation	Significant learning
'England's mathematics performance showed a large rise between 1995 and 2003 with continued improvement from 2003 to 2007. No European country outperformed England in any of the four assessments, and nor did the United States or Australia.' *TIMSS 2010*	• High-quality professional support focuses attention on the identification, sharing and transfer of effective practice. Teachers recognise that classrooms are the laboratory for improvement; they engage in collaborative enquiry, coaching or lesson study, gathering evidence on what works in mathematics and why, and what needs to be improved and how. This works best within whole-school improvement planning, managed and fully supported by senior leaders.

'Since the National Numeracy Strategy (NNS) was introduced almost a decade ago, there has been considerable progress in the attainment of young learners in mathematics.'
Independent review of Mathematics Teaching in Early Years Settings and Primary Schools, 2008

'Most primary schools had used the Primary National Strategy Framework effectively … often tailoring it to the school's particular context. The quality of teaching and learning in mathematics was good and sometimes outstanding.'
Mathematics: Understanding the score, Ofsted 2008

- Secure language and reasoning skills and use of imagery and symbols are essential features of mathematics learning. Good mathematics teaching requires secure subject knowledge with a clear understanding of curricular progression and of how children learn mathematics. Engaging teachers in mathematics at their own level is an essential element of improving practice.
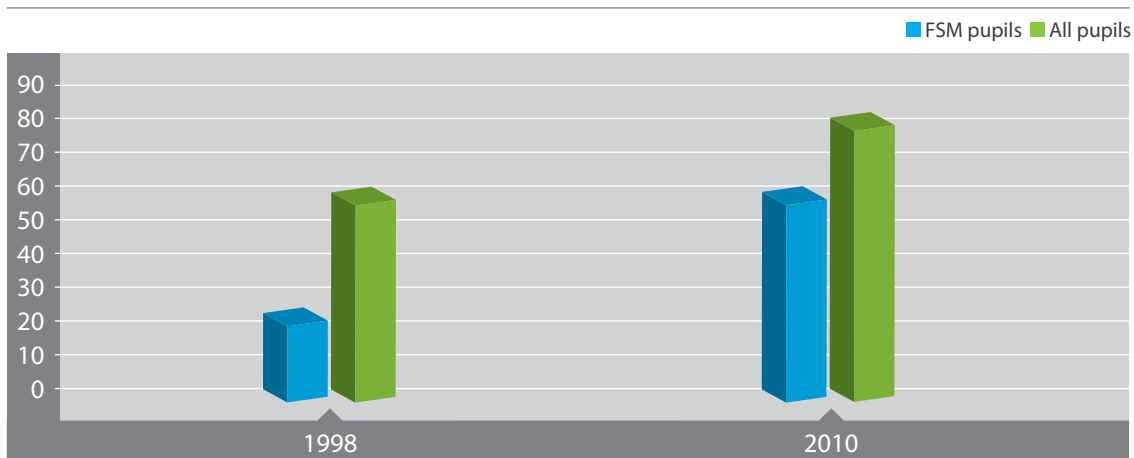
Percentage of pupils attaining level 4+ and level 5 in mathematics

Percentage of pupils attaining level 4+ in English and mathematics as compared to reading, writing and mathematics
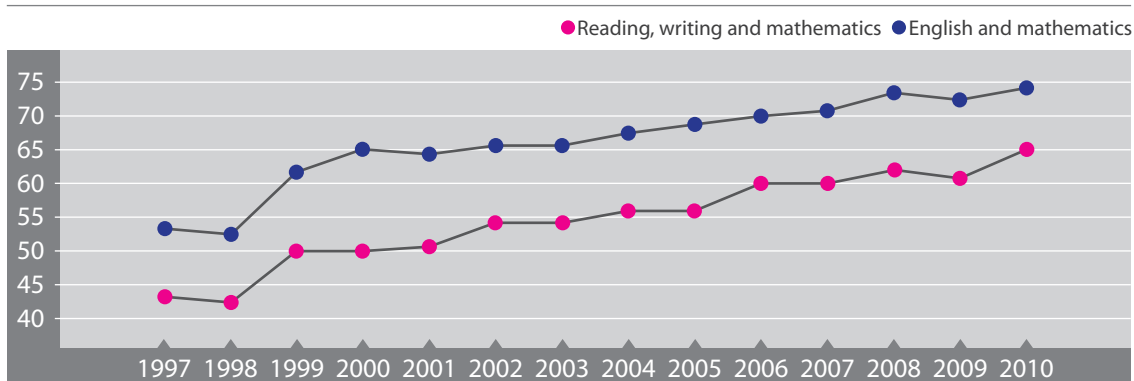

Percentage of pupils entitled to free school meals (FSM) attaining level 4+ compared with all pupils attaining level 4+ in mathematics

6. Primary School Improvement: Improving Schools Programme

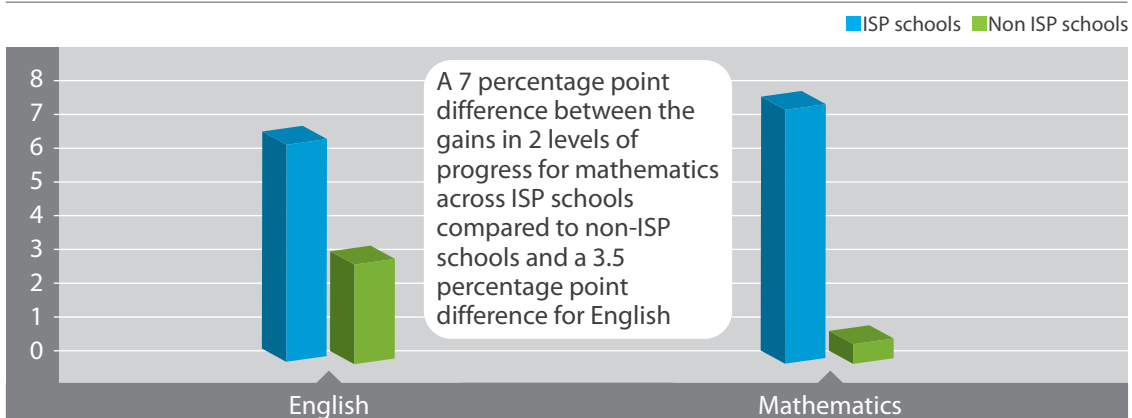| Before 2002	December 2010
When the Improving Schools Programme (ISP) pilot began in 2002 there were 2952 schools below the 65% level 4 Key Stage 2 floor target in English, and 3306 schools below the floor target in mathematics. The 2002 pilot year involved a cohort of 125 schools, increasing in subsequent years to a cohort of 1000 schools a year. **There was no national or local strategic focus** on securing accelerated improvement in schools that were underperforming to ensure the achievement of all children in line with age-related expectations. **There was no strategy** to support primary whole-school improvement and no processes, materials or tools to support LAs or schools to systematically identify and address whole-school weaknesses which were limiting children's achievement, e.g. a process and tools to track the progress of individual children or cohorts of children within a year or across a key stage. There was no focus on systematic whole-school professional development to improve the quality of teaching.	**2009–2010 saw a 5.9% point improvement** in English and mathematics combined attainment at level 4+ at Key Stage 2 in funded ISP schools, against a national overall rise in maintained mainstream schools of 1.7% points. **Similarly, English progress in ISP schools** improved by 7.5% points and mathematics by 6.4% points. This compares to a national rise of 2% points in two levels of progress in English and the same in mathematics. **The 2008 Public Service Agreement target** to reduce the percentage of schools below 65% at level 4 at Key Stage 2 for English and mathematics by 40%, was achieved a year early through the targeting of the ISP. The 3600 schools within 137 LAs that have received ISP funding recognise ISP as a tried and tested whole-school improvement strategy: in 2010, 71% of schools below the 55% English and mathematics combined floor target, that took the test, rose above the 55% standard: 1050 schools in 2009 reducing to 305 in 2010.
Evaluation	**Significant learning**
'ISP ensures that responsibility for Key Stage 2 results is felt across the whole school: accountability has changed so all staff feel responsible for Year 6 results. Combined attainment has risen from 48% in 2004 to 74% in 2009. English results have risen from 57% to 87% and mathematics has risen from 48% to 83%.' *Headteacher* 'ISP effectively supports headteachers and senior leadership teams to improve self-evaluation: as a result of improving our self-evaluation processes we have been given a grade 1 for effectiveness in our recent Ofsted inspection.' *Headteacher* 'Teachers never used to talk about "levels". Now they talk about how to raise them and seek advice from each other on teaching strategies to help them. Because we have become focused on where the children are, we are better able to discuss teaching and learning strategies.' *Headteacher*	• ISP has a discernible impact on progress and attainment in schools. • ISP improves school self-evaluation and is a catalyst for distributive leadership and improving the skills of middle leaders. • ISP ensures responsibility for Key Stage 2 results is felt across the whole school, enables professional learning and dialogue and refocuses schools on teaching and learning. • ISP drives improvements in schools with high proportions of pupils with special educational needs, English as an additional language and eligible for free school meals. • ISP is a vehicle to help LAs and schools towards a preventative approach – a positive step to sustained improvement.

Percentage point gains in combined English and mathematics level 4+ for ISP and non-ISP schools 2009–2010

A 5.4% point difference between the gain in ISP schools and the gain in non-ISP schools

ISP schools
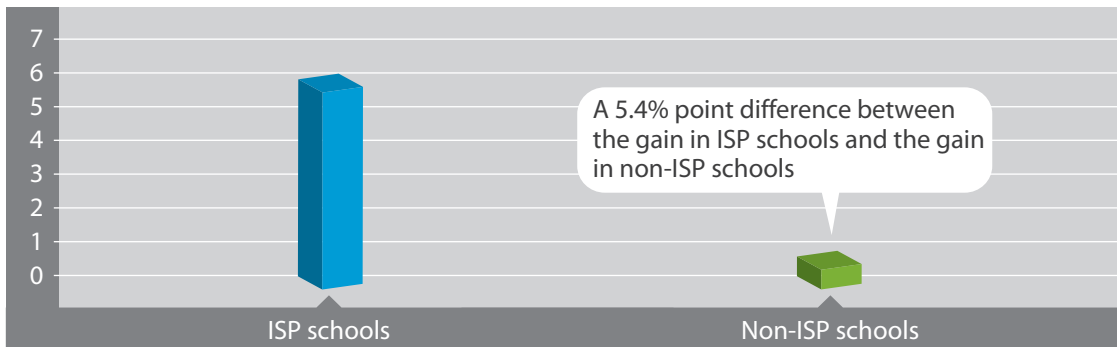
Non-ISP schools

Percentage point gains in level 4+ for ISP and non-ISP schools 2009–2010

ISP schools Non ISP schools

English   Reading   Writing   Mathematics
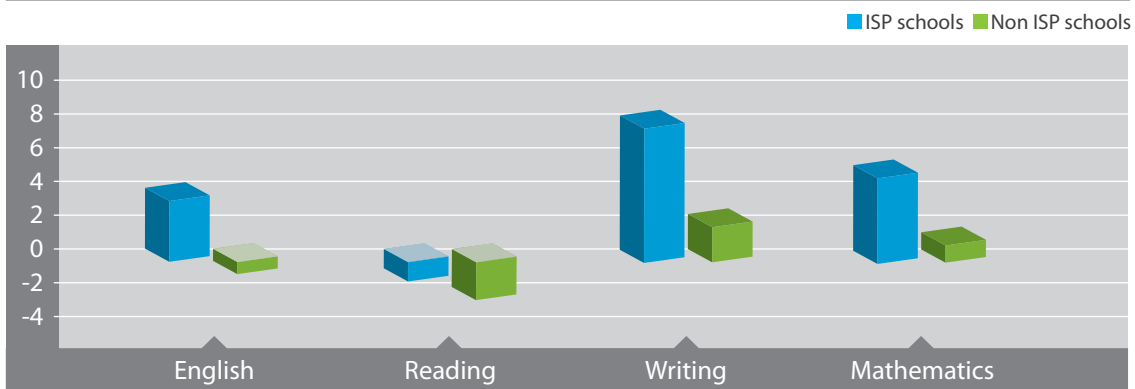
Percentage point gains in 2 levels of progress for ISP and non-ISP 2009–2010

ISP schools Non ISP schools

A 7 percentage point difference between the gains in 2 levels of progress for mathematics across ISP schools compared to non-ISP schools and a 3.5 percentage point difference for English

English   Mathematics
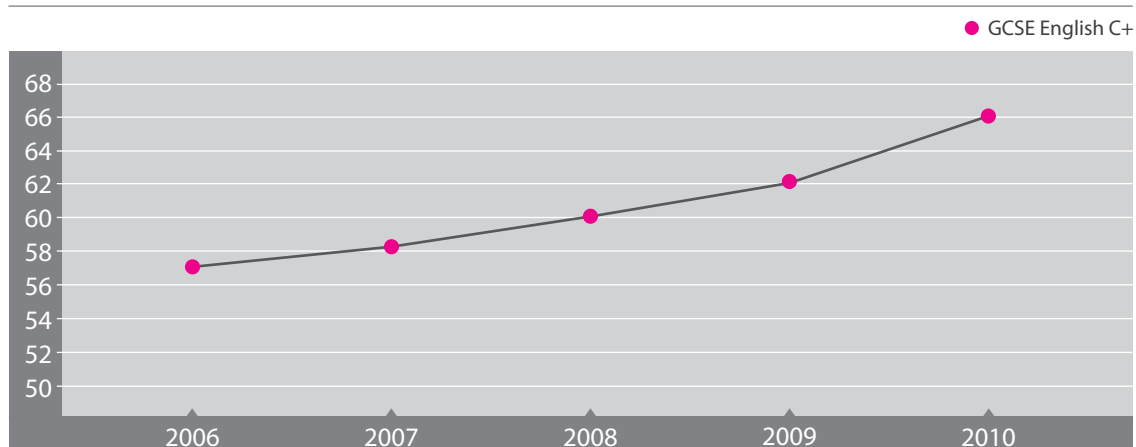
7. Secondary English

Before 2001	December 2010
English teaching: Planning was typically based on content coverage and sometimes left to the individual teacher. The teaching of speaking and listening, and reading and writing often lacked a clear focus on skills. **Assessment** was insufficiently formative. Teachers had to rely on impression marking of speaking and listening, and writing due to the lack of precise nationally-agreed criteria. In many cases the assessment of reading relied too heavily on written comprehension tests. **Intervention** was often seen as the role of learning support and linked to special needs. Intervention programmes were often insufficiently responsive to actual pupil needs.	**English teaching:** Planning is based on learning objectives that ensure progression in skills. There is now a widely-accepted model for the teaching of writing. The Framework for secondary English has provided a more comprehensive basis for the teaching of reading. Effective and explicit teaching of speaking and listening is increasingly evident. The English teacher's repertoire now includes a wider range of interactive approaches. **Assessment**, based on detailed criteria for reading, writing and speaking, and listening, is more consistent and accurate and used to inform teaching and feedback to pupils and parents. **Intervention** provision is now seen as an entitlement for any pupils falling behind. English departments use a range of subject-specific approaches tailored to vulnerable learners' needs.
Evaluation	**Significant learning**
'Despite all the hard work and time put in by the staff at his primary school, my grandson left unable to read. He had developed an "I can't" and "I will never" attitude to learning. He felt stupid and was almost literally shrivelling up. In the last 3 weeks he has become like a desert where there is the first rain – he is sucking up words and knowledge at a fantastic rate.' *Grandparent's comment on Literacy Plus* 'The Strategy has bridged the theoretical with the practical for English teachers and given us real dialogue about teaching and learning. It has cemented a conceptual grasp of planning for progression with the tools to deliver.' *Head of Department*	• Sustainable system change can be achieved by training English subject leaders and in-class coaching of teachers, but change is more quickly embedded when senior leaders lead learning and support innovation in English classrooms. • The quality of classroom talk for learning and the explicit teaching of speaking and listening and reading are crucial to progress in English and across the curriculum. • The provision of 'smart tools' for planning for progression and for assessment of progress improve all aspects of English because teachers can provide better, more focused and reliable feedback to learners.

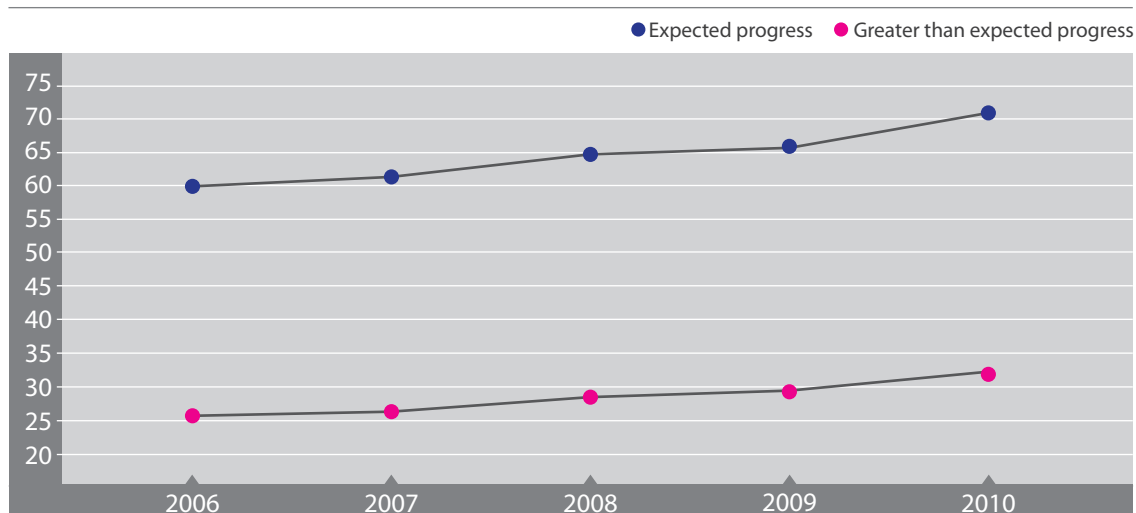## Percentage of pupils attaining level 5+ and level 6+ in English at Key Stage 3
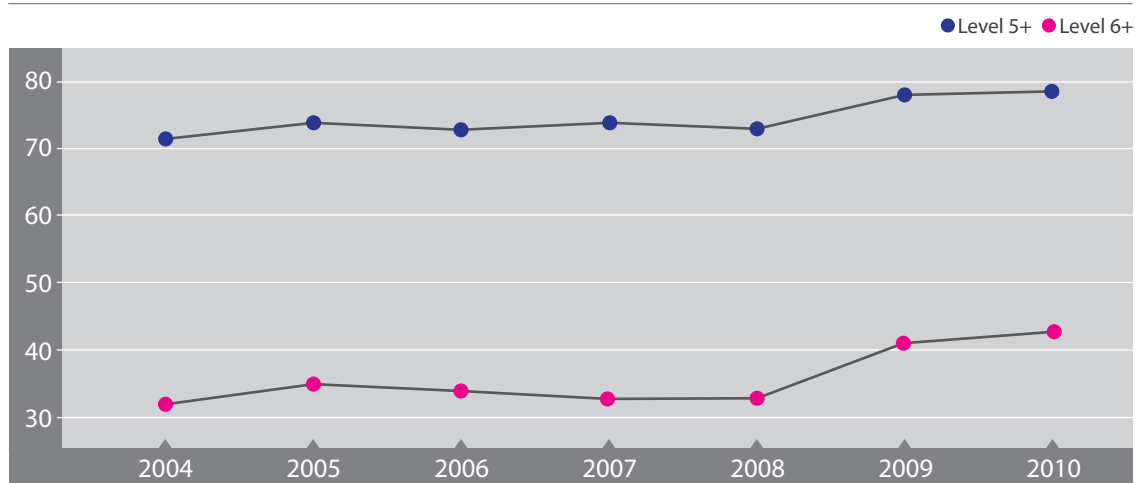
Results for 2009 onwards are based solely on teacher assessment.

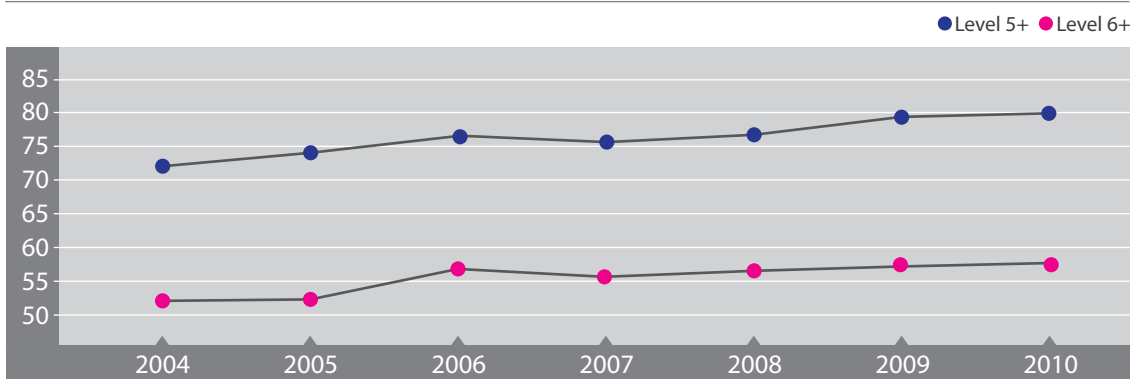## Percentage of pupils attaining GCSE A*–C in English at Key Stage 4

Percentage of pupils making expected progress from Key Stage 2 to GCSE in English
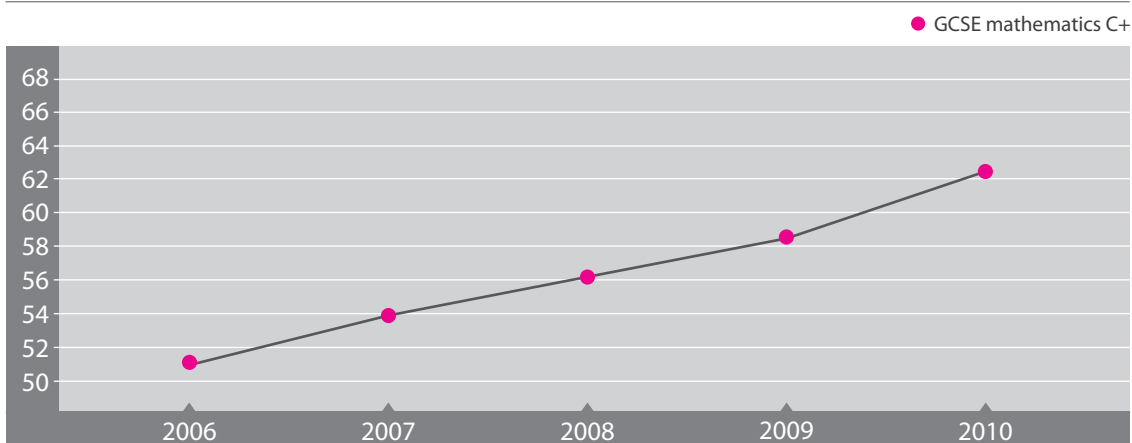
8. Secondary Mathematics

Before 2001	December 2010
Mathematics teaching: Planning was typically based on content coverage as set out in the National Curriculum but particularly as defined in textbooks and laid out in GCSE specifications. There were pockets of good practice in planning engaging mathematics but there was little consistency in practice.	**Mathematics teaching:** Planning is based on learning objectives that ensure progression in skills, knowledge and understanding. The Framework for secondary mathematics, the exemplification of the objectives and the additional professional development materials provide a more comprehensive basis for teaching important curriculum areas like algebra, proportional reasoning, geometry and proof, and data handling. Explicit teaching of mathematical processes and applications is increasingly evident. The teacher's repertoire now includes a wider range of interactive approaches.
Assessment was summative. Teachers relied on test results to provide assessment data. Teachers lacked the tools to probe pupils' understanding and there was little follow-up on pupil misconceptions. Data was analysed only in comparison with previous years rather than to identify underperformance.	**Assessment**, based on detailed national criteria for mathematics, is more consistent and accurate and used to inform planning and feedback to pupils and parents. This is supported by the use of questions to probe understanding. Departments track progress in order to identify and overcome underperformance.
Intervention was often seen as the role of learning support and linked to 'special needs'. Intervention programmes were often insufficiently responsive to actual pupil needs.	**Intervention** is an entitlement for all pupils falling behind. Departments use subject-specific approaches tailored to vulnerable and underperforming learners' needs.

Feedback and evaluation	Significant learning
'We won't slip back into old ways because you have changed us all.' *Subject leader* 'Before, I had lower expectations of those pupils coming into my school with level 3. Now, I set the same progress targets for all pupils.' *Headteacher* 'The training for non-specialist mathematics teachers was the best training we have ever had.' *Influential subject leader, previously science trained*	• Sustainable system change can be achieved by the development of mathematics subject leaders and in-class coaching of teachers, but change is more quickly embedded when senior leaders lead learning and support innovation. • Improved results (see graph showing 'Greater than expected' progress from Key stage 2 to Key Stage 4 in mathematics 2006–2010) will only be sustained if the progress of disadvantaged and vulnerable pupils is accelerated, involving more classroom talk and the development of stronger mathematical literacy. • The key to raising performance and narrowing the attainment gap is to raise teacher expectations of all pupils' performance.

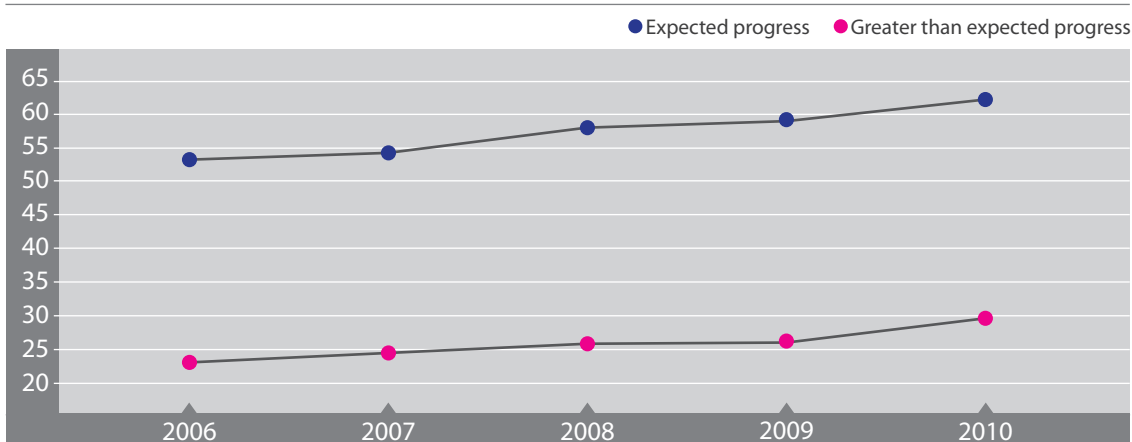## Percentage of pupils attaining level 5+ and level 6+ in mathematics at Key Stage 3

● Level 5+ ● Level 6+

Results for 2009 onwards are based solely on teacher assessment.

Percentage of pupils attaining GCSE A*–C in mathematics at Key Stage 4
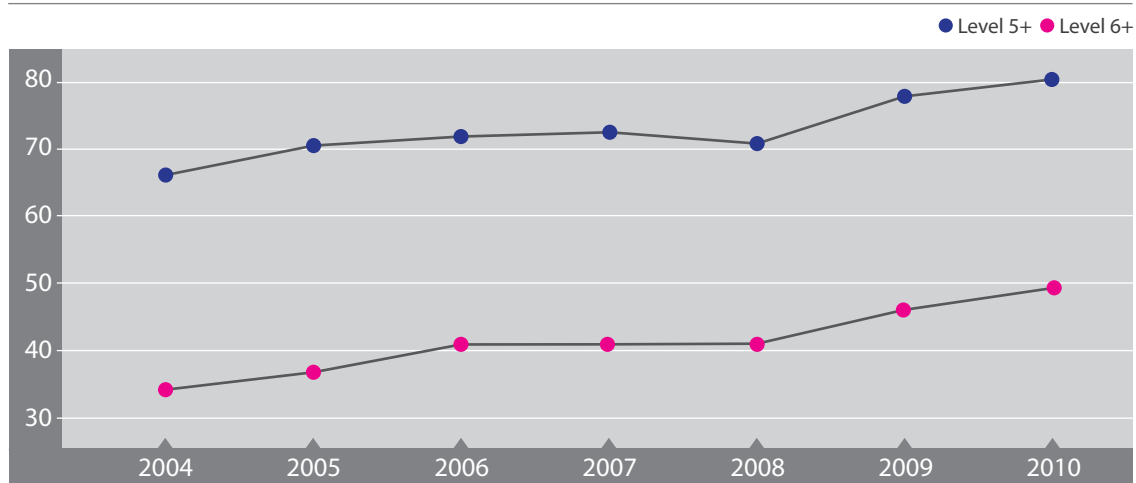
● GCSE mathematics C+

Percentage of pupils making expected progress from Key Stage 2 to GCSE in mathematics

● Expected progress ● Greater than expected progress
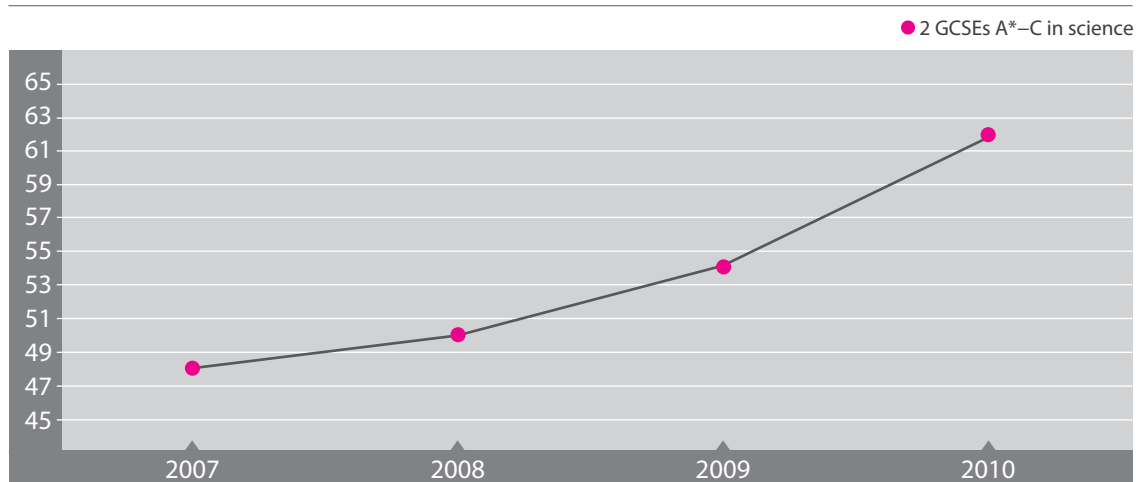
9. Secondary Science

Before 2002	December 2010
Science teaching: Planning was typically focused on content coverage and often based on the use of published schemes with little progression from one unit or year to the next. **Assessment** was mainly summative, focusing on content knowledge with little use of formative strategies. Teachers used end-of-unit tests, either devised within the school or from published schemes, as indicators of pupil progress. There was an over-emphasis on preparation for end-of-key-stage testing with little analysis of test papers to define and address pupils' weaknesses. **Intervention** was limited to examination preparation in Key Stage 4 and was very rare in Key Stage 3. It was often seen as the role of learning support specialists. Some pupils were denied access to practically-based or investigative science lessons due to teachers' concerns about health and safety. Intervention programmes rarely addressed pupils' misconceptions or weaknesses.	**Science teaching:** Planning is based on learning objectives and is more likely to develop progression in science processes and skills across all scientific content. The Framework for secondary science is used extensively in schools to support planning of progression and experiences across the 11–16 age range. The teaching of science processes and skills, defined by How Science Works, is becoming embedded into everyday teaching. Science teachers' repertoire now includes a wider range of interactive approaches including effective use of practical work. **Assessment** is frequently based on detailed criteria, linked to national standards, and provides more consistent and accurate information on strengths and weaknesses. It is used to inform teaching and provide accurate feedback to pupils and parents about next steps in learning. **Intervention** provision is seen as an entitlement and an essential part of science teaching particularly for underperforming pupils. Science departments use data to identify underperforming pupils and a range of subject-specific approaches tailored to vulnerable learners' needs
Feedback and evaluation	**Significant learning**
'The focus on progression in scientific skills has had a significant impact on the progress of all pupils, especially on the progress of FSM pupils, developing progression in a 'step-wise' fashion and enabling pupils to clearly understand what they need to do to improve.' *York Consulting* 'Significantly more pupils are now taking a more active role in their science learning and a greater proportion of students are answering the teacher's questions but also asking their own questions.' *Head of science Kirklees* 'The learning discussions have been great, both in my school and in the school I'm supporting, both groups have done better in their next set of assessments than we expected.' *Advanced Skills Teacher Wirral* 'Thank you for the privilege to be part of the National Strategies and making a difference to science learning and teaching. An experience of a lifetime.' *Science consultant*	• Sustainable system change can be achieved by training science subject leaders and in-class coaching of teachers, but change is more quickly embedded when senior leaders lead learning and support innovation in science classrooms. • The quality of teaching and learning in science with the explicit teaching of the How Science Works processes and skills is essential for progress in science. • Planning for progression and using frequent assessment of pupils' progress improves all aspects of science teaching because teachers can provide better, more focused and reliable feedback to learners. • The quality of science teaching provided pre-16 is key to influencing progress to post-16 sciences, particularly for girls and other under-represented groups. A curriculum which excites and engages pupils, providing access to real-life experience of science is essential to help this progression.

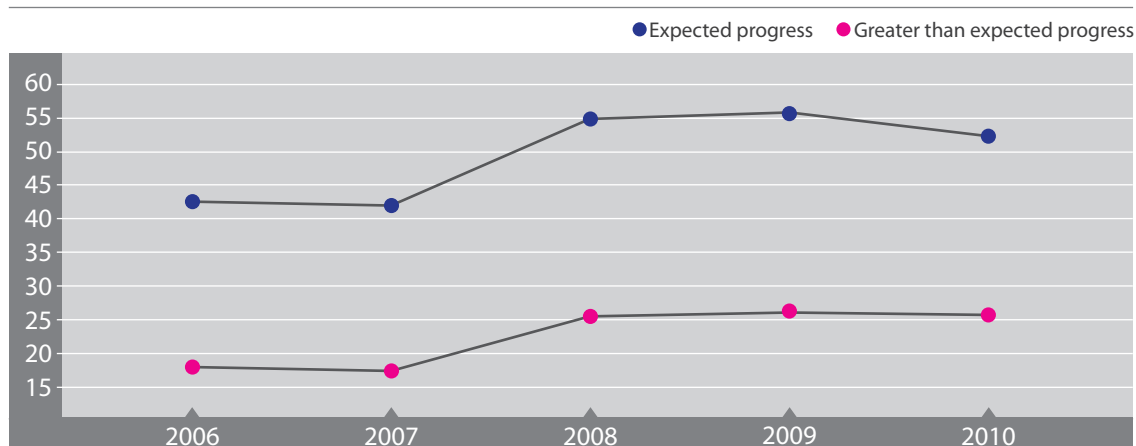## Percentage of pupils attaining level 5+ and level 6+ in science at Key Stage 3

● Level 5+ ● Level 6+

Results for 2009 onwards are based solely on teacher assessment.

Percentage of pupils attaining 2 GCSEs A*–C in science at Key Stage 4

● 2 GCSEs A*–C in science

Percentage of pupils making expected progress from Key Stage 2 to GCSE in science

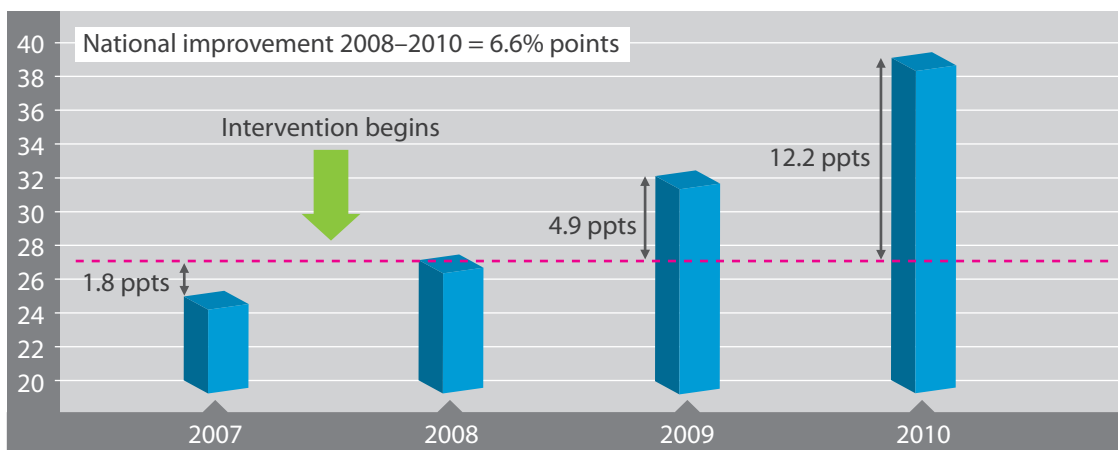● Expected progress   ● Greater than expected progress

10. Secondary School Improvement: National Challenge

Before 2007	December 2010
Floor target: In 2006 there were over 900 schools below the 30% 5+ A*–C including English and mathematics floor target.	**Floor target:** The number of schools below the 30% 5+ A*–C including English and mathematics floor target dropped to 82 in 2010 from 631 in 2007.
Support and challenge: Though all schools were allocated an accredited school improvement partner (SIP) the quality of their support and challenge varied greatly. There were no specific school improvement programmes targeted at strengthening management systems in schools facing challenging circumstances.	**Support and challenge:** National Challenge Advisers (NCAs) are a cadre of some of the most talented and effective school improvement professionals nationally and their work in schools has been highly valued by headteachers, governors and LAs. The accountability framework, on-line reporting and regular contact with National Strategies' officials has placed NCAs at the heart of system-wide improvement and the vast majority report that the work with National Challenge schools has been some of the most rewarding in their careers.

Feedback	Significant learning
'The introduction of the Raising Attainment Plan (RAP) and the RAP Management Group (RMG) helped change staff psyche; we now delve down to a far deeper level and leave nothing to chance.' *Deputy headteacher* 'The RAP management process has been a massively powerful tool in helping me to understand how I can better support and challenge the school.' *Governor, Lead member for Education, Rotherham LA* 'Though irked by the negative publicity surrounding its launch, as a result of the support from the National Challenge we are a better school and I am a better head.' *Headteacher*	• The accountability structure that was established by the National Strategies and DfE has been central to the success of the National Challenge. • The National Strategies' programmes of support have been very effective in enhancing the quality of school management and governance and Raising Attainment Plans (RAPs) and the establishment of RAP management groups (RMGs) have been major catalysts for school improvement. • The careful selection, training and development of NCAs by the National Strategies has been key to ensuring the overall success of the National Challenge.

Number of schools below 30% 5+ A*–C including English and mathematics
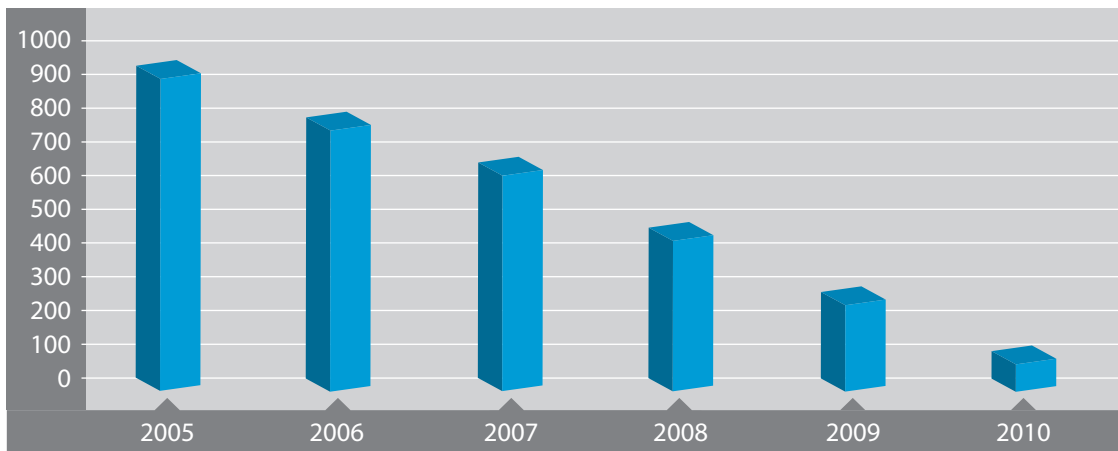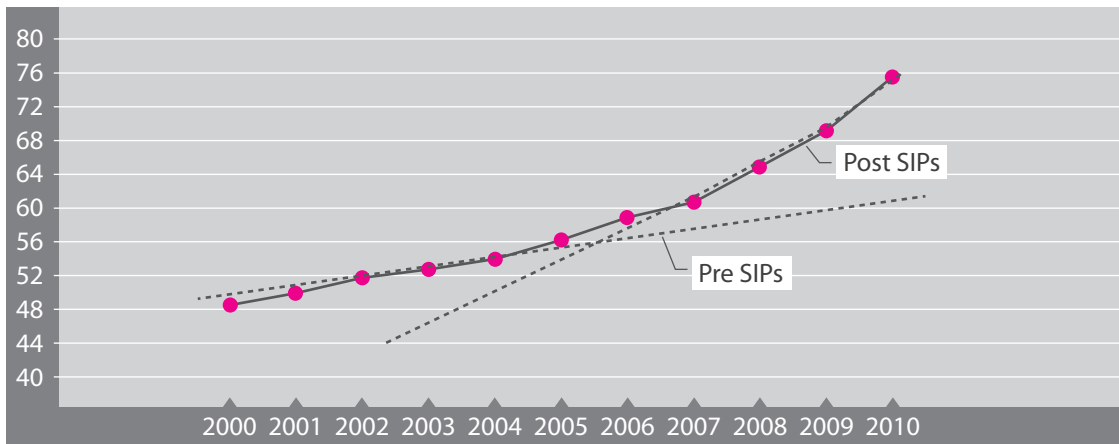

Percentage achieving 5+ A*–C including English and mathematics for schools supported by the National Challenge

National improvement 2008–2010 = 6.6% points

Intervention begins

1.8 ppts

4.9 ppts

12.2 ppts

11. School Improvement Partners

| Before 2005	December 2010
LAs had duties under the 1999 Standards and Frameworks Act to monitor the schools they maintained and ensure that they provided a good standard of education. Many LAs carried out this duty by allocating link advisers to schools; however practice was highly variable with little consistency in the background, experience or skills for carrying out this function. In consequence, link adviser/headteacher relationships varied between effective and extremely poor, with consequent lack of impact on school improvement or standards.	**All maintained schools** have a credible trained and accredited School Improvement Partner (SIP). **The SIP challenges and support schools** on: performance data and self-evaluation; appropriate priorities that the school should focus on for greatest impact; resulting school improvement plan and support required to achieve it; ongoing monitoring and evaluation of impact of the actions the school is taking. **The National Strategies** have found that between 80% and 90% of headteachers think their SIPs do a good or outstanding job. **A national review** has shown that the quality of challenge and the school improvement dialogue that results have improved beyond recognition from the days before SIPs; headteachers indicate that challenging and supporting the school on its self-evaluation is the most effective aspect of the SIP role and the most important. **The clarity of the role**, the forensic use of data and consistency through national quality assurance by the National Strategies' team has brought about a step change in the improvement dialogue.
Feedback	**Significant learning**
'The assessment made by the SIP is … high quality, valued and accurate. The SIP is highly skilled in data interpretation and analysis having been an ex-HMI inspector. He has accurately identified the key factors facing the school and affecting its performance. He has also determined whether the school has accurately determined targets and priorities.' 'There is a sustained effort by the SIP to strengthen the school's processes to meet the needs of all pupils and to focus the school on important areas for improvement within the curriculum. The SIP's moderation of evidence and judgements within the Partnership Plan shows a willingness to engage critically with the school's leadership where she does not feel judgements are wholly warranted.' *National Evaluation of the New Relationship with Schools, 2008*	• In working with schools to advise them on how to improve, the quality of the person, their experience, background and skills are everything. • Achieving quality is complex and relies centrally upon: recruiting the right people in the first place; high quality accreditation in order to give users a basic level of confidence; clarity about the role to be carried out; effective processes for monitoring and evaluating the performance of individuals (e.g. observation of their work, critical review of reports); and performance management including robust feedback, and where required, removal of ineffective staff. • In order to achieve the above, high-quality leadership and management are needed both locally, to ensure that staff deliver on the local needs and agenda and nationally, to ensure high-quality consistent practice across the country. *National Evaluation of the New Relationship with Schools, 2008*

Percentage of 15-year-olds achieving 5+ A*–C at GCSE

12. Behaviour and Attendance: Behaviour

Before 2003	December 2010
Schools identified with inadequate behaviour by Ofsted were typically placed in special measures, but the focus on leadership and standards rarely prioritised behaviour. **Satisfactory behaviour** was considered acceptable by many schools and LAs. Behaviour was often a factor in poor progress in schools but this link was not always recognised by a specific focus on behaviour for learning.	**Following an inadequate Ofsted behaviour rating,** National Strategies B&A regional advisers support schools in a rigorous programme, including: having a senior leadership team (SLT) focus on developing school ethos, using Social and Emotional Aspects of Learning (SEAL). **Training is provided** on an intervention framework (developed with Ofsted) to secure good behaviour, and effective practice is shared with good behaviour schools at risk of slipping back. **Schools are encouraged** to take part in the National Programme for Specialist Leaders in Behaviour and Attendance (NPSLBA), focusing on improving confidence and leadership skills in the classroom. **LA staff prioritise support** to satisfactory behaviour schools. The number of schools with inadequate and satisfactory behaviour has significantly reduced.
Evaluation	**Significant learning**
A study with 58 primary and secondary schools was undertaken by Sussex University in 2009–2010 on the impact of SEAL on pupil outcomes. Over 2500 pupils and 650 staff provided survey data. Those schools perceived by pupils and staff to have a more positive social and emotional ethos were, in turn, found to have: lower levels of negative emotion among pupils that might result in bullying, better Ofsted ratings for behaviour, lower levels of persistent absence, higher attainment in Key Stage 2 SATs and GCSEs. The Select Committee Report on Behaviour and Discipline in Schools, February 2011, cited that 'the National Strategies have had beneficial effects' having 'played a role in trying to guide teachers in use of the curriculum and positive approaches to teaching and learning, in order to support good behaviour—for example, through promotion of more personalised approaches to learning and by encouraging schools "to track the effectiveness of interventions through improved data analysis".' The Committee recommended that 'the Government should actively pick up the work begun by National Strategies in encouraging schools to track the effectiveness of interventions to manage behaviour'.	• The profile of behaviour in schools is raised when school leadership teams take a strong lead. • Pupils are key contributors to promoting good behaviour and need to be fully engaged. • Schools need strong, consistent and positive approaches to behaviour for learning, demonstrated by all staff at all times. • Schools with good behaviour establish and maintain a safe and calm environment which supports learning and teaching. • All adults working in schools need to act as models for social and emotional skills and be provided with opportunities to enhance their own skills in order to build capacity, supported by professional development through, for example, the NPSLBA.

Percentages of Ofsted inspection judgements in secondary schools (schools inspected within years 2000–2009) for inadequate and satisfactory behaviour

● Inadequate ● Satisfactory
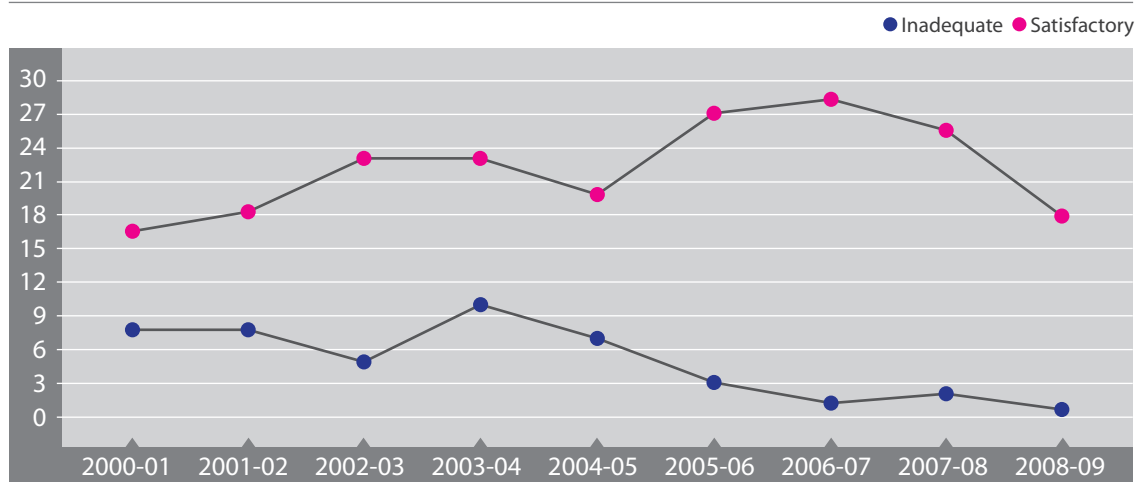
Note: Ofsted judgements are inadequate, satisfactory, good and outstanding. The reduction in inadequate and satisfactory grades is reflected in an increase in good and outstanding judgements.

Percentages of Ofsted inspection judgements in secondary schools (schools inspected within years 2000–2009) for good or outstanding behaviour

● Good or Outstanding
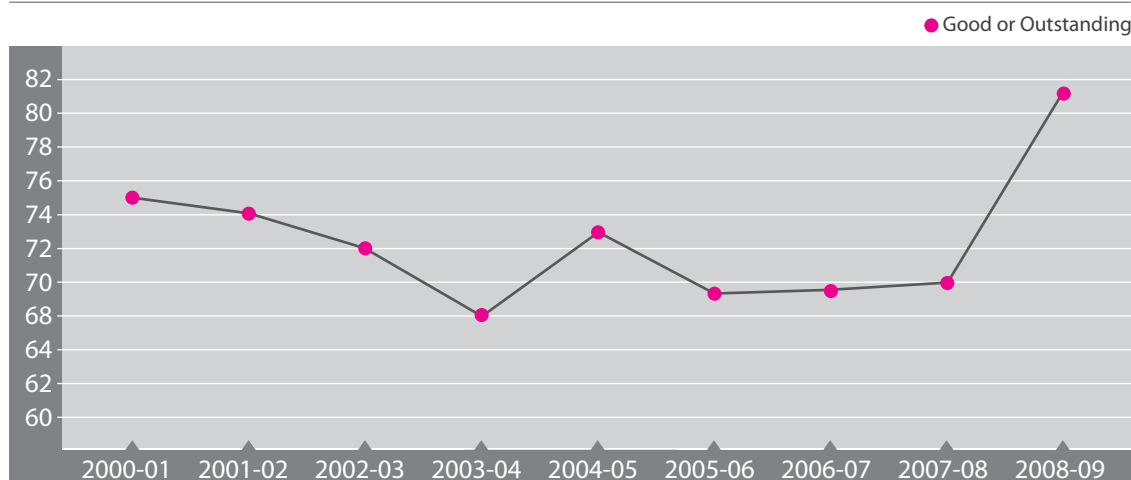
- 2003–2004 National Strategies' focus on B&A begins.

- 2003–2004 National Strategies starts targeted work with 'unsatisfactory behaviour' schools.

- 2005–2006 National Strategies support for primary SEAL begins.

- 2005–2006 Revised Ofsted framework introduced more challenging criteria for behaviour.

- 2006–2007 National Strategies targeted work on securing good behaviour begins.

- 2006–2007 National Strategies support for secondary SEAL begins.

- 2006–2007 NPSLBA incorporated into the National Strategies.

13. Behaviour and Attendance: Attendance

Before 2006	December 2010
There was no overall strategic approach nationally, and a wide variance in the way LAs supported schools to improve attendance. **LAs and schools** often did not make explicit links between attendance and overall attainment.	**Nationally** there are now record levels of overall attendance and a reduction in persistent absence, with schools taking greater ownership of attendance. **The potential of the professional development** programmes focusing on developing social and emotional skills (SEAL) and instilling confidence and leadership across the whole school (NPSLBA) are fully utilised.
Evaluation	**Significant learning**
Manchester Children's Services used National Strategies' materials and regional adviser support to develop work on attendance. The LA has a clear focus on attendance and gives responsibility to schools. In 2009–2010, the head of behaviour and attendance shared data which showed an improvement in both attainment and attendance. **Camden** Children's Services attendance team has worked proactively with schools in close partnership with the National Strategies. Persistent absence reduced from 7.9% in autumn 2006/spring 2007 to 3.3% in autumn 2009/spring 2010. Both of the above are examples of where a whole-school approach to attendance has been promoted, supported by data analysis informing targeted interventions, with links to attainment and clear steps identified early to respond to the needs of vulnerable groups and those at risk of exclusion.	• Attendance is now viewed as a whole-school improvement issue. • Improving schools' understanding and use of data to support a focus on attendance and attainment. • Attendance needs to be championed by the school leadership team in a school. • Clarity of roles/responsibilities and a consistent approach to improving whole-school attendance will bring sustainable improvement. • Early recognition and interventions to combat absence reduce the number of pupils that are persistently absent. • Schools need to use attendance data to identify vulnerable groups and agree actions to support those groups. • LA support is needed for some learners and families with complex needs.

## Percentages for overall and persistent absence in secondary schools
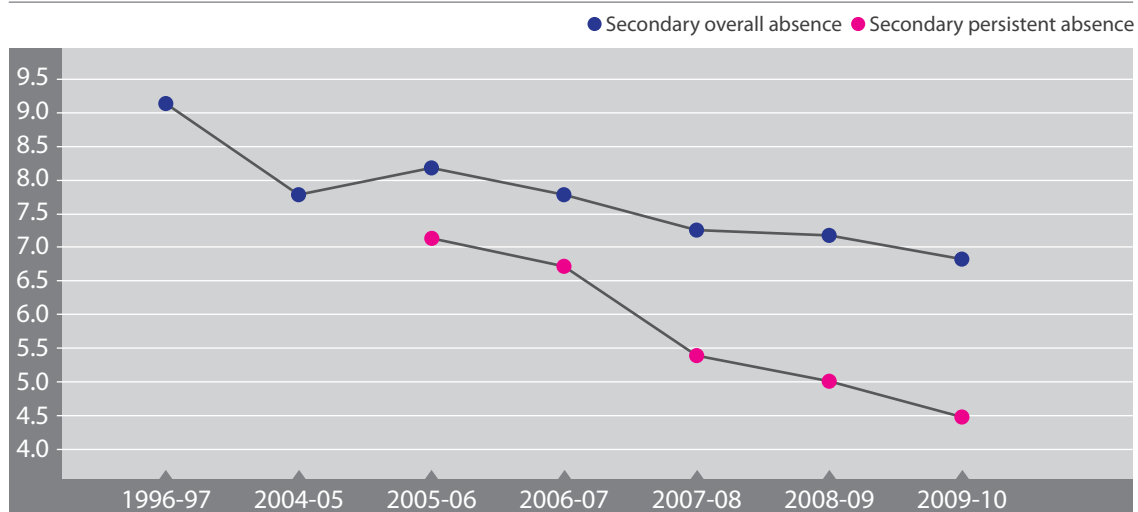
- 2005 (January) National Strategies' attendance specialists were appointed.

- 2005–2006 National Strategies support for primary SEAL begins.

- 2006 Absence data collected via the school census for the first time – a much more accurate method than before.

- 2006–2007 National Strategies support for secondary SEAL begins.

- 2006–2007 NPSLBA incorporated into the National Strategies.
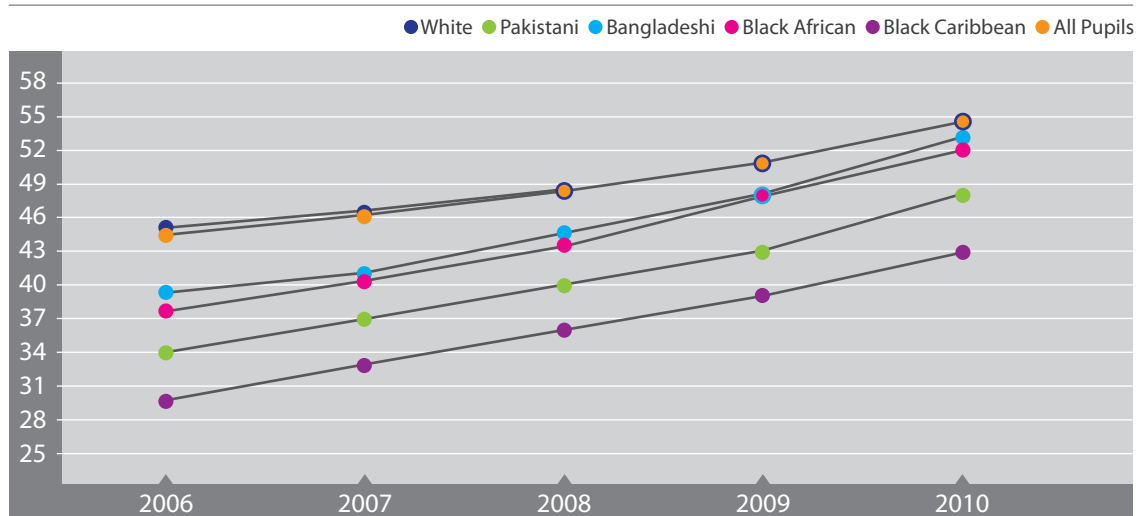
14. Narrowing the Gaps

Before 2004	December 2010
In 2003, census data became available indicating how minority ethnic children performed at school. Key underachieving groups and local variation emerged. **There were few specialist resources** to help schools focus on the needs of particular groups. There were concerns over social cohesion and disengagement yet no consensus over how to tackle these sensitive and complex issues. **Subsequently, school improvement programmes** were progressively developed for all ethnic groups. From 2008, secondary English as an Additional Language (EAL), Gypsy Roma and Traveller (GRT), and New Arrivals Excellence Programme (NAEP) programmes followed. **The programmes worked** through tightly focused support for targeted LAs and their nominated schools to secure improvements in ethnic minority achievement.	**Training materials now widely available** and the methodology of improvement understood. All LAs in England have participated in one or more of the programmes and expert advice is available in relation to key pupil groups. Training materials also help schools work with Gypsy, Roma and Traveller pupils and their families. **From 2009, the National Strategies** have worked to make closing gaps the responsibility of every teacher in every classroom. The National Strategies works with 70 LAs and schools, and develops training materials, including case studies of what works for deprived White British pupils. **There is a rich legacy of training materials** for schools and hubs with the experience and expertise to continue to drive improvement. **At the end of Key Stage 2** between 2006 and 2010, gaps have closed for Black African, Pakistani, and Bangladeshi pupils and those whose first language is not English. There is a similar pattern at Key Stage 4. **Attainment of pupils entitled to free school meals** (FSM) has also risen over the same period. Against the more demanding measure including English and mathematics at the end of Key Stage 4, the figure for pupils entitled to FSM has risen from 19.6% in 2006 to 30.9% in 2010. The attainment gap has narrowed by a modest 0.8% points – a key challenge for future improvement.
Feedback	**Significant learning**
'It is hard to over-emphasise how important it has been for me to have been able to feel part of this hugely important focused national project.' *Ethnic Minority Achievement programme lead* 'This has been an integral part of my professional development.' *English as an Additional Language hub lead* 'Working with these materials has given me confidence and developed my credibility.' *Ethnic Minority Achievement lead* 'These are great practical strategies, backed by informed research, delivered by skilled colleagues.' *Secondary headteacher* 'Really useful – inspiring to hear presenters talking with passion about this work. It refreshed my core values.' *LA Narrowing the Gaps lead*	• Narrowing the gaps is everyone's responsibility but the engagement of leaders is essential. • Good teaching can (and does) narrow gaps. • We must accept no excuses and always remember that what works for particular pupil groups works for all. • There is great value in learning together and in the commitment, professional generosity and expertise of teachers.

Percentage achieving 5+ A*–C including English and mathematics by free school meals eligibility illustrating the attainment gap
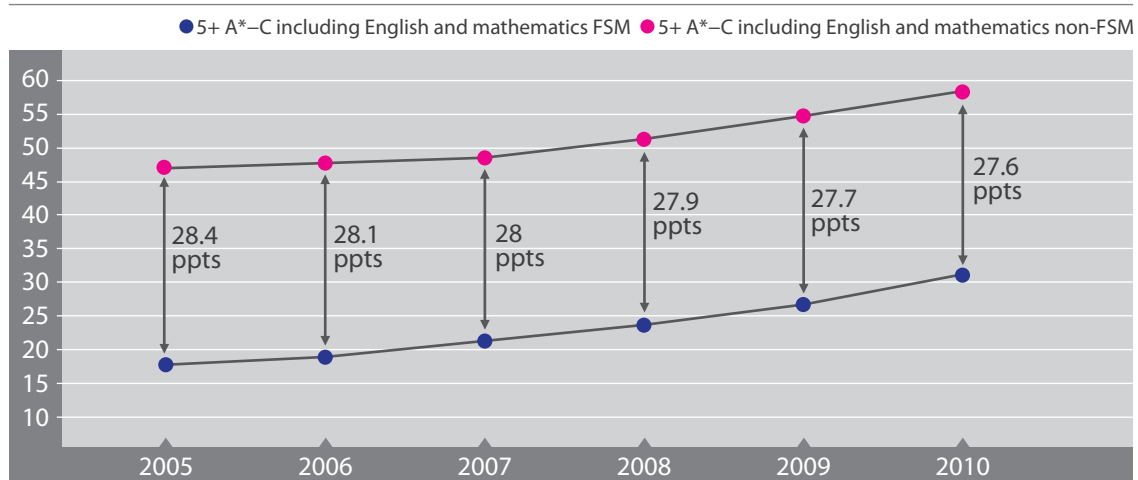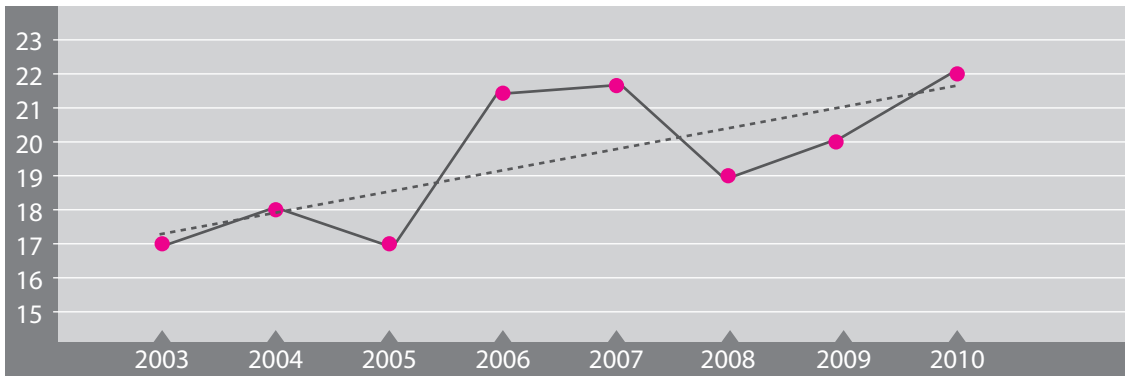

ppts – percentage points

Percentage achieving 5+ A*–C including English and mathematics by ethnic groups
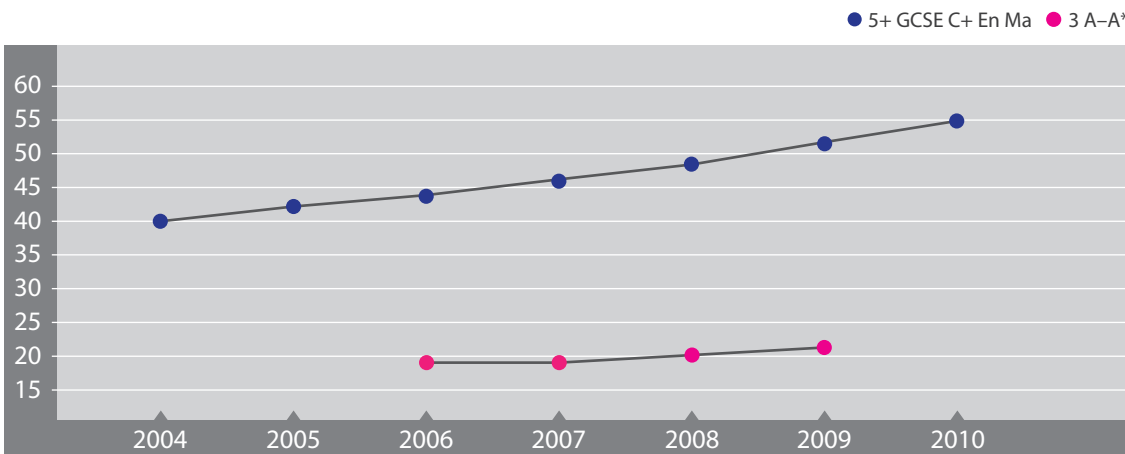
15. Gifted and Talented (G&T)

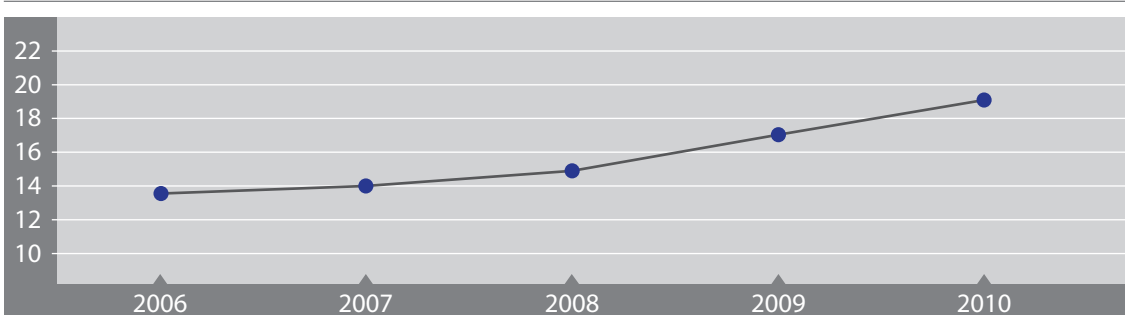| Before 2007	December 2010
There was wide variation in the way LAs approached G&T provision, no strategic approach nationally and limited support for schools. **From 2007** the National Strategies introduced a dedicated programme to develop school leadership and teachers' skills to improve provision for Gifted and Talented (G&T) pupils. At that point: ● G&T was often seen as an 'add on' or 'optional extra' ● provision was largely made through extra-curricular activities – through additional provision that involved some teachers ● there was no focus on G&T pedagogy or day-to-day classroom provision ● identification came first; G&T provision followed identified pupils rather than as a basis for developing potential ● there were G&T coordinators in many schools – their role was to co-ordinate identification of G&T pupils and source external opportunities for identified pupils. **Some schools** identified pupils and a small number focused on unlocking the potential of disadvantaged pupils. In 2007: ● 61% of primary schools and 90% of secondary schools identified G&T pupils ● 5% of primary pupils and 6.8% secondary pupils entitled to free school meals (FSM) were identified as G&T.	Schools recognise that good G&T provision lies first and foremost in quality first teaching and day-to-day challenge/support in the classroom – a mainstreamed approach which involves all teachers. Almost 30,000 more pupils achieved Level 5+ in English and mathematics in 2010 than 2003. Over 10,000 more pupils achieved 3A*–A in 2009 than in 2006 and over 30,000 more pupils made greater than expected progress (KS2 to KS4) in English and mathematics in 2010 than 2006. High quality self-evaluation and training materials provide schools with effective tools for improvement: ● Institutional and Classroom Quality Standards and workshops mean leading teachers are able to work with senior and subject leaders to mainstream G&T as part of whole-school improvement. ● 'Excellence for All' materials provide strategies and workshops for schools in challenging circumstances They make a difference: external evaluation indicates raised expectations and accelerated progress for disadvantaged underachieving students in some of the most improved schools in the country. The materials are now used more widely to help many more schools. **Most schools** identify pupils, with a small increase among disadvantaged pupils. In 2010: ● 88% of primary schools and 98% of secondary schools identified G&T pupils ● 6.2% primary pupils and 7.5% of secondary pupils entitled to FSM were identified as G&T.
Feedback	**Significant learning**
'No-one had ever asked me what I needed before. It's usually only the people who are on the C/D borderline who get the intervention.' *Y11 G&T pupil* '… some 3A/A*s have started appearing. It shows that it's working – students are aiming higher and the teachers are teaching to a higher level too!.' *School G&T lead* 'This has been a major vehicle for school improvement.' *Headteacher, Sittingbourne Community College*	● Teaching and learning improves for all pupils when there is a sharp, sustained focus on quality first teaching for G&T pupils supported by effective self-evaluation. ● G&T pupils become more engaged in learning when planning for progression is personalised, when progress is tracked and when challenging targets are negotiated. ● Improving G&T provision requires the sustained and full engagement of senior leaders and a recognition of its potential to unlock the potential of disadvantaged pupils.

Key Stage 2 L5+ English and mathematics results and trend line


GCSE results

● 5+ GCSE C+ En Ma   ● 3 A–A*

Greater than expected progress in En and Ma KS2–4

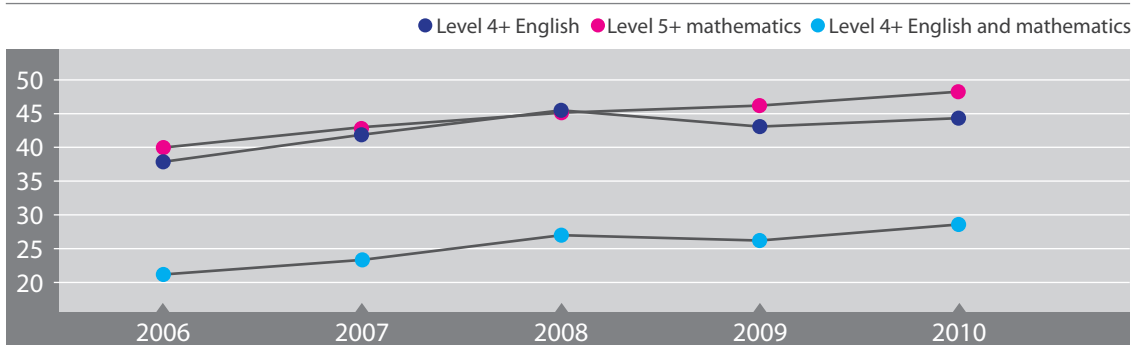# 16. Special Educational Needs and Disability

Before 2004	December 2010
Context: In 2004 the Government published *Removing Barriers to Achievement* (RBA), which highlighted the need to focus on appropriate identification of special educational needs (SEN), early intervention, use of data and the skills and confidence of the workforce. Subsequent inquiries (Select Committee, 2006 and Brian Lamb, 2010) have highlighted the need to improve the confidence of parents in the SEN system with better focus on progress and outcomes, rather than process.	**Pupil outcomes:** 2010 saw a significant proportionate increase in expected outcomes for pupils with SEN at the end of Key Stage 4. More than one in five achieved 5 A*–C at GCSE including English and mathematics and almost one in two achieved 5 A*–C without the combined measure.
Pupil outcomes: In 2006 less then one in ten pupils with SEN achieved 5 A*–C or equivalent at the end of Key Stage 4 including English and mathematics. Less than one in five achieved 5 A*–C or equivalent at the end of Key Stage 4.	At the end of Key Stage 2, 33.4% of pupils achieved level 4 or above including English and mathematics, an increase of 2.5% points since 2006.
	The Inclusion Development Programme is improving the confidence and skills of teachers.
Use of data: This was limited. Following the publication of RBA, a National Performance Framework for SEN was established, providing a range of data sets available to LAs. This was a first step towards focusing on the numbers, costs and outcomes for pupils with SEN. No data was held on the progress of pupils working below expected levels of the National Curriculum.	**The Achievement for All** pilots have been an outstanding success in improving progress. Their impact on engaging parents has been transformational.
	Use of data linked to the Audit Commission Value for Money Resource Packs for schools and LAs has been published. Progression Guidance and accompanying data is available on the progress of pupils from P1 (P scales) to GCSE.
	School Improvement: LAs and schools are increasingly seeing SEN as a school improvement issue.

Evaluation	Significant learning
Inclusion Development Programme: The National Strategies won a bronze award from the Institute of IT Training in the External Training Project of the Year category, for the IDP e-learning modules. The judge's summation was: 'Providing support for children with Special Educational Needs is a real challenge, but National Strategies developed an extremely impressive e-learning tool that really rose to the challenge. The approach was based on sound research and the judges were especially impressed by the engagement model that involved the hubs and LAs. The result was real reach that ensured the programme was not just limited to the school's SENCO.'	• Effective leadership that drives up standards, focuses on the progress and achievement of all pupils and ensures high-quality teaching by skilled staff able to access additional specialist advice when required is the basis of good SEN practice. • Engaging parents in the learning of their child is crucial – the Achievement for All structured conversation provides a framework for this. • Raised aspirations, expectations and progress are best achieved with close tracking and early intervention, using data and evidence-based actions. • More appropriate identification of SEN occurs when the purpose is clear in terms of classroom practice.

The percentage of SEN pupils achieving end of Key Stage 4 attainment measures

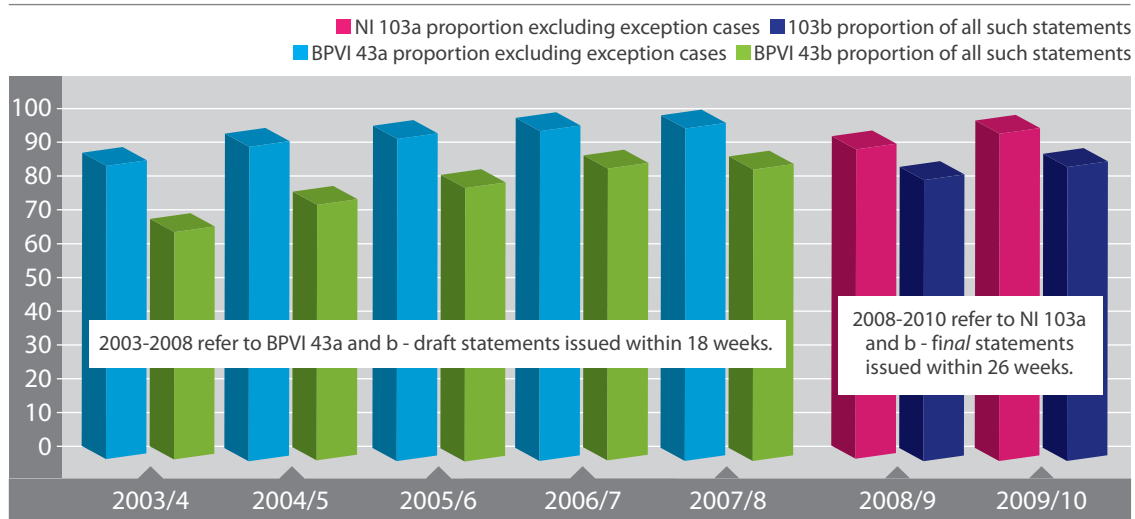● 5+ A*−C including English and mathematics   ● 5+ A*−C
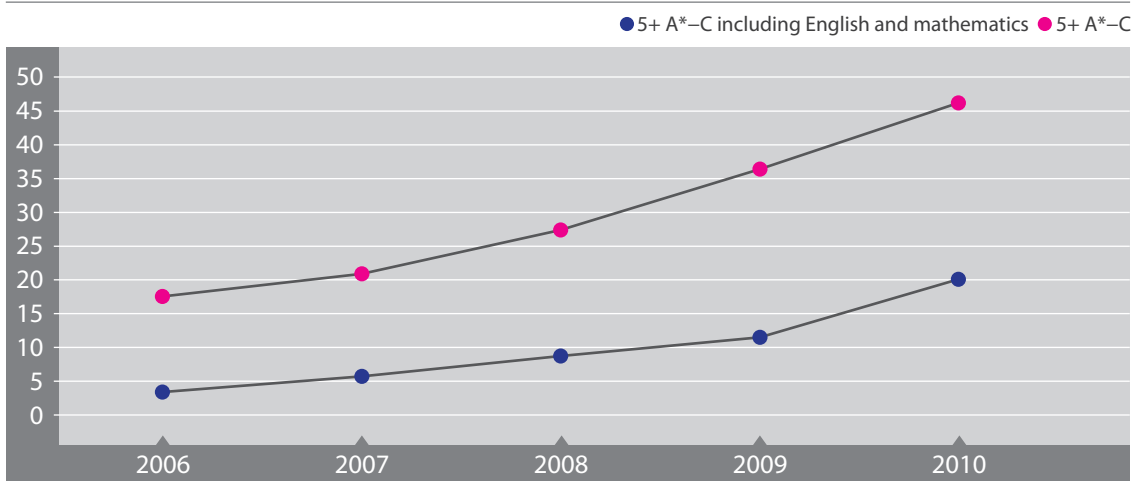
Key data – Source SFR (2010)

The percentage of SEN pupils achieving level 4+ at the end of Key Stage 2

● Level 4+ English   ● Level 5+ mathematics   ● Level 4+ English and mathematics

17. Special Educational Needs and Disability: Statutory functions

Before 2004	Before 2009	December 2010
Statutory Framework for SEN: There were low levels of compliance for completion of statutory assessments on time, with significant differences in performance between LAs. The quality of assessment processes was also inconsistent. Nationally, there was an over-reliance on statements as a means of addressing special educational needs, with relatively little evidence of impact on progress and outcomes.	**Aiming High Transition Support Programme:** There was a significant proportion of local areas not meeting minimum standards and statutory requirements for the transition of young people with disabilities. Many disabled young people and their families had poor experiences of transition. There was a relative lack of coordination to support transition across agencies.	**SEN Statutory Framework:** There has been steady improvement in meeting time requirements with convergence in performance between LAs. LAs are using the National Strategies Statutory Compliance Self-Evaluation Resource to improve the quality of statements and their engagement with parents. This period has also seen a steady reduction in reliance on statements as a means of meeting special educational needs. **Disability equality:** There is evidence of better compliance with equality legislation, following dissemination of National Strategies' guidance and a checklist for schools. **Aiming High Transition Support Programme:** 96% of local areas met statutory requirements in 2010 compared with 56% in 2008. 83% of LAs met guidance standards in 2010 compared with 58% in 2008. 81% had a multi-agency transition protocol in place in 2010 compared with 50% in 2008. 95% undertook a person-centred approach in transition planning in 2010 compared with 88% in 2009 (no data for 2008).

Feedback	Significant learning
'The LA has improved its performance in 2009/2010 to 97.62% in cases where there are no exceptions and 91.6% in cases where there are exceptions. The SEN team have addressed many of the issues around increasing parental confidence in the system and the casework officers have undergone the AfA structured conversation training. Questionnaires are sent regularly to parents and these show a high level of satisfaction about communication with the casework team during statutory assessment. Appeals to the Tribunal are well below the national average and are decreasing year on year.' *Midlands LA* '(Having a named TSP adviser) … has been invaluable to the support and challenge need for organisations to make relevant changes that will improve … life chances ….' *Local area feedback*	• The Statutory Framework for SEN is complex and it is all too easy for schools, LAs and parents to focus on the processes involved rather than on impact and outcomes. • LAs have benefited from high-quality support and challenge. Ongoing professional development is critical. • It is important for all professionals, parents and carers to have high expectations for disabled young people. • Evidence shows that it is essential to give control of the transition process to disabled young people and their families (with support) via person-centred approaches.

The number of statements of SEN issued within target time period as a percentage of all those issued in the year (43a and 103a exclude exception cases)

Legend:
- NI 103a proportion excluding exception cases
- 103b proportion of all such statements
- BPVI 43a proportion excluding exception cases
- BPVI 43b proportion of all such statements

2003-2008 refer to BPVI 43a and b - draft statements issued within 18 weeks.

2008-2010 refer to NI 103a and b - final statements issued within 26 weeks.

Source: DfE National Indicators and Audit Commission Best Value Performance Indicators

The percentage of the population aged 0–19 with statements
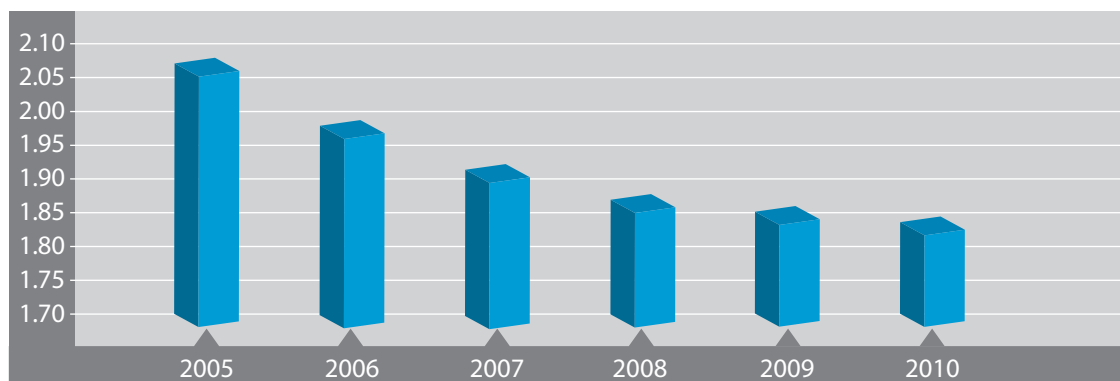
Source: National Strategies Self-Evaluation Framework for LAs

Annex: Evaluation reports of National Strategies' programmes

Programme/ phase	Report title	Date	Produced by	Link
Early Years	Evaluation of the Early Years programme	April 2010	SQW	http://nationalstrategies.standards. dcsf.gov.uk/evaluation
	A good start for the EYFS	February 2011	Ofsted	www.ofsted.gov.uk/Ofsted-home/ News/News-Archive/2011/February/ A-good-start-for-the-Early-Years- Foundation-Stage
Communication, Language & Literacy Development (CLLD)	Evaluation of the CLLD programme	December 2010	SQW	http://nationalstrategies.standards. dcsf.gov.uk/evaluation
	Removing Barriers to Literacy	January 2011	Ofsted	www.ofsted.gov.uk/Ofsted-home/ News/News-Archive/2011/January/ Multiple-barriers-prevent-children- and-learners-from-acquiring- literacy-skills-Ofsted
Primary	Evaluation of the Improving Schools Programme	May 2010	York Consulting Ltd	http://nationalstrategies.standards. dcsf.gov.uk/evaluation
Secondary	The impact of Literacy Plus on pupil engagement	December 2010	Curee	http://nationalstrategies.standards. dcsf.gov.uk/evaluation
	Evaluation of National Strategies programmes to support schools in the National Challenge	April 2010	York Consulting Ltd	http://nationalstrategies.standards. dcsf.gov.uk/evaluation
	Evaluation of the School Improvement Programme	November 2010	York Consulting Ltd	http://nationalstrategies.standards. dcsf.gov.uk/evaluation
	New Relationship with Schools Evaluation	August 2008	York Consulting Ltd	http://education.gov.uk/publications/ standard/publicationDetail/Page1/ DCSF-RR050
	Successful science. An evaluation of science education in England 2007–2010	January 2011	Ofsted	www.ofsted.gov.uk/Ofsted- home/Publications-and-research/ Browse-all-by/Documents-by-type/ Thematic-reports/Successful- science/(language)/eng-GB
	Evaluation of Maximising Pupil Progress	March 2011	Centre of Education and Inclusion Research, Sheffield Hallam University	

Programme/ phase	Report title	Date	Produced by	Link
Behaviour & Attendance	Behaviour and discipline in schools – select committee report	January 2011	Parliamentary Education Committee	Report: **http://www.publications. parliament.uk/pa/cm201011/ cmselect/cmeduc/516/51602.htm.** Evidence: **http://www.publications. parliament.uk/pa/cm201011/ cmselect/cmeduc/516/516ii.pdf**
	Social and emotional aspects of learning in schools: Contributions to improving attainment, behaviour, and attendance	December 2010	University of Sussex	**http://nationalstrategies.standards. dcsf.gov.uk/node/486406**
	National Programme for Specialist Leaders in Behaviour & Attendance: Evaluation of the Programme's incorporation into the National Strategies	March 2010	National Strategies	**http://nationalstrategies.standards. dcsf.gov.uk/node/356925**
	National Programme for Specialist Leaders in Behaviour & Attendance: Impact Evaluation	February 2011	Cspire	**http://nationalstrategies.standards. dcsf.gov.uk/evaluation**
	Impact Evaluation: In-depth reviews for behaviour and attendance	March 2011	Cspire	**http://nationalstrategies.standards. dcsf.gov.uk/evaluation**
Special Educational Needs (SEN)	Impact evaluation of SEN progression materials	February 2011	Cspire	**http://nationalstrategies.standards. dcsf.gov.uk/evaluation**
	Evaluation of impact of DfE Investment in Initiatives designed to Improve Teacher Workforce Skills in Relation to SEN and Disabilities (1st Interim Report) The final report is due in March 2011	December 2010	University of Warwick (CEDAR)	**http://education.gov.uk/ publications/standard/ publicationDetail/Page1/DFE-RR058**

Programme/ phase	Report title	Date	Produced by	Link
Narrowing the Gaps	Evaluation of the National Strategies Gifted and Talented project: final report	November 2010	OPM	http://nationalstrategies.standards. dcsf.gov.uk/evaluation
	Evaluation of support and resources for Narrowing the Gap	March 2011	York Consulting Ltd	http://nationalstrategies.standards. dcsf.gov.uk/evaluation
Initial Teacher Training	Initial Teacher Training: Leading Partners in Literacy	February 2011	OPM	http://nationalstrategies.standards. dcsf.gov.uk/evaluation
Leading Teachers	Evaluation of the National Strategies' Primary Leading Teachers Programme	February 2011	CeDARE	http://nationalstrategies.standards. dcsf.gov.uk/evaluation

The National Strategies has also undertaken a number of studies in primary schools into aspects of mathematics and literacy that appear to present 'barriers to learning' to children and how children can be helped to overcome these barriers:

- Identifying and overcoming barriers to mathematics learning in Year 1 – http://nationalstrategies.standards.dcsf.gov.uk/node/512319

- Year 3 and 4 children's progress in mathematics – http://nationalstrategies.standards.dcsf.gov.uk/node/512317

- The key strategies and approaches that enable children to succeed in writing at Level 3 in Key Stage 1 – http://nationalstrategies.standards.dcsf.gov.uk/node/512318

- Tackling the Key Stage 2 reading-writing gap – http://nationalstrategies.standards.dcsf.gov.uk/node/512320

- Cross-phase use of assessment information: from strategy to impact - http://nationalstrategies.standards.dcsf.gov.uk/node/512342