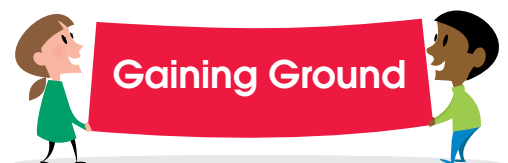


Gaining Ground: A handbook for school improvement partners

The Coalition Government took office on 11 May 2010. This publication was published prior to that date and may not reflect current government policy. You may choose to use these materials, however you should also consult the Department for Education website www.education.gov.uk for updated policy and resources.



Gaining Ground: A handbook for school improvement partners



Gaining Ground: A handbook for school improvement partners

First published in 2009
Reprinted 2009

Ref: 00577-2009BKT-EN

Disclaimer

The Department for Children, Schools and Families wishes to make it clear that the Department and its agents accept no responsibility for the actual content of any materials suggested as information sources in this publication, whether these are in the form of printed publications or on a website.

In these materials, icons, logos, software products and websites are used for contextual and practical reasons. Their use should not be interpreted as an endorsement of particular companies or their products.

The websites referred to in these materials existed at the time of going to print.

Please check all website references carefully to see if they have changed and substitute other references where appropriate.

Contents

Foreword by Sue Hackman	2
Being a Gaining Ground SIP	3
Why is the school part of Gaining Ground?	3
Your role as a Gaining Ground SIP	4
Challenging the headteacher and leadership on their self-evaluation and priorities	4
Supporting the school with its school improvement plan	4
Brokering support	5
Supporting the school with its monitoring and evaluation	5
Working with governors	5
Evaluating progress with governors	6
Supporting governors to challenge and support the school	6
Reporting	6
Ongoing support for Gaining Ground SIPs	7
A day in the life of a Gaining Ground SIP (idealised)	8
Support for schools	10
The Gaining Ground offer	10
Other available support and resources	12
The partnership commissioning process	13
Appendix A – School Priority Profile	15
Appendix B – Partnership Strategy Action Plan	17

Foreword

Every child deserves a great education in a school that inspires them to do well. They only get one chance at education, and it's our duty to make sure they do as well as they can while they are with us. Even in the most challenging circumstances, and in the face of many obstacles, there are children who make outstanding progress, inspired by teachers who are skilled, caring and enthusiastic. If they can do it, so can others.

The Gaining Ground strategy sets out to help all children to achieve their potential. It is a strategy for all years, not just test years; it is for all abilities, not just 'borderliners'. It addresses in particular those children who showed early promise in primary school and then lost momentum or application or hope. We are committed to re-engage them in school and to accelerate their progress to the height of our best hopes, and theirs.

We have put in place a package of support, worth up to £40 million, to bring about improvements, but the money itself will not bring about improvements. To do that, we need every single teacher to raise their expectations of this disappointed group of pupils, and re-inspire them to succeed. In the end, this strategy will be made or lost in the classroom.

As a school improvement partner (SIP), you will already have a detailed knowledge of your school's performance data and some of the likely causes of slow progression. It is up to you to help the school to recognise and act on that analysis. It is up to you to challenge parents, governors, teachers and headteachers to address the problems revealed. And it is your job to broker in the best expertise available to help the school make changes for the better. As the strategy is implemented, you will support and watch these efforts, and judge whether they are enough.

Since the launch conference, many SIPs got right down to work and have already pinpointed the pupils and the issues on which they will focus. Thank you for that sense of urgency. I am also aware that at the next stage you will have questions and practical matters to resolve, and some of you may be dealing with extraordinary problems we did not foresee. I have therefore asked the National Strategies to provide you with time and opportunity to think through the issues which have arisen in the early negotiations, and additional training as it is required, as well as giving you an opportunity to share experiences with other Gaining Ground SIPs.

I wish you all the best for your work with Gaining Ground schools and would like to thank you for helping us in bringing about positive change for young people across the country.



A handwritten signature in cursive script that reads "Sue Hackman".

Sue Hackman

Chief Adviser on School Standards

Being a Gaining Ground SIP

The Gaining Ground programme provides a range of significant support for schools. All schools that are part of Gaining Ground are entitled to the following:

- support from a partner school (available through the Specialist Schools and Academies Trust (SSAT))
- funding to provide academic study support (£20,000 per year)
- support through the National Strategies for Assessment for Learning (AfL)
- £10,000 per year to support the school's improvement plan
- an additional four days of SIP time.

Your role within the Gaining Ground programme is critical, and with the additional time you will have to work with your Gaining Ground school(s) you will be in a position to make a real difference.

Why is the school part of Gaining Ground?

In order to be able to support and challenge the school(s) you are working with to best effect, you and the school leadership must have a clear idea of the priorities for improvement, in particular which of the criteria for accessing the Gaining Ground support the school has triggered. You will recall that these were set out in the original Gaining Ground document (those in italics are the ones most likely to be in evidence in the schools you work with):

- *More than 30% of pupils achieving five or more good GCSEs including English and mathematics but overall pupils' progress from Key Stage 2 to Key Stage 4 is below average.*
- *Good numbers of pupils start secondary school at national expectations but fail to achieve their potential by the end of Key Stage 4. For example, if a child gets level 4 in English and mathematics at age 11 they should achieve at least a grade C in these subjects at GCSE.*
- *There has been little or no improvement in the school's progression rates over three years.*
- Ofsted ratings have been disappointing given the school's intake and potential.
- There is weak AfL and little meaningful tracking of pupils, leading to a lack of effective early intervention.
- There is a strong focus on achieving threshold targets but progression targets are not ambitious and are seen as a lower priority.
- There may be complacent leadership and relatively inexperienced or uninspiring subject leaders in English and mathematics.
- *There may be significant in-school variation in terms of the performance of different groups (for example pupils eligible for free school meals (FSM)) within the school.*
- *The school's Contextual Value Added score is significantly below average.*
- The school has not implemented the Workforce Remodelling Agreement or has not done so appropriately.

In determining whether or not a school joined the programme other factors could also have been considered.

Your role as a Gaining Ground SIP

You have a central role to play in supporting and challenging the school's improvement. You must support the school through its improvement cycle, by:

- challenging the headteacher and leadership on their self-evaluation and on the priorities that emerge as a result
- supporting the creation of a high-impact school improvement plan
- brokering the support the school needs to successfully implement the improvement plan
- supporting the school in monitoring and evaluating the impact of its actions and the support it has received (see later comments about SSAT consultant heads).

In your other work as a SIP you may find the normal five-day allocation quite a short time. That is why the additional four days you will have with your Gaining Ground school is so important. This time will allow you to focus on your wider role.

Challenging the headteacher and leadership on their self-evaluation and priorities

This is a core activity for SIPs and in this specific context you will need to probe particularly around the progress pupils make and the progress and attainment of particular groups of pupils. Is it the case, for example, that pupils on FSM perform as well as those who are not? Do these pupils do as well as pupils on FSM nationally? How can their progress be accelerated? Do low, middle or high attainers do better or worse than their Key Stage 2 results might suggest? What about ethnic minority groups? And in all cases are you evaluating their progress as well as their CVA score?

You may want the school to consider its links with its partner primary schools. More effective transition could have a significant impact on pupil progression.

Supporting the school with its school improvement plan

You will work with the Gaining Ground school to identify its priorities and develop an action plan.

The priorities you identify will need to include accelerating the progress of pupils or possibly a specific group or groups of pupils, for example those who are falling behind, those who are making limited progress or indeed those who are gifted and talented but not achieving their potential. The school's plan needs to be a driver for improvement and so should be an active document that forms the heart of the monitoring and evaluation that the school undertakes on a regular basis. A resource you may find useful to consider in challenging and supporting the school on its plan is the Raising Attainment Plan (RAP) management guide, provided by the National Strategies for the National Challenge (see page 12 for further information). This guide identifies some key quality standards for successful improvement planning. The plan should be:

- monitored and evaluated against pupil progress
- challenging and achievable
- a means of communicating planned actions and expected outcomes to the whole school community.

A high-quality and effective school improvement plan:

- ensures that the work of the school and any external support are clearly focused upon the same, agreed, set of priorities
- translates priorities into actions quickly, and maintains a sharp focus on these

- has clear and precisely dated milestones for progress that are set out in a way that facilitates monitoring and evaluation
- identifies clear lines of accountability, ensuring there is one named person identified as accountable for each action
- is informed by all available and relevant data
- creates a sense of urgency for achieving progress
- is accessible to and understood by all staff and governors.

Brokering support

It is your responsibility to broker support. This means accessing high-impact support for the school that will ensure that it implements its plan effectively and meets its priorities. You will need to ensure that the £20,000 pa available for academic study support is used effectively, that the school is able to use its additional £10,000 pa Gaining Ground funding in the best way and that the Gaining Ground support school is used to impact upon the school's priorities effectively (the specifics of the partner school support are dealt with on page 11 of this handbook). The local authority (LA) may well be providing additional support to the school through National Strategies consultants working to support core subject development, or behaviour and attendance. You have a responsibility here to make sure that support offered is accessed and that it is focused upon the priorities you have identified with the headteacher. It is very easy for schools to be overwhelmed with support; it is your responsibility to make sense of the totality of the support package offered to the school. As the SIP you must hold the key role in brokering and, where appropriate, commissioning the support the school needs.

Supporting the school with its monitoring and evaluation

On each visit it is important that you evaluate the progress the school has made not only against the agreed actions from your last visit, but also against their stated priorities. This is a critical part of the school improvement cycle and an especially important part of your role as SIP. On each visit you need to establish whether the school has made the progress you might have expected it to and, if not, what needs to happen next. If there is slippage, is it because the plan was ambitious and is the slippage therefore understandable – in which case perhaps the plan needs to be re-calibrated? Is it because of unexpected events – in which case does the plan need to be adjusted in the light of these events or can it get back on track without radical action? Is it because of inertia from some members of staff in the school – in which case what does the headteacher need to do about it and is he or she taking the necessary steps? It will also be important for you to work with the SSAT consultant head to ensure that monitoring and evaluation of the action plan and partnership progress is effective. Your work on monitoring and evaluation will be something that governors will particularly welcome.

Working with governors

An important new aspect to your role as a Gaining Ground SIP is your interaction with governors. As a SIP you will have come into contact with governors as part of your role in advising them about the headteacher's performance management. You will have provided them with an annual report, which in some LAs you may have presented in person. By and large though, interaction with governors is something that most SIPs have not really had the time to get involved in. Feedback suggests this is an omission whose correction will be welcomed by Gaining Ground governors. We expect your work with governors to involve two main dimensions: (1) working through your evaluation of the progress the

school is making, (2) supporting them in their role of challenging and supporting the school. In total you must spend one of your four additional days with the governors. This does not include your role in advising the governors on the headteacher's performance management.

Evaluating progress with governors

Experience suggests that SIP reports can tend to focus upon the professional audience. Sometimes the reader is invited to draw their own conclusions about the overall significance of what is written. While this may be reasonable for the audience of headteachers and LA officers (and this is debatable!), many governors will not find it easy to 'read between the lines'. It is a core part of your role as a Gaining Ground SIP to take the governors through your evaluation and ensure that they are in no doubt as to your views on the strengths and weaknesses of the school. Should you have any serious concerns, these must be shared in straightforward terms with governors.

You will undoubtedly wish to decide exactly how this works in consultation with the headteacher and chair of governors. For example, it is unlikely that you will wish to present a report to governors that you have not previously discussed with the headteacher. However, it is important to note that neither your report nor your presentation of it to the governors requires the agreement of the headteacher.

Supporting governors to challenge and support the school

Where governing bodies work well, they can be a real asset to the school, challenging and supporting it. Part of your role is to support them in their development so that they fulfil their functions correctly and well. To aid you with this, the National Strategies is releasing a new programme called Stronger Governance Systems (SGS). This follows the same pattern as the very successful Stronger Management Systems (SMS) that can be used to support the development of effective whole-school management. For details of SGS resources, see page 12.

Reporting

As a Gaining Ground SIP one of your most important tools to bring about improvement is your report. As well as the headteacher and LA, you must expect your reports to be read by the governors as indicated above, but also the partner school and the National Strategies or the DCSF. When schools are inspected inspectors will want to see what your thoughts are from your reports. It is therefore most important that when you write your reports you do so with all of these audiences in mind. Your reports should be concise and to the point, provide clarity on the school's priorities and support needs, and state your views on where the school is and the progress it is making.

In most cases your report will complement the headteacher's reports to the governing body, but remember that you are independent of the school and may make a judgement on the school that is different from the headteacher's.

The information you collect on the performance and trajectory of improvement of the school(s) you are working with will be essential in supporting and informing:

- the planning of local services
- the LA's decision-making processes in relation to deployment of resources
- the LA's action to deal with underperformance.

With this in mind, ensure that you are familiar with best practice in report writing as set out in the *Advice and guidance on the writing and quality assurance of School Improvement Partner reports* (Ref: 00629-2007BKT-EN).

Good reports:

- avoid duplicating the school's self-evaluation form (SEF) or an inspection report, and are:
 - timely
 - accurate and precise, identifying the school's response to all issues emerging from the data
 - informative
 - evaluative
 - concise
- clearly identify key strengths, priorities and strategies to address low achievement
- identify which pupils are underachieving and/or failing to make good progress
- provide a judgement on the robustness of the school self-evaluation (SSE), including the strength of the school's evidence base
- make a clear judgement on the school's capacity to improve
- provide evidence of challenge
- record the school's targets, progress towards achieving them and the trajectory to sustaining improved attainment and progress across a range of appropriate measures
- are direct yet sensitive, and add value to the school's improvement processes and impact upon outcomes for pupils.

Although each of your reports is individual they should build through the year (with editing) to the annual report to governors. The national framework for SIP reports provides a good framework for reporting and reflects the expectations of the SIP dialogue with schools over time. Overall, your report should provide a clear record of the improvement journey of the schools you are working with, the support they have had along the way and the impact it has made.

Ongoing support for Gaining Ground SIPs

The continuing professional development (CPD) conference in June/July is the first event for you specifically as a Gaining Ground SIP. There will be a further series of regional events in November 2009 (10–12 November). In addition, you should expect a range of CPD opportunities within your LA, in some cases supported by the National Strategies.

A day in the life of a Gaining Ground SIP (idealised)

As a Gaining Ground SIP you will have four additional days to focus on the progress agenda through supporting the school in monitoring and evaluating the impact of its actions and the support it has received. An important new aspect of your role is your interaction with governors, working through your evaluation of the progress the school is making and supporting them in their role of challenging and supporting the school. It is a core part of your role as a Gaining Ground SIP to take the governors through your evaluation and ensure that they are in no doubt as to your views on the strengths and weaknesses of the school.

What follows is a somewhat idealised day that inevitably will not run smoothly due to the heavy demands placed on the day-to-day running of the school. However, the elements of a focused visit are all here: reflection and evaluation with the headteacher, senior leadership team and the governing body; observing teaching and learning; meeting key middle leaders and a range of staff and pupils.

As with all SIP visits, as you leave you will reflect on the success or otherwise of your time with the school. Did you make a positive difference? Is the support you have brokered having a real impact on all pupils but particularly those who are not making sufficient progress?

08:30

Arrive at the school.

09:00

Meeting with the headteacher and chair of governors to discuss impact of the support on the actions from the previous meeting and priorities. There needs to be a particular focus on the support provided by the partner school, the impact of any academic study support and the progress with the plan for developing AfL.

10:30

Rolling programme of meetings with key staff and their counterparts from the partner school – particularly heads of core subjects, partly depending on the priorities identified in the Partnership Strategy Action Plan. The English, mathematics, science and ICT departments are crucial to the development of Assessing Pupils' Progress (APP) and so this essential meeting will provide an insight into their planning, progress, motivation and leadership.

12:15

Lunch time – an opportunity to catch up with the group of pupils you are tracking; to discuss their progress and whether they think they are on track to meet their current curricular target and/or end-of-year target.

13:15

Classroom visits with either the headteacher or a member of the leadership team to triangulate the evidence of progress towards achieving the quality standards for AfL and APP. Use the APP guidelines for English, mathematics, science or ICT and the tracking data relevant to the classes you're visiting to evaluate the aspiration in the intended learning outcomes.

You might use this as a modelling activity with the headteacher to illustrate how he/she might work with identified members of the governing body.

14:15

Time with the headteacher or particular senior leaders to discuss the findings of the visit so far and to identify and agree priorities and next steps from the visit. It is at this point that you may need to consider the support that is currently on offer and whether you need to broker anything in addition.

15:30

Run a data workshop for governing body. For example, it might relate to one of the actions arising from the autumn term SIP visit and analysis of standards and progress. This could lead to a session using interactive RAISEonline or simply the RAISEonline school report to consider underachievement of specific groups such as gifted and talented pupils, and those eligible for FSM.

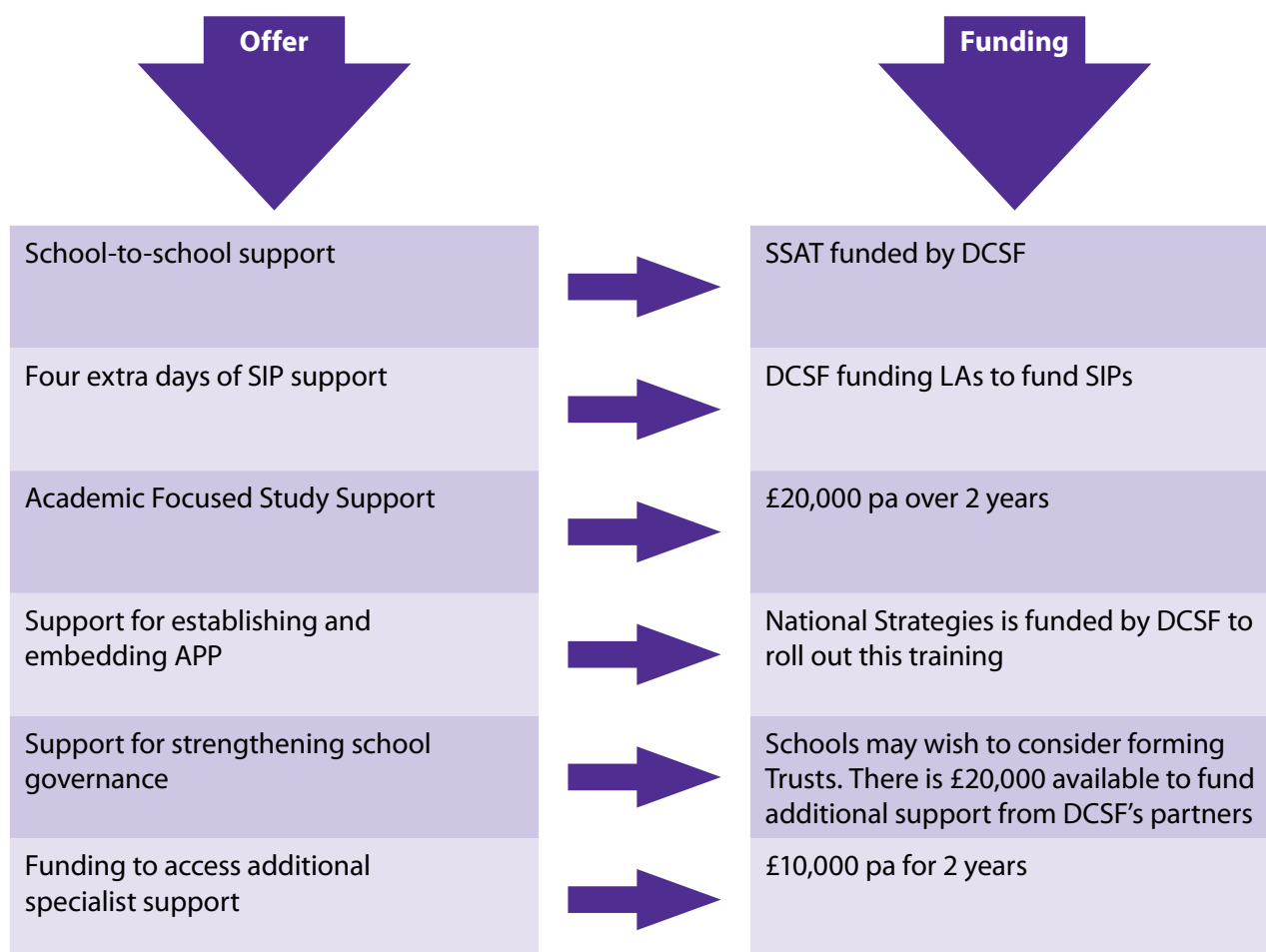
Support for schools

The LA is your first line of support. It has central resources, for example a pool of National Strategies consultants, advanced skills teachers (ASTs) and lead teachers/departments which you can broker into the school according to need.

If you are new to the school, the LA will brief you on what support is available. They will have the most up-to-date data on the school, including previous SIP reports.

The Gaining Ground offer

The following section provides you with further information on some of the key options available, which can become part of the bespoke package of support brokered by you for each school. These options make up the Gaining Ground 'offer' to schools.



School-to-school support

The SSAT has been appointed as the contractor to deliver school-to-school support and will facilitate the following:

- 12 days of bespoke in-school support from the partner school per year. The SSAT will act in a brokering role to identify an appropriate partner school for Gaining Ground schools. The brokering will be done with the guidance and input of the SIP and school who will outline the nature of support required.

In LAs supported by the London and Greater Manchester Challenges this role will be carried out by the National College for Leadership of Schools and Children's Services (National College). The SIP will subsequently guide the development of an action plan between the two schools.

- Three days' support from an experienced SSAT consultant head. Their role will be to add value to the menu of support offered by the partner school and to monitor the progress and impact of the work of the partner school.
- A range of regional and national conferences
- Publications on key themes

Contact GainingGround@ssatrust.org.uk for more information.

Four extra days of SIP support

In addition to their normal allocation every school will receive an additional four days of tailored support from you, the SIP. You will have responsibility for brokering other additional, specialist support as required by the school, and, most importantly, for supporting and challenging the school to ensure that the totality of the package of support is coherent, is aligned and results in improvement of the school's key priorities relating to pupil progress.

Contact your LA SIP manager for more information.

Academic focused study support

Study support is defined as learning activity, undertaken voluntarily by students out of school hours. It is designed to raise motivation, self-esteem and achievement. Full guidance is available through the Gaining Ground Additional Fee Support Scheme (AFSS) guidance document which provides practical advice about setting up study support activities and explains what else is available.

Further support and information is available through:

- ContinYou – info@continyou.org.uk
- Children's University – www.childrensuniversity.co.uk
- Quality in Study Support – QiSS.enquiries@canterbury.ac.uk
- University of the First Age – www.aoy.org.uk

Support for establishing and embedding AfL with APP

APP is a structured approach to periodic assessment, enabling teachers to make judgements about their pupils' attainment and track their progress. It also develops and refines teachers' understanding of progression in their subject. Many schools are already seeing the benefits of implementing APP, as part of their development of AfL practice, to accelerate pupils' progress and raise their achievement.

All schools have received a universal offer of £1000, through standards funding, to support development in 2009/10. This might be used to facilitate staff release, enabling subject leads and the senior leadership team to take up offers of support and work alongside other schools.

The remaining funding that LAs have received should be used to underpin a lead assessment school model which will make high-quality training and support, from LA National Strategies consultants, expert practitioners and other schools, available directly to all Gaining Ground schools.

Contact your LA Secondary Strategy manager for more information on how to access this support.

The APP e-learning site went live recently. It is designed to support English subject leaders, who need to train their staff in APP and its processes but have little meeting time in school. Any SIP unfamiliar with APP could find the introductory module useful.

Support for strengthening governance

If a school wants to pursue a shared option, such as the strategic leadership of a trust as a way of securing school improvement, there is £20,000 available to fund additional support from the DCSF's delivery partners (The Consortium). Further guidance on this option will be published later this year.

Contact: Head of Secondary Standards on 0207 340 7651.

Other available support and resources

The National Strategies regional senior school improvement adviser (SSIA) or deputy SSIA works closely with your LA to ensure that the Gaining Ground initiative is having the impact that is expected on pupil progress. They may also be able to identify support to deliver the programmes that are part of the National Strategies standard offer available to all schools, for example support for establishing and embedding APP and SGS.

To contact your LA's SSIA or dSSIA you can call the National Strategies on 0845 850 1444 who will put you in touch with the relevant person.

Strengthening governance

In addition to the funded offer to establish a shared governance through the strategic leadership of a trust, the National Strategies has designed a programme, 'Stronger Governance Systems', specifically to strengthen governance and so increase the impact governors have on improving outcomes for all pupils. The materials are available at: www.standards.dcsf.gov.uk/nationalstrategies. Support is available through your National Strategies School Improvement Regional Adviser (SI RA). Contact your LA SIP Manager for more information.

The Raising Attainment Plan (RAP)

The National Strategies offers guidance and support on the design and development of an effective RAP. The RAP drives improvement against school priorities and is informed by the school's self-evaluation and the work of the SIP; it is not merely a statement of intent. Progress towards targets is monitored and evaluated frequently. A RAP is most suitable for use in schools where the overwhelming priority is to raise attainment and/or achievement of pupils, and so it is particularly appropriate for schools as part of the Gaining Ground offer. To download the RAP management guide, go to www.standards.dcsf.gov.uk/nationalstrategies and search for 'RAP'.

One-to-one tuition

From April 2009 the Government is investing in a wide-scale expansion of one-to-one tuition for pupils in Key Stages 2 and 3, with the expectation that 3.5 per cent of pupils will be identified in each LA and funded through standards fund grant 1.5. A one-to-one toolkit for LAs and schools is available to order from TeacherNet: www.teachernet.gov.uk

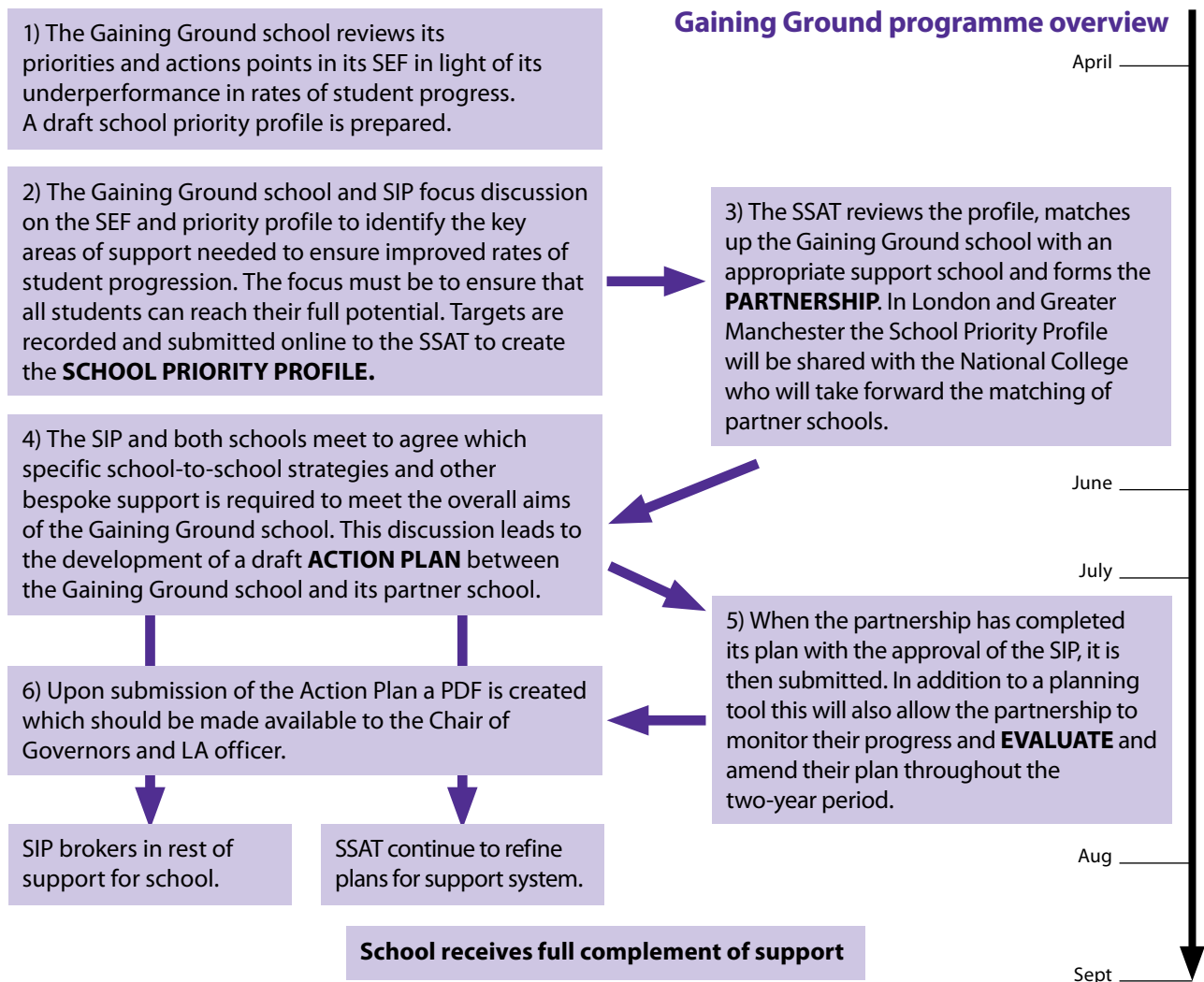
The renewed Secondary Frameworks in the core subjects

The Frameworks are designed to increase pupils' access to excellent teaching and engaging, purposeful learning that will enable them to make good progress through Key Stages 3 and 4. Each Framework identifies yearly learning objectives that provide ambition and challenge for all pupils, showing lines of progression in the subject. These will ensure full coverage of the programme of study at both Key Stages 3 and 4 and establish a minimum expectation for the progression of most pupils. www.standards.dcsf.gov.uk/nationalstrategies

The school improvement planning framework (SIPF)

The Training and Development Agency (TDA) and the National College for School Leadership (NCSL) have produced the new SIPF. This suite of practical tools and techniques enables schools to put the child at the centre of school improvement and deliver on Every Child Matters outcomes. www.tda.gov.uk

The partnership commissioning process



Source: SSAT

The headteacher of the school you are working with should complete the **School Priority Profile** (see Appendix A) which will have been emailed to them by the SSAT (this will be online in year two of the programme). You should ask them to forward this to you. They must then work with you to identify the three most important issues to be addressed by the school, in relation to improving pupil progress, and an outline of how they intend to tackle them. You are then responsible for submitting the form to SSAT who will use it to match up the school to an appropriate partner school. In London and Greater Manchester the National College will be working in partnership to deliver a coherent offer. If you are working with a school in this area the School Priority Profile will be shared with the National College who will take forward the matching of partner schools.

It is important that the issues you identify together are drawn from:

- accurate school self-evaluation, especially in relation to standards and progress;
- the school's improvement priorities, and how these will support improved progression, in particular those groups of pupils who are currently not making good progress;
- the school's improvement plan.

Once the support school has been confirmed you should meet with your school and the support school headteacher to agree the **Partnership Strategy Action Plan** (see Appendix B). Again, this will be emailed to the school this year and will be provided online in year 2. This should be specifically focused on increasing progression and enabling all pupils to fulfil their potential as part of the main school improvement plan. Once the plan is completed it should be shared with the chair of governors and the LA. You are responsible for approving the Partnership Strategy Action Plan before submitting it to the SSAT. In London the Partnership Strategy Action Plan will be shared with NCSL.

Appendix A – School Priority Profile



Gaining Ground

[Insert School Name] - School Priority Profile (Form 1)

Contact Details

Please indicate below the most convenient way for us to contact you. Should your contact details change at any point we would be grateful if you could let us know via gainingground@ssatrust.org.uk

Key Contact at School	
Name	
Phone Number	
Email	
SIP Details	
Name	
Phone Number	
Email	

Identification of Key Focus Areas

Please indicate below a minimum of three main priorities that you have, key focus areas within this priority and estimated duration of priority.

	Priority	Key Focus Areas	Start	End
EG	Maths	Please align classes with the principles in the "Making Maths Fun" National scheme	Apr 2009	Jun 2010
1				
2				
3				
4				
5				

Partnerships

If there is a particular school that you would like to suggest as your partner school or any information you wish us to know before identifying a partner school for you please indicate this below.

Proposed Partner School Name (If Appropriate):	
Requested Criteria For Partner School:	
Any Other Comments:	

Please return this form via email to gainingground@ssatrust.org.uk

Appendix B – Partnership Strategy Action Plan



Gaining Ground

Partnership Strategy Action Plan – Form 2

Partnership Details

To be pre-populated by SSAT

Partnership Name:	
Gaining Ground School Name:	
Partner School Name:	

Contact Details

To be pre-populated by SSAT

Partner School Headteacher Details	
Name	
Phone Number	
Email	

SIP Details	
Name	
Phone Number	
Email	

SSAT Contact	
Name	
Phone Number	
Email	

Regional Partnership Coordinator	
Name	
Phone Number	
Email	

Gaining Ground

Partnership Strategy Action Plan – Form 2

Partnership Name:	<i>To be pre-populated by SSAT</i>
--------------------------	------------------------------------

Identification of Key Focus Areas

To be pre-populated by SSAT

	Priority	Key Focus Areas	Start	End
1				
2				
3				
4				

Strategies to meet Key Focus Areas

	Priority	Key Focus Areas	Start	End
EG	Improve progression rates for girls in KS4 Maths.	Head of Maths from partner school will work with Head of Maths to analyse data and identify students who are likely to fail to meet their target grades. Teachers from partner school to team teach three master classes with Maths department for targeted girls.	Sept 09 Sept 09	Oct 09 April 10
1				
2				
3				
4				

Please return this form via email to gainingground@ssatrust.org.uk

Audience: School Improvement Partners (SIPs)

Date of issue: 06-2009

Ref: **00577-2009BKT-EN**

Copies of this publication may be available from:

www.teachernet.gov.uk/publications

You can download this publication and obtain

further information at: **www.standards.dcsf.gov.uk**

© Crown copyright 2009

Published by the Department for
Children, Schools and Families

Extracts from this document may be reproduced for non-commercial research, education or training purposes on the condition that the source is acknowledged as Crown copyright, the publication title is specified, it is reproduced accurately and not used in a misleading context.

The permission to reproduce Crown copyright protected material does not extend to any material in this publication which is identified as being the copyright of a third party.

For any other use please contact

licensing@opsi.gov.uk

www.opsi.gov.uk/click-use/index.htm

80% recycled

This publication is printed
on 80% recycled paper



When you have finished with
this publication please recycle it



department for
children, schools and families