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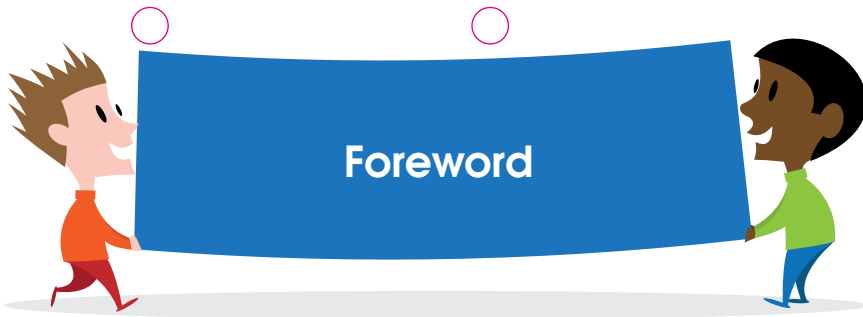
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Dear colleague

The following pages provide you with information on some of the key options available to you as a National Challenge Adviser (NCA), which can become part of the bespoke package of support for each of your schools. These are components of the National Challenge 'offer' to schools.

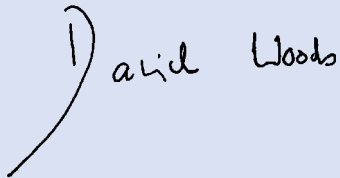
The complete 'offer' to schools includes:

- The support each school receives from you, the NCA
- Programmes provided by the National Strategies (NS) which have been designed specifically for the National Challenge
- Programmes delivered through agencies – especially the National College of School Leadership (NCSL) or the Training and Development Agency (TDA) – where there is an enhanced entitlement for your schools or where we believe these programmes could be of particular benefit
- Relevant DCSF programmes of targeted help and guidance for schools – including some where National Challenge schools have an enhanced entitlement to funding or support

- An unlimited range of bespoke solutions that can be identified and designed locally – which could include anything from innovative new projects to funding additional staff to buying places in local alternative provision programmes for a group of young people
- The full range of structural options, including Academies and National Challenge Trusts.

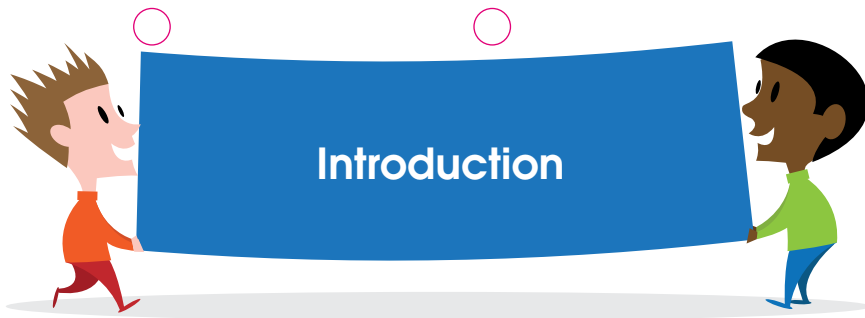
In other words, the content of this folder is not intended to be an exhaustive list of solutions; neither are you limited to identifying support exclusively from the content of these pages. The programmes described here should be used only when they are suited to a school's needs, and they can be adapted or supplemented with other locally-identified support as needed.

Your task is to diagnose the particular challenges within your schools and deploy the right balance of activities to tackle the key issues, without overloading the school. I hope you are already relishing this opportunity to help schools make progress and access the help and support they need to thrive, and I look forward to continuing to work with you in future.



David Woods
Principal National Challenge Adviser.





The aim of this publication is to give you enough information on each of a range of options to help you identify which support you could deploy to support the schools you are working with, when and how to do so.

In your Handbook, given to you at the conference in November 2008, there is more detail on your role in relation to brokering and commissioning services from the 'offer'. Your key responsibility, working with the school and Local Authority (LA), will be to put forward options from the offer that match the issues identified in the school's Raising Attainment Plan (RAP), in order to create a bespoke school improvement package for each school. Structural solutions will be brokered by the LA and DCSF, but it is vital that you are aware of these processes so that you can ensure continued school improvement solutions through the period of transition.

The different support options can be funded and accessed in a number of ways. For example, some will be funded centrally, available nationally and therefore are free at the point of use. These include programmes developed by National Strategies and the TDA. Where you assess that these programmes are appropriate to support the priorities identified for your school, the programmes will be available at no cost to the school or LA.

Other elements of the ‘offer’ to schools, such as support provided by the NCSL, are also centrally co-ordinated programmes, but they will be contracted and funded on a local basis. These can be supported from National Challenge funding allocations, or from existing school budgets or LA school improvement funds.

Other options will be wholly bespoke and often locally-designed solutions such as targeted consultancy support or extra capacity for pupil-level intervention. These can also be funded from your National Challenge funding allocation or existing budgets. You will need to contact your DCSF National Challenge local contact to discuss additional funding where issues are identified in-year. The National Challenge Advisers’ Handbook provides further information on this process. Contact details for your regional National Strategies and National Challenge Team leads are on the following pages.

This publication will be added to and updated over time. We will notify you by email when new or updated materials become available online, as well as publishing additional hard copy pages from time to time and sending those to you, to add to this file.

We welcome your feedback on the range and content of this handbook, and encourage you to share with us your views on its usefulness by contacting any member of the National Challenge team or by emailing National.Challenge@dcsf.gsi.gov.uk.

The National Challenge Team





DCSF		
Parag Vaghjiani	0207 340 7191	parag.vaghjiani@dcsf.gsi.gov.uk
Oliver Clarke*	0207 227 5383	oliver.clarke@dcsf.gsi.gov.uk
Bonnie Wang	0207 340 7717	bonnie.wang@dcsf.gsi.gov.uk

*Regional lead

National Strategies			
SSIA	Richard Sloan	07824 868587	richard.sloan@nationalstrategies.co.uk
dSSIA	Jeff Hooper	07825 937532	Jeffrey.Hooper@nationalstrategies.co.uk

LA	SSIA	DCSF
Derby	RS	OC
Derbyshire	RS	OC
Leicester	RS	PV
Leicestershire	RS	BW
Lincolnshire	RS	OC
Northamptonshire	RS	OC
Nottingham	RS	PV
Nottinghamshire	RS	BW
Rutland	RS	OC



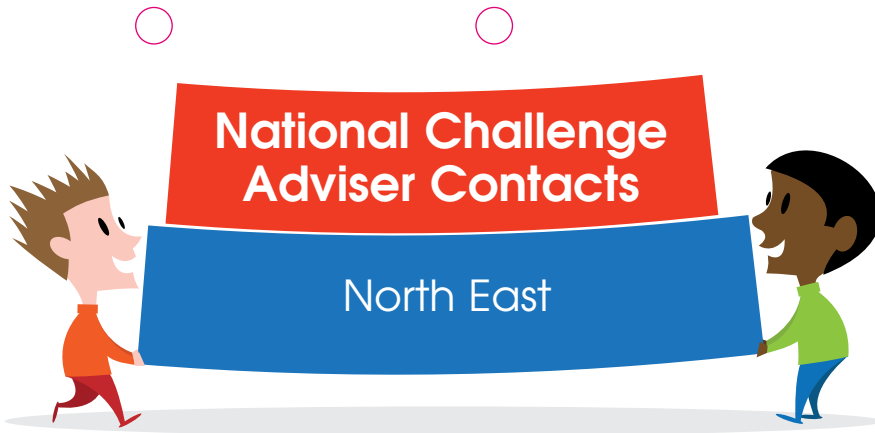
DCSF		
Claire Ivie*	020 7340 8199	claire.ivie@dcsf.gsi.gov.uk
Parag Vaghjiani	020 7340 7191	parag.vaghjiani@dcsf.gsi.gov.uk
Oliver Clarke	0207 340 5383	oliver.clarke@dcsf.gsi.gov.uk
Vivienne Andrews	0207 340 8099	vivienne.andrews@dcsf.gsi.gov.uk

*Regional lead

National Strategies			
SSIA	David Carter	07799 408227	David.Carter@capita.co.uk
dSSIA	Marion Lloyd	07789 507635	Marion.Lloyd@nationalstrategies.co.uk

LA	SSIA	DCSF
Bedford Borough	DC	CI
Central Bedford	ML	CI
Cambridgeshire	ML	OC
Essex	DC	VA
Hertfordshire	ML	CI
Luton	ML	CI
Norfolk	DL	OC
Peterborough	DC	OC
Suffolk	DC	CI
Southend-on-Sea	ML	VA
Thurrock	DC	VA





DCSF		
Suzanne Bend*	020 7783 8272	Suzanne.bend@dcsf.gsi.gov.uk
Nicky Edwards	020 7340 7582	Nicola.Edwards@dcsf.gsi.gov.uk
Camilla Frappell	020 7783 8506	Camilla.frappell@dcsf.gsi.gov.uk

*Regional lead

National Strategies			
SSIA	Sue Slater	07810 556364	sue.slater@nationalstrategies.co.uk

LA	SSIA	DCSF
Darlington	SS	CF
Durham	SS	NE
Gateshead	SS	NE
Hartlepool	SS	SB
Middlesbrough	SS	SB
Newcastle upon Tyne	SS	NE
North Tyneside	SS	CF
Northumberland	SS	CF
Redcar and Cleveland	SS	CF
South Tyneside	SS	CF
Stockton-on-Tees	SS	SB
Sunderland	SS	CF



DCSF		
Kate Chhatwal	0207 340 7027	kate.chhatwal@dcsf.gsi.gov.uk
Suzanne Bend	0207 783 8272	Suzanne.bend@dcsf.gsi.gov.uk
Camilla Frappell	0207 783 8506	camilla.frappell@dcsf.gsi.gov.uk

National Strategies			
SSIA	Jeremy Richardson	07920 274001	jeremy.richardson@nationalstrategies.co.uk
dSSIA	Jan Peckett	07810 556357	jan.peckett@nationalstrategies.co.uk
	Linda Thompson	07766 476986	linda.thompson@nationalstrategies.co.uk

LA	SSIA	DCSF
Blackburn with Darwen	LT	CF
Blackpool	JR	SB
Cheshire East	JR	CF
Cheshire West & Chester	JR	CF
Cumbria	LT	CF
Halton	JP	SB
Knowsley	JR	KC
Lancashire	JR	TBC – contact SSIA
Liverpool	JP	TBC – contact dSSIA
Sefton	JR	SB
St. Helens	JP	SB
Warrington	JP	TBC – contact dSSIA
Wirral	JR	SB





DCSF		
Nicola Edwards*	020 7340 7582	nicola.edwards@dcsf.gsi.gov.uk
Sarah Mitchell	020 7783 8055	sarah.mitchell@dcsf.gsi.gov.uk
Alec Peychers	020 7783 8604	alexander.peychers@dcsf.gsi.gov.uk

*Regional lead

National Strategies			
SSIA	Jeff Lord	07795 827406	jeff.lord@nationalstrategies.co.uk
dSSIA	Susannah Hill	07976 423120	susannah.hill@nationalstrategies.co.uk
	Harry Turner	07592 739130	harry.turner@nationalstrategies.co.uk

LA	SSIA	DCSF
Bracknell Forest	JL	SM
Brighton and Hove	SH	SM
Buckinghamshire	JL	SM
East Sussex	HT	SM
Hampshire	HT	AP
Kent	JL	NE
Medway	JL	NE
Milton Keynes	JL	NE
Oxfordshire	JL	AP
Portsmouth	SH	AP
Reading	HT	AP
Slough	HT	SM
Southampton	SH	AP
Surrey	HT	AP
West Berkshire	HT	SM
West Sussex	HT	SM



DCSF		
Fred Sharrock*	0207 340 7266 07500 606758	fred.sharrock@dcsf.gsi.gov.uk
Katherine Short	020 7783 8569	katherine.short@dcsf.gsi.gov.uk

*Regional lead

National Strategies			
SSIA	Anne Burrell	07799408023	Anne.Burrell@nationalstrategies.co.uk
dSSIA	Jeremy Krause	07789507460	Jeremy.Krause@nationalstrategies.co.uk

LA	SSIA	DCSF
Bath and North East Somerset	JK	KS
Bournemouth	AB	KS
Bristol	JK	FS
Cornwall	AB	KS
Devon	AB	KS
Dorset	AB	KS
Gloucestershire	JK	KS
North Somerset	JK	KS
Plymouth	AB	FS
Poole	AB	KS
Somerset	AB	FS
South Glos	JK	KS
Swindon	AB	KS
Torbay	JK	FS
Wiltshire	JK	KS



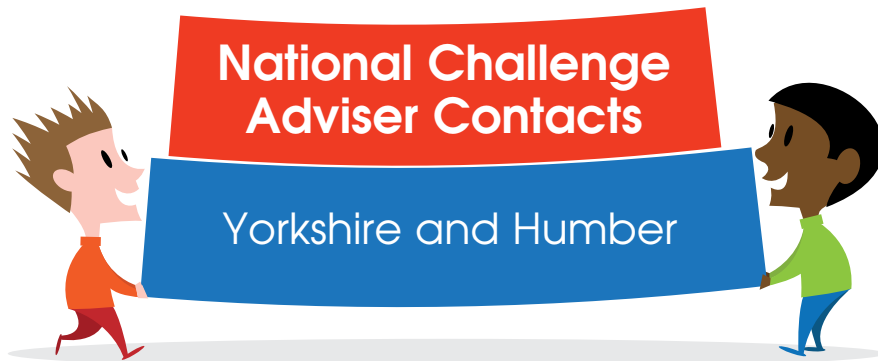


DCSF		
Parag Vaghjiani*	0207 340 7191	parag.vaghjiani@dcsf.gsi.gov.uk
Oliver Clarke	0207 227 5383	oliver.clarke@dcsf.gsi.gov.uk
Bonnie Wang	0207 340 7717	bonnie.wang@dcsf.gsi.gov.uk

*Regional lead

National Strategies			
SSIA	Sarah Fuller	07867 648142	sarahjane.fuller@nationalstrategies.co.uk
dSSIA	Malcolm Robertson	07876 707502	Malcolm.Robertson@nationalstrategies.co.uk

LA	SSIA	DCSF
Birmingham	MR	PV
Coventry	SF	PV
Herefordshire	SF	PV
Shropshire	SF	PV
Solihull	SF	OC
Staffordshire	MR	BW
Stoke-on-Trent	SF	PV
Telford and Wrekin	MR	BW
Warwickshire	MR	OC
Worcestershire	SF	OC



DCSF		
Chris Drury*	020 7340 7245 07747 833 893	chris.drury@dcsf.gsi.gov.uk
Fred Sharrock	020 7340 7266 07500 606758	fred.sharrock@dcsf.gsi.gov.uk

*Regional lead

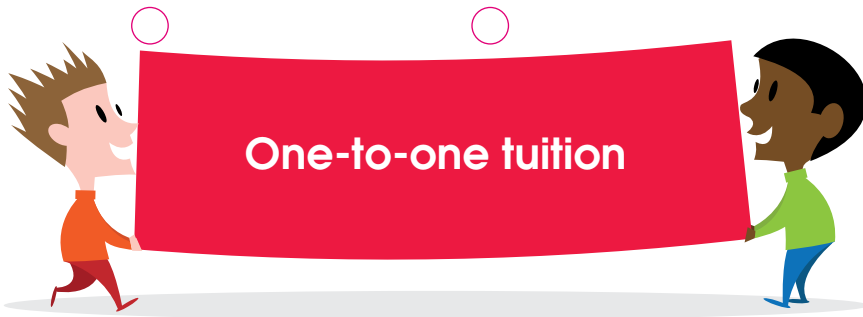
National Strategies			
SSIA	Will Varley	07789 507459	william.varley@nationalstrategies.co.uk
dSSIA	Janet Linsley	01748 825086 07920 586622	janet.linsley@nationalstrategies.co.uk

LA	SSIA	DCSF
Barnsley	JL	CD
Bradford	WV	FS
Calderdale	WV	CD
Doncaster	JL	CD
East Riding of Yorkshire	JL	TBC – contact CD
City of Kingston upon Hull	JL	FS
Kirklees	WV	CD
Leeds	WV	CD
North East Lincolnshire	JL	FS
North Lincolnshire	JL	TBC – contact CD
North Yorkshire	JL	TBC – contact CD
Rotherham	WV	CD
Sheffield	WV	TBC – contact CD
Wakefield	JL	TBC – contact CD
York	JL	TBC – contact CD

October 2009

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The offer

From April 2009 DCSF is providing funding to LAs for a national one-to-one tuition programme from September 2009. The programme will support pupil progress in English and mathematics at Key Stages 2 and 3 and, in National Challenge schools, to pupils in Key Stage 4.

DCSF will be funding all local authorities through a Standards Fund grant (Grant 1.5). Funding is being ring-fenced at LA level to enable each LA to ensure that all funding is spent appropriately and to make strategic decisions about how tuition should be targeted at pupils across the authority. Academies will receive funding for one-to-one tuition directly from the DCSF. LAs were notified of allocations in January 2009.

Funding will cover 3 main elements:

- the costs of 10 hrs of one-to-one tuition (and 2 hrs of tutor planning/liason time) in English for up to 3.5% of the pupil cohort in Key Stage 2, Key Stage 3 and in National Challenge Schools in Key Stage 4, and funding for the same proportion, for 3.5% of the cohort for one-to-one tuition in mathematics (in 2009/10)

- a payment for schools on a per-pupil-tutored basis
- central funding to support the role of LAs to cover: marketing to and recruitment of qualified tutors; training for tutors; quality assurance; liaison with head teachers; liaison with HR; supporting inclusion and access; monitoring and evaluation, including reporting on progress

Funding allocations for National Challenge schools at Key Stage 4 were based on those schools identified through 2007 data. To ensure that all National Challenge schools can access this offer for pupils in Key Stage 4 as well as those at Key Stage 3, funding will be topped up for schools which dropped below the 30% benchmark of GCSEs grade A*–C in the summer 2008 examinations, and to new National Challenge schools opening in 2009. For these schools, we will calculate an allocation based on £29 per pupil per hour (10 hours of tuition plus 2 hours teacher-tutor liaison time) plus £20 per pupil for school costs (administrative costs, extra teacher-tutor liaison time), for 3.5% of Key Stage 4 pupils in each of English and maths. We will notify these ‘top up’ allocations to the schools and NCAs this applies to in March 2009. NCAs may want to note that funding for tuition at Key Stage 3 will already be included in LAs’ allocations.





Advice to NCAs

One-to-one tuition is suitable for pupils who, in order to make progress, need an intensive burst of individualised academic support, which cannot be delivered in a whole class or small group context. Within the session, misunderstandings are quickly identified and addressed at the point of misconception.

You may wish to support the school in identifying the most suitable candidates for tuition, and provide support and challenge in the delivery of the programme against the RAP.

Tuition should only be offered to pupils who:

- 1) entered the key stage behind the expected level; and/or,
- 2) are not on trajectory to reach national expectations, or to make 2 levels of progress; and/or,
- 3) are looked after children who would particularly benefit from this kind of additional support

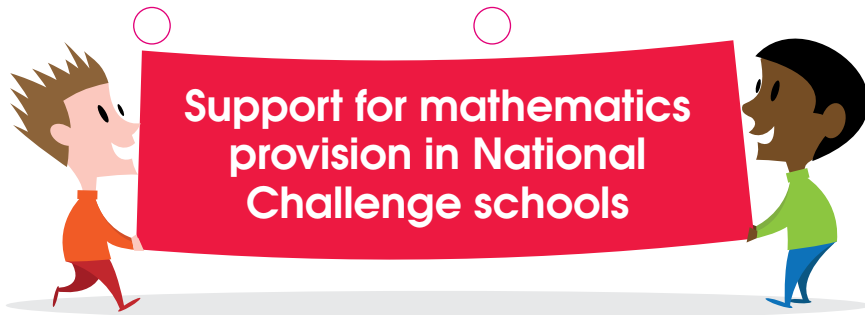
Making it happen

A one-to-one tuition toolkit for local authorities and schools is available to order from Teachernet (ref. DCSF-01068-2008).

The Standards Fund Grant Letter can be downloaded from:
www.teachernet.gov.uk/docbank/index.cfm?id=12227. Grant 1.5 is relevant.

For more information, please email: IndividualTuition.Enquiries@dcf.gsi.gov.uk





The offer

Existing support available to all schools

There is a range of different initiatives available to support all schools in the teaching of mathematics. These are summarised below with details on the following pages:

Recruitment and retention

- **Teach First** – is a programme which encourages top graduates to teach for at least two years in challenging secondary schools in some areas
- **Case study evidence** – A case study report outlining the work undertaken within challenging schools in London to tackle the issue of recruitment and retention of mathematics teachers can found at: www.ncetm.org.uk/Default.aspx?page=41&module=research&researchid=14749 (a hard copy will be circulated with the first publication of this binder). The report was produced by the National Centre for Excellence in the Teaching of Mathematics (NCETM) and is entitled '*Developing mathematics in London Secondary Schools: Headteachers talking about creating and sustaining excellent mathematics departments*'

Improving teacher subject knowledge and pedagogy skills

- **Courses for non-specialist mathematics teachers** – The Training and Development Agency for Schools (TDA) is offering new courses for non-specialist mathematics teachers to develop their knowledge of mathematics and subject-specific pedagogical skills. Supply cover is funded. Each teacher completing the course will receive a £5,000 award. The next courses start in July 2010 and last for one academic year. Similarly courses are also being run for non-specialist science teachers
- **National Strategies universal offer for schools** – The National Strategies provide a range of support for school improvement in mathematics. This includes support for planning for progression including mathematical process and application, and intervention strategies using Assessing Pupil Progress (APP) and the Secondary Frameworks
- **National Centre for Excellence in the Teaching of Mathematics (NCETM)** – variety of support including: on-line resources and support, network meetings and regional NCETM representatives
- **STEM directories** – a directory of schemes and activities provided by organisations across the UK that aim to enhance and enrich the curriculum in science, technology, engineering and mathematics





Additional support available to schools in the National Challenge

The following support is specific to schools in the National Challenge:

Recruitment and retention

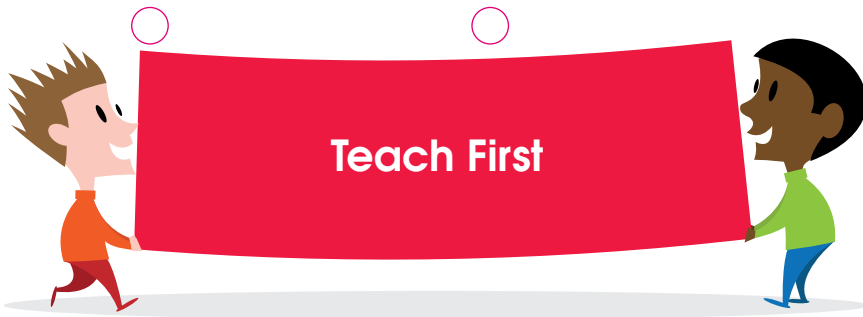
- The New Opportunities White Paper outlined support to attract good teachers to National Challenge schools by offering **cash incentives** to stay at a school for three years and with the offer of training to prepare teachers for working in challenging schools. Recruited teachers will have access to the Masters in Teaching and Learning

Improving teacher subject knowledge and pedagogy skills

- Use of **NCETM regional representatives** to help identify appropriate support needed to improve mathematics provision within a school. NCETM regional representatives have a remit within their contracts to give targeted advice to schools on appropriate support in the teaching of mathematics
- **Core Plus** – consists of National Strategies specialised materials to support leaders of core subjects – English, mathematics and science – and their teams, to ensure high quality teaching and learning

- **National Strategies mathematics consultants** – All local authorities have National Strategies mathematics consultants who will have time available to support mathematics pedagogy and subject leadership





The offer

Teach First gives an excellent opportunity for schools to recruit talented, enthusiastic teachers with strong academic backgrounds. Trainees receive initial training before they start their first year in school. This is followed by support from subject and professional mentors from both inside and outside the school. The participants aim to gain Qualified Teacher Status within the first year.

Teach First teachers are required to spend two years in their school with the possibility of transferring into full-time placements. Retention rate compares favourably with other teacher training programmes. Over 90% of recruits stay with the programme over the two years that is expected of them, and half of the original cohort continue teaching after their initial two-year commitment.

Advice to NCAs

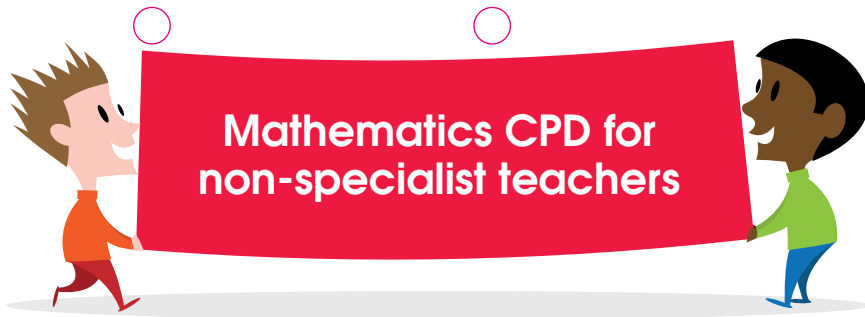
Teach first is a good option for schools, where there are difficulties recruiting experienced teachers and where the school has the capacity to develop and support new teachers. Although this initiative applies to all subject areas, schools may wish to use Teach First to attract teachers in shortage subjects such as mathematics.

Making it happen

Schools need to apply to Teach First to access this scheme. Schools currently pay £3,100 per year to support the Teach First's recruitment, selection and two year leadership development programme. The fee is reassessed each year and is currently under review. Schools also need to pay the trainees a salary over the two years. Teach First is currently available in London, Midlands and North West. It will be available in Yorkshire from September 2009.

Regional contacts for Teach First can be found at www.teachfirst.org.uk/contact_us or visit www.teachfirst.org.uk for further information





The offer

The Training and Development Agency for Schools (TDA) are offering courses for teachers of pupils aged 11 to 19 in schools and colleges, who do not have a mathematics specialism. Attending the courses will help develop participants' knowledge of mathematics and subject-specific pedagogical skills. This will enable them to enhance their confidence and effectiveness in teaching mathematics. Each participant on the courses will follow development paths which build on their prior knowledge of teaching mathematics. These are tailored to their individual needs. The courses will be accredited at H-level (undergraduate level) and in some cases, M-level (masters level). The course is delivered in 30 taught sessions (which may include some virtual learning through e-networks) and 10 in school development days. Schools may claim reimbursement for up to 40 days supply cover.

To be eligible for the courses, applicants should:

- have Qualified Teacher Status
- already be teaching mathematics for a significant portion of their timetable
- have been teaching mathematics for at least three academic terms by the course start date

The TDA has contracted with eleven organisations and consortia to run courses on a national basis. The organisations offering the courses are already recruiting in schools and can be contacted directly to book places on the courses (see contact details below).

Courses are free for participants, with a £5,000 award available for participants meeting eligibility criteria at the end of the course. Supply cover is also available for participants' schools.

Advice to NCAs

This is an option for schools which need support for non-mathematics specialist teachers who are teaching mathematics. Similar courses are available to support teachers of chemistry and physics without a PGCE or first degree in these subjects.

The offer is available to all schools. There are eleven courses available nationwide with availability for up to 20 teachers per course. The next courses start in July 2010.





Making it happen

See the website:

www.tda.gov.uk/teachers/continuingprofessionaldevelopment/maths_cpd.aspx

Or contact the following providers who are delivering these courses on behalf of the TDA. Please note: for providers of courses for non-specialist science teachers, please refer to the TDA website at www.tda.gov.uk/teachers/continuingprofessionaldevelopment/science_cpd.aspx

Location of course	Course provider	Contact for enquiries
Nottingham	Nottingham Trent University School of Education, Clifton, Nottingham NG11 8NS	Sarah Woodhouse Tel: 0115 848 8314 Email: sarah.woodhouse@ntu.ac.uk
Walsall	University of Wolverhampton Walsall Campus, Gorway Road, Walsall WS1 3BD	Mike Rickhuss Tel: 01902 323014 Email: Mike.Rickhuss@wlv.ac.uk
Ormskirk, Lancashire	Edge Hill University St Helens Road, Ormskirk, Lancashire L39 4QP	Steve Feller Tel: 01695 584497 Email: Fellerst@edgehill.ac.uk
Plymouth	Centre for Innovation in Mathematics Teaching (CIMT) University of Plymouth, Rolle Building, Drake Circus, Plymouth PL4 8AA	Prof David Burghes Tel: 01752 585346 Fax: 01752 585344 Email: david.burghes@plymouth.ac.uk





Location of course	Course provider	Contact for enquiries
Liverpool	Liverpool Hope University Hope Park, Liverpool L16 9JD	Pauline Bray Tel: 0151 291 3278 Email: brayp@hope.ac.uk
Sheffield	Sheffield Hallam University City Campus, Howard Street, Sheffield S1 1WB	Peter Smith Tel: 0114 225 6018 Email: p.j.smith@shu.ac.uk
Brighton	Brighton & Sussex Partnership University of Brighton, Alfriston House, Falmer, Brighton BN1 9PH	Claire Watson Tel: 01273 64 3598 Email: c.e.watson@bton.ac.uk
Lancaster and a number of venues across Cumbria and the North East of England	University of Cumbria Bowerham Road, Lancaster LA1 3JD	Nigel Appleton Tel: 01524 384384 Email: nigel.appleton@cumbria.ac.uk

Location of course	Course provider	Contact for enquiries
<p style="text-align: center;">Keele</p>	<p>Keele University School of Public Policy and Professional Practice, Keele, Staffordshire ST5 5BG</p>	<p>Angela Shelley Tel: 01782 733124 Email 1: a.l.shelley@educ.keele.ac.uk Email 2: eda30@educ.keele.ac.uk</p>
<p style="text-align: center;">Central London</p>	<p>Institute of Education University of London, 20 Bedford Way, London WC1H 0AL</p>	<p>Prof Dave Pratt Tel: 020 7612 6655 Email: d.pratt@ioe.ac.uk</p>
<p style="text-align: center;">York</p>	<p>EM Direct Ltd EM Centre for Learning, Litton House, Londonthorpe Road, Grantham, Lincolnshire NG31 9SN</p>	<p>Melanie Brown Programme Administrator Tel: 01476 512780 Ext 328 Email: m.brown@emdirect.co.uk</p>

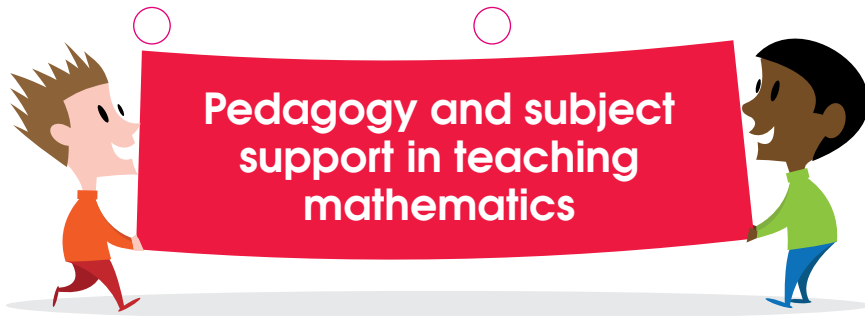




If you know of any teachers who may benefit from this training but do not quite match the criteria listed above or have problems accessing the courses from their part of the country or require further information about course availability in your area, please contact Funke Ojitalayo at the TDA (Funke.Ojitalayo@tda.gov.uk)

For similar queries relating to the parallel courses for non-specialist science teachers, please contact Roz Freedland at the TDA (Roz.Freedland@tda.gov.uk)





The offer

The National Centre for the Excellence in the Teaching of Mathematics (NCETM) provides help to teachers responsible for teaching mathematics. This help includes resources, newsletters, regional support meetings and personal evaluation and learning tools.

The following support is available:

Newsletters

- A secondary magazine – a bi-weekly on-line publication giving practical advice and ideas for use in the classroom

Online CPD

- On-line courses – provides starting points for teachers to collaborate in creating an approach to mathematics that will engage learners
- Department workshops – written for subject leaders to use with their mathematics team

- Exemplified professional standards – to support career progression of teachers of mathematics, by providing non-statutory guidance
- Personal learning space – for teachers to keep track of and plan their professional development
- A self-evaluation tool for teachers – based on responses, ‘next steps’ are identified to help close the gap in knowledge and skills

Face-to-face meetings

- Networks – face-to-face events in the regions bringing together mathematics teachers to nurture collaboration and professional learning

Grants and research

- Grants – available to support teacher research or teacher development projects associated with mathematics teaching and learning
- Research – details of the latest thinking in mathematics teaching and learning

Detail of the above support is given on the NCETM website, given below.

Although the NCETM is not a deliverer of CPD as such, its regional representatives can provide support to NCAs in identifying appropriate solutions to particular problems with mathematics provision within National Challenge schools.





Advice to NCAs

This support can benefit maths teachers of all levels in all schools. Costs vary, but much of the support outlined here is free. NCETM regional representatives may also be able to broker links between schools to help with short-term staffing support, for example.

Making it happen

See the website www.ncetm.org.uk

Regional NCETM representatives contact details are listed below:

Region	NCETM representative	Contact details
East Midlands	Barbara Linton	Tel: 07775 688354 Email: barbara.linton@ncetm.org.uk
West Midlands	Tim Coombs	Tel: 07768 978309 Email: tim.coombs@ncetm.org.uk
North East	Steve Humble	Tel: 07787 588568 Email: steve.humble@ncetm.org.uk
North West	Liz Henning	Tel: 07787 564348 Email: liz.henning@ncetm.org.uk
South West	Pete Griffin	Tel: 07787 581191 Email: pete.griffin@ncetm.org.uk
South East	Carol Knights	Tel: 07827 344887 Email: carol.knights@ncetm.org.uk

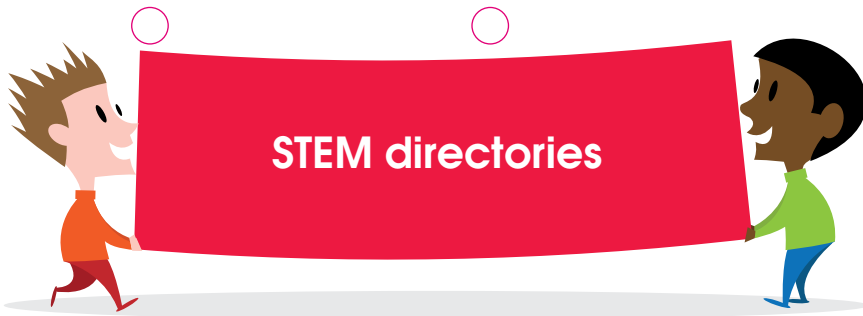




Region	NCETM representative	Contact details
London	Sybil Cock	Tel: 07500 608535 Email: sybil.gertraud@ncetm.org.uk
Yorkshire & Humber	Anne Fieldhouse	Tel: 07920 710907 Email: anne.fieldhouse@ncetm.org.uk
	Briony Black	Tel: 07833 481658 Email: briony.black@ncetm.org.uk
East of England	Pete Hall	Tel: 07826 513981 Email: pete.hall@ncetm.org.uk

For any general queries about the NCETM, please contact Colin Matthews, Executive Director of the NCETM (Email: Colin.Matthews@ncetm.org.uk)





The offer

The STEM directories are a collated directory of schemes and activities provided by organisations from across the UK that aim to enhance and enrich the curriculum. These schemes are usually based around events or experiences that cannot be delivered with standard school contacts and resources. Each activity is linked to the curriculum so that the impact of the experiences and outcomes can be sustained.

A meeting can be arranged with a local contact of the STEM network who will give answers to a wide variety of questions, such as:

- what kind of activity is best for the school and pupils' needs both currently and long term
- how to build valuable relationships for the school longer term with local businesses and other education providers

Advice to NCAs

Costs vary but this support could benefit all schools' Heads of Department, teachers and pupils in mathematics, science and engineering & technology.

Making it happen

See the website www.stemdirectories.org.uk/Directories.asp

Copies of the STEM Directories can be found on www.stemdirectories.org.uk/order.asp
(Please note: the STEM Directories for the three subject areas will updated and available on-line in May 2009)

A list of local contacts can be found at www.stemnet.org.uk/local_contacts.cfm

For further information about the STEM Programme, please contact Professor John Holman, National STEM Director (j.holman@slcs.ac.uk)





The offer

Core Plus offers materials to support leaders of core subjects in English, mathematics and science, and their teams, to ensure high-quality teaching and learning, including the effective use of the renewed Secondary Frameworks (www.standards.dcsf.gov.uk/nationalstrategies/node/16154). Each element includes:

- An **overview**, which explains the scope and potential of the programme
- Six **elements**, each exploring an aspect of improvement through:
 - a **rationale** to explain its nature and importance
 - **quality standards** to define good practice
 - a **self-assessment tool** that uses the quality standards to help the school identify its effectiveness in the nominated area
 - **exemplification** showing an approach to rigorous, time-limited and focused improvement processes, which is intended to be tailored to meet the priorities of the RAP

- professional development offering examples of materials, templates and powerful processes to help schools undertake the improvement processes and achieve the quality standards
- resources and web links offering a wider range of other easily accessible materials

Each of the Core Plus subject programmes is divided into six elements, drawing together good practice in addressing a key area of improvement:

1. leading improvement and raising standards
2. planning for progression
3. improving subject pedagogy and the climate for learning
4. tracking pupils' progress
5. intervention and personalisation
6. securing consistent performance of pupils across core subjects (addressing factors influencing in-school variation)

Some elements are further sub-divided so that

- element A sets out strategies to build capacity and longer-term impact
- element B sets out short-term, high-impact actions for Years 10 and 11





There is an additional element available entitled **Developing Support and Challenge** (www.standards.dcsf.gov.uk/nationalstrategies/node/152780). This connects with Stronger Management Systems and is designed to develop the effectiveness of a senior leader in working with and line managing a core subject leader. It can be used by a nominated senior leader, coached by the head teacher or an experienced member of the senior leadership team in developing an effective working relationship with the subject lead.

To secure improvement, schools need an effective line management structure. This chain of accountability is vital for the honest and open professional dialogue which drives schools forward. Where there are concerns over the extent to which this chain is secure, how the head holds the leadership team to account and monitors the effectiveness of the accountability chain from senior leader to middle leader to subject teacher and pupil, this element may be of particular benefit.

Advice to NCAs

Selection of materials is vital, as is the support schools are given to implement the materials. Following agreement on areas of improvement in the RAP, schools, with NCA support, may need to re-focus the ongoing work of National Strategy consultants working with key schools, using elements of Core Plus to address agreed areas for improvement through six week improvement cycles and putting in place regular, rigorous evaluation of progress against quality standards.

There is no expectation that subject teams will work through all elements.

The majority of departments may find it most useful to begin with Element 1a, which helps departments reach a shared view of what needs to be done. This sits well with element 1 of Stronger Management Systems and other elements in that programme which address effective tracking and use of data.

This support is free to all schools at the point of delivery: materials are freely available online and school improvement advisers in each area are available to support schools as part of the National Strategies consultancy field force. Where NCAs broker additional consultancy support on top of a school's existing allocation, this will be charged at a normal daily rate and can be funded either through the LA, from school's budgets or you may wish to identify this as an element in your National Challenge funding package, where it is a priority.





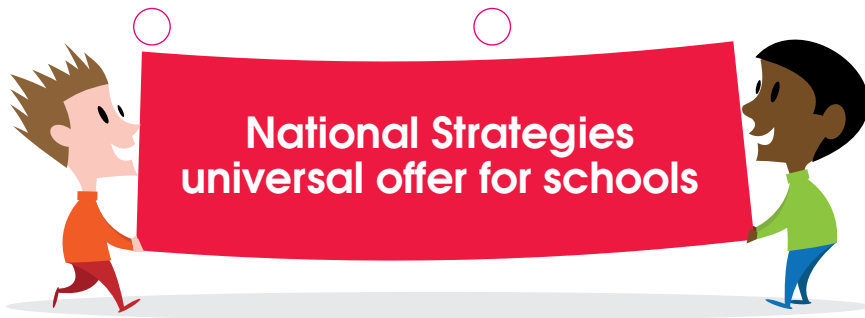
Making it happen

Core Plus Overview www.standards.dcsf.gov.uk/nationalstrategies/node/150559 provides the best starting point for senior leaders and NCAs. Separate User Guides for English, mathematics and science are also available at this link and offer good introductions for subject leaders and provide helpful practical advice.

Leading core subjects is available at www.standards.dcsf.gov.uk/nationalstrategies/node/152783?uc=force_uj.

Hard copies will be made available in spring term 2009, through the National Strategies.





The offer

The National Strategies provide an extensive range of support for school improvement as summarised in the booklet sent to all schools in September, 'A Framework for Learning, Achievement for All'. This support covers specific advice and guidance for teachers in the Core subjects structured around the Secondary Frameworks for teaching and learning, the emphasis of which is personalised planning for progression for all pupils, especially those from underperforming groups, using the new curriculum orders. Integral to the Frameworks are Assessing Pupils' Progress (APP) criteria, guidance and exemplification as well as additional resources and a planning tool.

These resources are part of a coherent CPD package of four cornerstones for schools improvement: Planning for Progression, Strengthening Subject Pedagogy, Tracking Pupil Progress (including the use of Assessment for Learning and Assessing Pupils' Progress), and Providing Personalised Intervention.

This package of support, focused clearly on improving classroom practice is offered to subject leaders by a programme of subject leader development meetings run by LA consultants. In addition to this, further support with implementing the programme in schools, and the wealth of resources that lie

behind it, can be negotiated with your LA. All National Strategies materials are also available on the new National Strategies website at www.standards.dcsf.gov.uk/nationalstrategies.

Underpinning and reinforcing the above are the materials and support available through the Behaviour and Attendance, and Social and Emotional Aspects of Learning (SEAL) programmes and this is available via the same routes. There are also direct links between all the resources outlined here and the Core Plus, Stronger Management Systems and Leading Core Subject materials described elsewhere in this folder. What follows is a snapshot of the current programme priorities over and above the support outlined above:

- ICT: intervention strategies, teaching the new curriculum aspects such as e- safety
- Functional Skills: new training modules focused on the pedagogy of applied learning, delivered locally and through e learning rolled out to all schools from September
- English: teaching reading at KS3, further promotion of Study Plus at KS4 and the development of Literacy Plus at KS3, intervention strategies using APP and the Frameworks
- Mathematics: planning for progression including mathematical process and application, and intervention strategies using APP and the Frameworks
- Science: planning for progression, intervention strategies using APP and the Frameworks, support for using 'How Science Works' and 'Developing Future Scientists in your school' materials



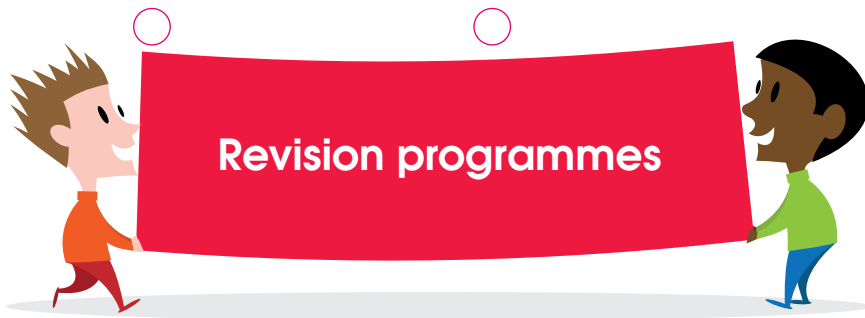


- Behaviour and Attendance and SEAL: improving attendance and reducing persistent absence, securing good behaviour and reducing the need for exclusions in schools, effective development of the SEAL programme, addressing issues on bullying, promoting parental responsibility, participation in the National Programme for Subject Leaders of Behaviour and Attendance (NPSLBA) and active involvement in school partnerships.

Making it happen

These programmes are available everywhere, centrally funded by DCSF and free at the point of use to schools and LAs. To find out more go to www.standards.dcsf.gov.uk/nationalstrategies.





The offer

A hard copy of a booklet entitled *Beyond Study Leave*, originally issued in April 2008, has been circulated with the first published version of this *Support to Schools* binder and an electronic version of the report can be accessed at: www.teachernet.gov.uk/publications.

The booklet outlines the benefits of good structured revisions programmes and gives examples of how schools can enhance their provision.

In addition, the case study below outlines a recent successful revision programme operated within Royton & Crompton School, Oldham.

Advice to NCAs

This advice is applicable to any school that needs to enhance their revision programmes for year 11 candidates prior to and during the GCSE examination timetable. It should be targeted particularly to any school still allowing Study Leave in place of structured revision programmes.

Case study

Royton & Crompton School: The Year 11 Approach

'No Study Leave' model

The Royton & Crompton School had 28% of pupils achieving 5 A*–C GCSE grades in 2002 – under-achievement was a problem. Embracing a 'no study leave' model was one of an integrated range of short, medium and longer-term strategies developed to support pupils who did not have the necessary skills, motivation, resources or support outside school to make use of unstructured study leave. The results were clear: by 2008, 82% of pupils were achieving five or more A*–C GCSEs. The 5 A*–C GCSE figure including English and Maths improved from 37% in 2005 to 59% in 2008. The school was rated as 'Good' in all areas by OFSTED in November 2008.

The aim is to maximise the achievement of all pupils. It is fully inclusive, compulsory and has become the expected norm by pupils. The basic principles are:

- All pupils remain in school until they have finished their final GCSE examination or until such time as it is deemed not viable for the whole year group to remain
- Forensic planning of the timetable to cover the examination period incorporating focused revision sessions starts in February. Scheduling of changes to teaching groups, staffing and rooms is done at this time for the April to June examination period. This is to maximise efficiency when the examination season starts





- Attendance is compulsory for all pupils. The school works closely with parents and its own educational welfare and support officer to follow up absences and bring non-attendees in to school as it would on any other school day
- Pupils remain in full school uniform until the day they have completed their final examination to maintain the focussed, disciplined approach. This continues right to the last pupil taking the last examination. This helps develop a sense of esprit de corps and reassurance for the year group
- Pupils remain subject to the school's behaviour policy until their final examination
- Revision sessions are deliberately placed and carefully planned with pupils working in school in their normal teaching rooms with their own subject specialist teachers until their final examination
- Scheduled intensive revision sessions take place in each subject the day before the actual examination

- The content of the revision sessions is driven by the subject teachers and heads of faculty based on a thorough analysis of pupils' needs. It is absolutely not a case of pupils just turning up and the teacher asking them what they would like to do today – the teacher knows what they need to do. The quality of the revision sessions is crucial, monitored by the head of faculty based on hard data which is responsive to pupils' needs
- Timetable planning ensures that holding a revision session in one subject does not have a detrimental effect by taking pupils out of another subject at a key time





The offer

The MTL is a new professional qualification for teachers, designed to fulfil the Government's ambition to make teaching a masters-level profession. It aims to further improve teacher quality in order to raise standards in education, narrow gaps in attainment and give children better life chances. It will provide effective structured professional development in the first years of a teacher's career, a time when we know many teachers feel under pressure and would value additional support. There will be significant benefits for schools – trained in-school coaches who support participants will be able to make a wider contribution to induction, training and development across the school; the programme should support an increasingly collaborative culture in professional development; and retention should be improved. Above all it should improve teacher quality and support better teaching and learning across the school. It will be delivered jointly by Higher Education Institutions (HEIs) and National Challenge schools. Each participant will be supported by a HEI tutor and an in-school coach. It is primarily school based, but teachers are also expected to undertake some study in their own time. It is expected to take approximately three years to complete.

The MTL will be fully funded by DCSF. The funding will pay for the development of the programme; HEI ongoing costs; for the training of coaches; and for the time of teachers to undertake the programme and time for their in-school coaches and their tutors from HEIs to support them in their learning. Funding for schools will be ring-fenced and passported to them via HEIs.

Advice to NCAs

This programme is available to all schools in receipt of National Challenge funding. Any NQT who starts teaching at a National Challenge school from September 2009 will be able to enrol from January 2010 and start their MTL from the summer term 2010. Additionally, newly appointed Heads of Department who start teaching in National Challenge schools from September 2009 will be able to access the MTL from September 2010.

Making it happen

Visit www.tda.gov.uk/mtl to download and order a range of publications for headteachers, teachers and NQTs. You can also sign up to receive email updates as soon as new information is available.





The offer

The DCSF funded programme is available free to schools at risk of losing their specialist status, following the identification of weaknesses when applying for redesignation. The school receives a range of support targeted at the specialism including:

- an SSAT accredited consultant head
- access to the network of accredited specialist schools for mentoring and for visits to see excellence in practice
- attendance at termly conferences to share best practice
- free subscriptions to data toolkits and an audit tool for the specialism, together with in-school training in their use
- a termly sum of money to support the implementation of an agreed action plan

The SSAP is tailored to the needs of the individual school and focuses on any or all of the three areas of the specialism:

- high performance in the subjects of the specialism
- using the specialism to impact on whole school achievement
- engaging with the community through the specialism

Advice to NCAs

National Challenge schools on the SSAP programme should coordinate support to maximum effect by tying the SSAP action plan into the RAP, ensuring that there is one coherent improvement plan. The Local Authority is informed by letter when a school accepts the invitation to join the SSAP.

Making it happen

For information about which schools are on the SSAP or about the programme, contact ssap@ssatrust.org.uk or visit www.ssatrust.org.uk/ssap





The offer

The Youth Sport Trust works with schools and academies that have a sport specialism to support them to maximise the use of this specialism to raise achievement and attainment across the whole school. It runs a particularly successful programme focusing on how sport can be used to raise achievement in English and Maths which has been a contributing factor in Sports Colleges being the fastest improving specialism in 5+ A*-C GCSE including English and Maths for the 3rd year running.

The programme supports schools to implement strategies that:

- use the context of sport to motivate and engage learners
- use the values of sport to enrich learning in lessons
- use sport and Physical Education related pedagogies to change teaching approaches

All Schools in National Challenge, regardless of their specialism, will now have the opportunity to attend a workshop in the 2009 Autumn term that will describe these strategies and offer access to free support programmes. Attendees will receive a pack of resources including DVDs and will hear

from practitioners that have implemented the strategies with measureable impact on attainment and practice. There will be time to develop personalised project plans that suit the individual school context, priorities and capacity. We suggest that 2 people attend from each school; a senior leader in the school and a member of the English or Mathematics department who is likely to be driving the projects.

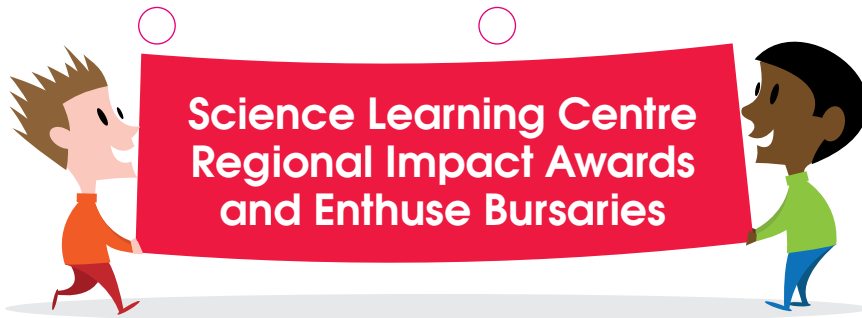
Advice to NCAs

Using sport to raise achievement in English and Maths is a different and accessible way for pupils to engage and enjoy core subjects.

Making it happen

If your school wishes to participate please contact Frances Brown before September 30th 2009 by emailing frances.brown@youthsporttrust.org. You will need to give the name of your school, its URN and the names of attendees with their school roles. Attendance at the workshop is free for National Challenge Schools.





The offer

Regional Impact Awards and Enthuse Bursaries enable science teachers to experience high quality professional development to help them keep up to date with the best ideas for encouraging children to engage with science and pursue careers in science and technology.

Advice to NCAs

NCAs should consider encouraging their schools to take up the offer, if it can contribute effectively to a school's improvement plans.

Enthuse Bursaries and Regional Impact Awards are available to all National Challenge schools attending CPD courses at the National Science Learning Centre in York (Enthuse Bursaries) or any of the nine regional Science Learning Centres (Impact Awards). Schools will receive the awards after a teacher, or technician has attended a course at one of the centres and the teacher has demonstrated the impact it has had on their teaching.

The Enthuse bursary is intended to cover course fees, supply cover, travel and accommodation. It also includes a small amount of money to help implement what has been learned back in the classroom.

The Regional Impact Award of £200 per teacher training day covers course fees and a contribution to supply cover. Technicians are eligible for £100 per day.

Courses of interest may include Assessment for Learning, Personalised Learning and Thinking Skills, Teaching Science to Students with SEN, Chemistry/Physics for non-specialists, Leadership and management.

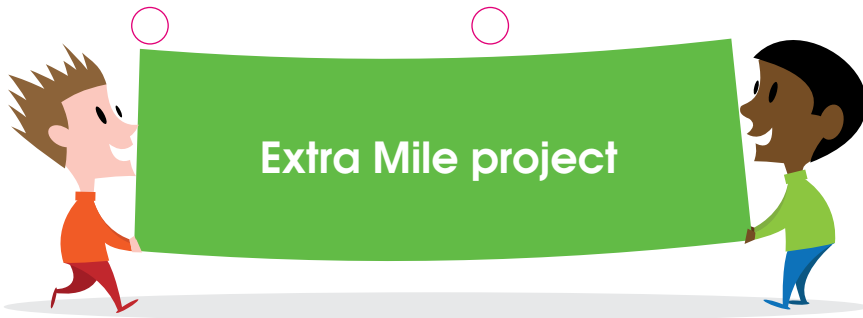
The regional Science Learning Centres are also able to tailor programmes to meet specific needs. This can include tailoring course outcomes and content as well as delivering to an individual school, department or cluster of schools. The date and time of CPD can be negotiated directly with the school and can include flexible options such as twilight sessions.

Making it happen

More information on courses and contacts at each Centre can be found at <http://www.sciencelearningcentres.org.uk/>

For further information please contact Roz Sands on r.sands.slcs.ac.uk





The offer

The Extra Mile project is exploring classroom and whole school techniques for raising the aspirations and achievement of disadvantaged pupils.

During 2008-09, Extra Mile ran in 23 secondary schools in 10 LAs. Outputs from this first phase include primary and secondary prospectuses detailing successful practice in Extra Mile schools and a set of practical handbooks that NCAs could use with National Challenge schools. A case study document based on the work of the first 23 Extra Mile schools is due to be published in the autumn term.

Early results from the trial suggest the activities are having a positive impact, with anecdotal evidence of raised aspirations and improved attainment and attendance. From September 2009, the project is being extended to include a further 48 primary schools and 80 secondary schools. An external evaluation of phase 2 will begin in the autumn term and provide us with more information.

Advice for NCAs

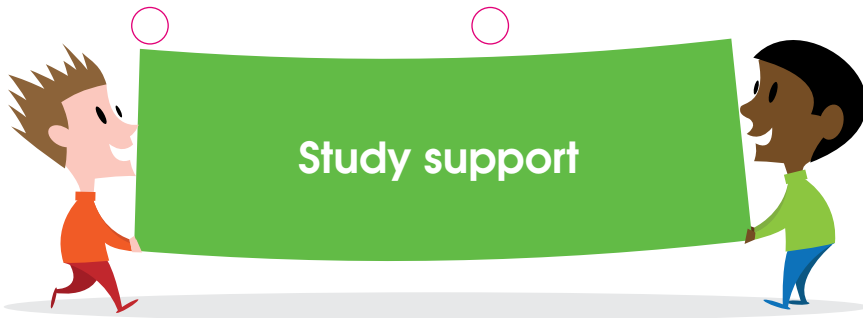
Extra Mile schools are asked to focus activities on looked after children and children who are from low-income backgrounds and/or in receipt of free school meals. Activities described in the Extra Mile booklets range from tracking pupil progress, to creating a culture of respect and broadening pupil horizons – all shown to help raise aspirations. These activities may therefore be useful in National Challenge schools that are making good progress but are not succeeding in fully engaging all their pupils in learning.

Making it happen

The Extra Mile project resources are freely available and do not require extra funding. All materials can be downloaded from the Extra Mile pages of Teachernet or ordered via the Teachernet publications pages.

More information can be found at Teachernet www.teachernet.gov.uk/teachingandlearning/schoolstandards/extramile/ and in the Extra Mile booklets (also available via Teachernet).





The offer

Study support is learning activity, undertaken voluntarily by students out of school hours. It can be directly related to the curriculum, or to sports, and activities such as hobby clubs and peer education programmes. It is designed to raise motivation, self-esteem and achievement.

There are a number of organisations which specialise in study support – providing materials, running sessions and providing advice and support to schools and LAs. These include:

- Quality in Study Support (QiSS): QiSS provides challenge and support for LAs, schools, Playing for Success (Pfs) Centres, summer universities, libraries and community groups in developing effective study support programmes which contribute to raising school standards and pupil achievement (www.canterbury.ac.uk/education/quality-in-study-support/)
- University of the First Age (UFA): The UFA design extended learning activities that can be delivered in schools and other venues, deliver training for adults to support young people to learn, and provide opportunities for young people to design, run activities and support the learning of their peers (www.ufa.org.uk)

- The Children's University (CU): CU focuses on increasing access to out of school hours learning opportunities and raising aspirations for 7-14 year olds mainly in disadvantaged areas. There are currently 40 Children's University centres in England, with the national CU offering a quality assurance framework (www.childrensuniversity.co.uk)
- ContinYou: ContinYou provides support and guidance to LAs and schools on developing and delivering sustainable extended services, including the provision of study support ([www.continyou.org.uk/what we do/consultancy and training/school consultancy](http://www.continyou.org.uk/what_we_do/consultancy_and_training/school_consultancy))

These organisations are experienced in supporting the development and delivery of study support activities and can be contacted directly to agree a package of support to meet the school's needs. Alternatively, LAs – many of whom have a study support lead – may wish to broker a package for a number of schools.

Advice to NCAs

Study support will primarily be appropriate for schools where core elements, including leadership, teaching quality and pupil tracking, are already strong. It will also be suitable for schools which need to increase their provision of targeted pupil support in order to deliver substantial improvements in attainment.





Making it happen

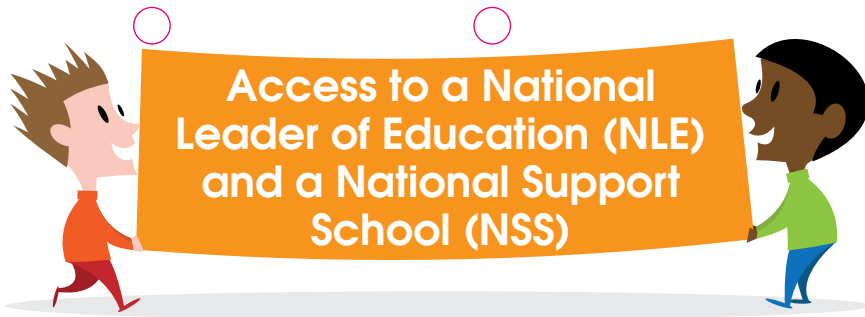
The organisations listed above are experienced in working with schools and can be contacted directly to agree a package of support to meet the school's needs. Alternatively, LAs – many of whom have a study support lead – may wish to broker a package for a number of schools.





If you are working in a school where leadership capacity is an issue, you may wish to draw on one of the four types of leadership support which form the National Challenge offer of the National College. These support options are described on the following pages. You will need to draw on your understanding of the precise leadership issues in order to prescribe the right support, to help tailor it, and to broker productive relationships. You will, for example, play an important role in finding for your school an NLE, LLE or coach whose approach and experience is well suited.





The offer

National Leaders of Education are serving headteachers who have achieved excellent outcomes in their schools (designated as National Support Schools) in inspections, national tests and examinations, which have been achieved by all of the staff in their schools working together. NLEs are also headteachers who are experienced in providing outreach support to schools in challenging circumstances and all have demonstrated positive impact beyond their own school.

NLEs, with staff from their NSS, provide direct support and leadership capacity to schools in challenging contexts. This support is tailored to the needs of the client school and ranges from the provision of an executive, or interim, head teacher (supported by members of his/her staff) who leads on specific teaching, learning and behaviour strategies, through to the provision of advice, guidance and targeted interventions. A significant number of NLEs are already working in schools below the floor targets, and more are available to support schools through the National Challenge.

NLE intervention will be contracted and negotiated between the LA and the NLE, and is dependent on the scale of the intervention required. Because the funds involved can be substantial, it is likely

that NLE support will be part of a school's annual funding plan, or that it will require the NCA to request additional in-year funding from DCSF.

Some indicative figures for NLE/NSS support are given below as a guide for NCAs:

- Low level support package: an NLE for 20 days acting as a consultant with AST support for 20 days – circa £25,000
- Medium level support package: an NLE for 20 days, deputy head teacher for 60 days, 2 ASTs for 40 days and 2 heads of department for 20 days – circa £75,000
- High level support package: an NLE with members of their leadership team and use of a significant number of NSS staff – in excess of £150,000

Advice to NCAs

Those schools most likely to benefit from a NLE/NSS intervention are:

- where a head teacher or a number of senior managers have left, or where vacancies exist
- where the school is in transition to Academy or National Challenge Trust status
- where a new head teacher has been appointed
- where other interventions and programmes have failed to make the necessary impact





Making it happen

In order to identify an appropriate NLE in your area, please contact the National College, using the details below, and quoting your contact details. The National College will arrange to put you in touch with the appropriate regional consultant, to discuss availability and deployment.

Nle.enquiries@nationalcollege.org.uk

0115 872 3883

Any actual deployment will then need to be arranged and confirmed with the local authority concerned, and contractual and funding arrangements put in place.





The offer

The LLE model was developed as part of City Challenge (in London, Greater Manchester and the Black Country) and was expanded to five pilot regions in 2008: Leicester, Bristol, Luton, Essex and Sheffield. There are currently a very limited number of trained LLEs from these areas available for deployment in nearby local authorities.

As part of plans to make the LLE model available more widely, the National College has this year begun developing the model with twenty to thirty other Local Authorities. By January 2010, LLEs will therefore be available in many new LAs.

The LAs beyond the 5 pilot LAs that have already engaged with this work and committed to creating a field of secondary LLEs in their LA are:

Birmingham, Bradford, Cumbria, Doncaster, Gloucestershire, Hull, Leeds, North East Lincolnshire, Nottinghamshire, Portsmouth, Southampton and West Sussex.

We will keep NCAs updated as further LAs confirm participation in the LLE programme.

LLEs are successful head teachers who provide coaching and mentoring support to headteachers of schools facing challenging circumstances. They work alongside a partner head teacher to enable the partner school to build capacity for sustainable improvement.

LLEs will have a successful track record of leadership and school improvement, experience of working beyond their own school and have received a recent Ofsted judgement of at least good.

Advice to NCAs

The precise role of the LLE will depend on context, but the schools most likely to benefit from LLE support are those where:

- the head teacher would benefit from the intervention of a successful head teacher peer to ensure impact in key improvement priorities.
- a new head teacher would benefit from assistance in the transition period to maintain momentum in his/her school's improvement.
- a head teacher is looking to develop fresh perspectives on issues presenting considerable challenge.





Making it happen

The National College funds the identification, training, quality assurance and ongoing support of LLEs, to create a flexible pool of LLEs for use by the local authority. The local authority, where appropriate in conjunction with the NCA, then deploys the LLE to the schools that would most benefit from LLE support. National Challenge resources can then be used to fund a daily rate to reimburse the LLE's school, which is normally in the region of £300 to £500 per day. Typically an LLE would work for one day or half a day each week with the partner school. Depending on the needs of the school and the context of the deployment, the partnership may last from 6 months to 2 or 3 years.

NCA's wanting to make use of an LLE or to enquire about availability of LLEs in their area should email localleaders@nationalcollege.org.uk

For up to date information about LLEs please visit the National College website at www.nationalcollege.org.uk/localleaders





The offer

NCSL has a register of coaches that NCAs can access. The register of coaches will include those who are appropriately qualified, experienced and verified through quality assurance processes. These coaches will be available to work with individual school leaders and/or their leadership teams. Once deployment has been made, the coach will work to develop an effective, ongoing relationship with the head teacher. This will help the head teacher to continue to work on his/her challenges with increased confidence and energy. The precise objectives of the coach's work, and the issue of levels of confidentiality, will be discussed and agreed between the school leader, coach and NCA.

While NCAs, NLEs and LLEs provide invaluable professional help, particularly with the rational and political aspects of change based on their wide experience, coaches can help with the emotional aspects that are equally important, but less visible and less easily discussed. The coach helps leaders to make sense of the situation they find themselves in and to improve their personal performance.

Advice to NCAs

A coach can:

- Act as an independent, confidential and non-judgemental sounding board
- Bring different ways of thinking and seeing
- Focus on either the individual's or the team's needs
- Help to identify blockers and enablers to personal and organisational change
- Develop the process of coaching within leadership team
- Provide one-to-one coaching to the head teacher or a member of the leadership team

Coaches on the register cost £350–£650 per day/session dependent on requirements.

Making it happen

National Challenge Advisers who wish to access a coaching package should go to www.nationalcollege.org.uk/nationalcollege. The website contains the register which details each coach and provides details about their experience, skills, expertise, location and daily rates. If you have any queries concerning coaching please email nationalchallenge@ncsl.org.uk.





The offer

New National College programme: Developing Senior Leadership Teams

The National College launched a new programme for developing secondary school senior leadership teams (SLTs) in September. The programme will be tailored for each school, to meet its particular needs. This programme offers space for SLTs to think constructively about how to address key challenges via:

- Analysis of a survey that collates views about the Senior Leadership Team's challenges and ways of working from the team themselves and other key stakeholders
- Two-day workshops led by an experienced facilitator
- Visits to compare other schools' experiences of priority issues
- Ongoing in-school consultancy
- A review at the end of the programme to identify next steps and embed ongoing development for the senior leadership team
- Opportunities to access a wide range of leadership and team development learning materials

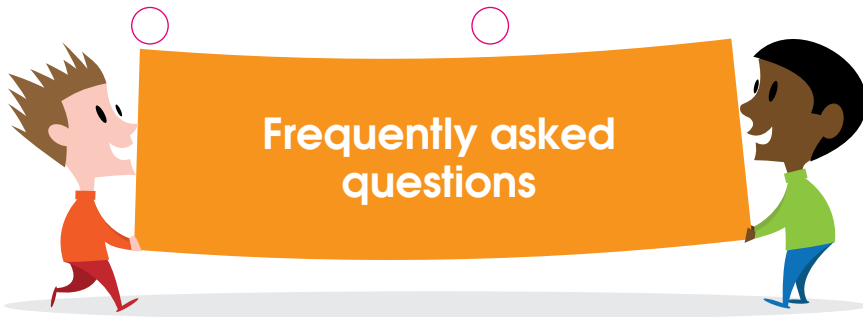
An experienced facilitator will work closely with the SLT over six to nine months to address the priorities for development that they have identified in their School Improvement Plan.

Making it happen

Further details and the application form to register for this programme are available at www.nationalcollege.org.uk/dslt. Please email dslt@nationalcollege.org.uk if you have any questions.

The recommended price for the programme is £1,050 per participant for the six to nine month support.





1. What are the main differences between National Leaders of Education and Local Leaders of Education?

NLEs are more likely

- to lead higher performing schools than LLEs
- to have more experience of working with schools in challenging circumstances
- to bring with them the expertise of the National Support School that they lead and can lend or exchange staff with the Client School they are supporting
- to have the capacity and experience to offer longer term and/or structural solutions such as the formation of a National Challenge Trust or Academy pathfinder status.

2. What is the difference between a Local Leader of Education and a coach?

LLEs are serving heads and will provide longer term support on building capacity and raising attainment in the school by tackling situations that the head teacher of the National Challenge

school encounters on a daily basis, while the role of the coach is more likely to be short term and focused on particular tasks and/or particular issues faced by the individual.

3. How much overlap is there between the roles?

There will certainly be some overlap between the roles and you also need to recognise that there is 'downward acceptability' – that is, the NLE may well do things that the LLE and/or the coach also does, and the LLE may do what the coach already does, but there is no expectation of the reverse – ie that the coach will do what the NLE does. Local availability of a specific resource may also be a factor in the final decision.

4. How many NLEs and LLEs are there and where are they?

The table overleaf explains where you can access the names and schools of the NLEs, but in short the following are available (but may already be committed) in each region:





Region	Secondary NLEs	Secondary LLEs	Notes
North East	6		
North West	16		LLEs in Greater Manchester Challenge area only at this time
Yorkshire and the Humber	11	Sheffield	
East Midlands	7	Leicester	
East of England	7	Essex	
West Midlands	12		LLEs in Black Country Challenge area only at this time
London	23		LLEs in London Challenge area only at this time
South East	16		
South West	11	Bristol	

5. What is the main difference between the National College's leadership team programme and the National Strategies' 'Stronger Management Systems'?

The National College programme focuses chiefly on personal and team effectiveness, and on personal effectiveness in the context of the team, while SMS focuses on ensuring the effectiveness of processes and systems in the school.

Both can be modified – or selected parts used – for the purposes of supporting the school concerned.





The offer

The Stronger Management Systems (SMS) programme is designed to help schools improve how leaders and managers at all levels play their part in improving standards. It focuses on practical but essential elements of management, providing materials to help schools review, refocus and improve key management systems and structures, for example:

- Developing and distributing leadership
- Effective whole-school systems, policy and practice
- Monitoring and evaluation for impact and improvement
- Effective performance management

This programme provides guidance and support on ensuring schools have rigorous and effective management systems to deliver consistent and improving attainment across the school. Inconsistent practice is the most likely reason for high levels of in-school variation this programme provides a significant lever to reduce this cause of poor school performance.

In addition, effective performance management is a key driver for developing the workforce and raising standards because it closely matches training and development to individual and school improvement priorities.

SMS is a structured programme providing a series of quality standards against which school leaders can evaluate current practice and a series of short professional development activities to improve practice in identified areas. Schools may lead the programme themselves but it is designed as a mediated programme with support and facilitation by the NCA or other external consultancy brokered by the NCA. The National Strategies will provide personalised support and training in the following ways:

- Direct in-school support to model SMS processes and delivery
- Sub-regional network meetings for NCAs, LAs or groups of school leaders to share good practice in use and impact of SMS
- School Improvement Regional Adviser (SIRA) support for local NCA network meetings
- LA and SIRA support and coaching for external leadership consultancy brokered by NCAs.

This support is free to all schools at the point of delivery: materials are freely available online and school improvement advisers in each area are available to support schools as part of the National Strategies consultancy field force. Where NCAs broker additional consultancy support on top of a school's existing allocation, this will be charged at a normal daily rate and can be funded either through the LA, from school's budgets or you may wish to identify this as an element in your National Challenge funding package, where it is a priority.





Advice to NCAs

The programme is suitable for use in any school but will be particularly useful where there is a new or inexperienced senior leadership team or where improving the effectiveness of specific aspects of leadership and management has been identified as a priority in the RAP.

The materials and processes are designed to be used flexibly whereby schools only use the specific elements or CPD units relevant to their specific needs.

Making it happen

The Stronger Management Systems programme materials are available to all schools nationally via the National Strategies website:

www.nationalstrategies.standards.dcsf.gov.uk/leadership/nationalchallenge

The Stronger Management Systems User Guide is the best starting point. You can access this from www.nationalstrategies.standards.dcsf.gov.uk/node/150854

Hard copies of the materials will be available mid-March and distributed through the National Strategies.

Performance management for head teachers and teachers has its basis in regulation. It is important that all schools have effective and consistent performance management systems in place.

See: www.tda.gov.uk/pm

To access consultancy for training and delivery of the programme contact the SIRA via your regional Senior School Improvement Adviser (SSIA) or the National Strategies helpdesk: 0845 850 144.





The offer

Free Value for Money consultancy support will be available from an experienced consultant, typically a former head teacher with a good track record in managing resources and improving outcomes for pupils.

DCSF has appointed Avail Consulting to manage a national programme delivering consultancy support to all schools across England. The visits are designed to help head teachers, bursars and school business managers to tackle Value for Money issues – including not only ideas for cost savings, but also about ideas and solutions that cut across all school management decisions – including staffing and procurement. Consultants can also provide advice about tackling the operation of surplus budgets. Advice is independent and tailored to the particular school.

The programme is fully funded, so there is no cost to the school. The school team will complete a pre-visit questionnaire, then the consultant spends one day with the school team. The school subsequently receives a written report, including guidance on accessing further support.

Advice to NCAs

Consultants are best equipped to help schools that find it difficult to plan for longer than 6–12 months and/or link up their ideas about school improvement with budget constraints. Where you assess these issues to be relevant you may wish to encourage the school to register for a free day of support – with the possible exception of schools where structural change is imminent and deferral might be appropriate.

Some National Challenge schools may require additional consultancy support and a second day of free support will be available where required. Schools should be strongly encouraged to consider taking up further areas of support and advice identified by their consultant where they are significantly over or under-spent, where school leaders are new to post and/or substantial investment has been newly provided direct to the school or where the process will help schools in workforce remodelling.

Making it happen

Schools and their NCAs can register online for support at www.schools.tribalavail.co.uk. For further information please contact Louise Campbell (Avail Consulting) Louise.Campbell@tribalavail.co.uk





The offer

The New Opportunities White Paper, published in January 2009, set out a proposal to encourage more teachers to apply to work in schools in challenging circumstances, by guaranteeing that all eligible schools will have access to a package of support for new appointments from September 2009.

This programme allows eligible schools to offer the following package of benefits to Qualified Teacher Status (QTS) teachers taking up posts from September 2009, and consists of:

1. a 'golden handcuff' of £10,000 in return for staying in the school for three years (the 'golden handcuff' will be available to teachers newly appointed to schools on or before 1 April 2011)
2. early, fully funded access to the new Masters in Teaching and Learning qualification for newly-qualified teachers
3. access to a government-funded network of teachers from participating schools which will offer, for example, experience sharing, discussion groups and subject specific activities

If a school chooses to participate in the programme, it will still have discretion over which teachers it offers the package to, and may want to signal in its vacancy advertising that good candidates may be offered this.

Also on offer to participating schools is the opportunity to create up to two new Advanced Skills Teacher (AST) or Excellent Teacher (ET) posts (or one of each). DCSF will provide half of the average cost of funding this on a 'cost on top of classroom teacher rate' basis for three years from September 2009.

Participating schools will need to fund half the cost of the golden handcuffs and of the ASTs or ETs. If schools are unable to match-fund the commitment, you may consider using LA or National Challenge funding – however, we will only consider requests for National Challenge funding on a case by case basis.

Participating schools will also be able to offer all of their staff school-based training specially structured to help teachers and support staff deal with the particular problems and pressures associated with working in a school in challenging circumstances, where many pupils have additional needs. This is currently being commissioned by DCSF and the Training and Development Agency for Schools (TDA).





Advice to NCAs

The offer is open to schools receiving support through the National Challenge programme who have been rated in their most recent Ofsted report as having good or outstanding leadership and management. If Ofsted have judged leadership as 'satisfactory', but the NCA believes the leadership is now effective or has good capacity to improve towards this, then the NCA can recommend the school for inclusion in the programme.

Making it happen

If your school wishes to participate, please let us know by replying to mailbox golden.handcuff@dcf.gsi.gov.uk giving the name of the school, its URN and Local Authority. At the same time, please say whether you will want to take up the offer of extra AST or ET posts, which, and how many. In addition, if you have any other questions, please email the mailbox above.



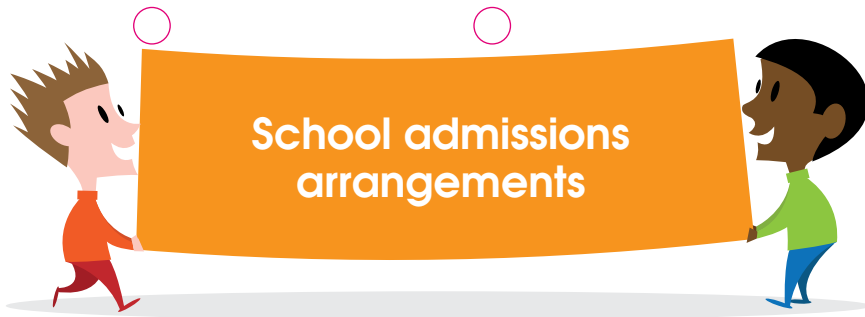
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October 2009



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The offer

The 2007 School Admissions Code made provision for admissions authorities to refuse to admit a child with challenging behaviour to a school where fewer than 30% of children are achieving five or more GCSEs (in all subjects) at grades A*–C, even when there are places available in the school. Revisions to the 2009 Code enable a school's *governing body* to refuse to admit a child with challenging behaviour to schools **below 20% including English and maths**. This applies to a larger group of schools.

In addition, if a pupil has been permanently excluded from a maintained school after the start of Year 10 and is on roll at another school in Year 11 at the time of the January census, the receiving school can either choose not to count that pupil in the Achievement and Attainment Tables, but count their result, or remove the pupil and their result. This mechanism has been introduced so as not to penalise or disincentivise schools that admit pupils who have been permanently excluded from other schools.

Consideration of in-year admissions of children with challenging behaviour will normally be conducted through the fair access protocol process (see Chapter 3 of the revised Code), and agreed through a fair access panel. The fair access panel is typically a group of heads or deputy heads of local schools, plus other professionals, organised by the local authority to decide on in-year admissions and managed moves, usually for children with challenging behaviour. The above provisions in the revised Code will be one of the factors a fair access panel will need to take into account in its discussion with schools in the area.

Advice to NCAs

Where high numbers of in-year admissions are a key issue for your school(s), and the admissions authority is the local authority, we strongly advise you to broker discussions between your school, the National Challenge contact in the LA school improvement service, and the authority's admissions team to ensure that joined-up decisions are made, taking account of both the needs of the individual pupil and the context of the receiving school.

The new code came into force on 10 February 2009, and it applies to in-year admissions from that date. More information, and the code itself, can be found at www.dcsf.gov.uk/sacode.





The offer

The following options may assist you in supporting your schools to improve the effectiveness of their Governing Bodies:

- **Stronger Governance Systems (SGS)** is a structured training programme designed to help governors improve the quality and impact of the contribution they make to improvement of the outcomes for all the children and young people in their school. It provides short focused and practical activities to help governors review and improve their understanding of and practice in their strategic role in school improvement, for example:
 - **Roles, responsibilities and accountabilities**
Understanding the role of strategic leadership and accountability.
 - **School Improvement planning**
The characteristics of a good plan that drives improvement at pace and facilitates close monitoring of impact.

- **Key indicators of how the school is doing**

Using data to identify the school's performance level – questions to ask and what to do about what it shows.

- **Self-evaluation**

The role of governors in relation to the school self-evaluation process and the Self-Evaluation Form (SEF).

The materials are intended to be used flexibly by NCAs as well as SIPs, LA officers or Head Teachers to explore, with governors, those sections that are directly appropriate to their development needs as identified through use of the quality standards self-assessment materials.

If you feel that your school would benefit from the SGS programme the National Strategies will provide the following personalised support and training:

- Direct in-school SIRA support to model SGS processes and delivery
- Support through regional and sub-regional network meetings for NCAs, SIPs and LA officers.
- **The School Governors' One-Stop-Shop (SGOSS)** works with companies across the private, public and voluntary sectors to find keen and talented people to be school governors and find high quality volunteers to fill vacancies on school governing bodies. They find volunteers with a variety of skills from a wide range of backgrounds but all with the desire to add value and give something back to their local community.





SGOSS will search their database to see if they have any suitable volunteers available – if they do they will send details to the school directly but if there are no suitable volunteers they will contact supporting companies to find someone that meets the requirements. Schools will be contacted by the relevant Governor Placement Manager who will remain in contact until the vacancy is filled.

Advice to NCAs

Both options are free to all schools.

Please note that neither option is intended to replace the standard support and guidance concerning governors' statutory obligations and procedures for effective day to day operation.

Making it happen

SGS material is available at www.nationalstrategies.co.uk/leadership. To support NCAs in rolling out this support package, all NCAs will receive training in using the SGS material in their National Challenge schools through a session at the 2009 Autumn NCA Network Events.

If the schools you support have vacancies on their governing body visit www.sgoss.org.uk and register your vacancy by completing the vacancy notification form or phone Owen Callaghan on 020 7288 9536.





The offer

Schools which have successfully implemented workforce remodelling have recognised that the contractual changes for teachers and headteachers and the principles at the heart of the Agreement are designed to raise standards by enabling teachers and headteachers to focus on their core roles of teaching and of leading teaching and learning.

An important and integral part of school improvement is enhanced roles for support staff who are qualified professionals in their own right, playing an important role in the education team. New or enhanced support staff roles attracting appropriate pay and grading within local structures and gradings help to underpin successful workforce reform.

Schools have used the remodelling change management process to embrace workforce reform and to develop high-quality implementation strategies, which both draw on the expertise of all staff and recognise the importance of tackling inappropriate or unnecessary workload and bureaucracy wherever it is present.

The Workforce Agreement Monitoring Group (WAMG) fully endorses the new opportunities for the development and progression of support staff created by workforce reform in schools and the positive impact of these changes on pupil outcomes. However, it is incumbent on all schools to ensure that these roles and responsibilities reflect the skills, training, expertise and experience of members of staff and that such attributes are reflected in appropriate pay and rewards and fair conditions of employment.

WAMG, schools and local social partnerships will need to build on the success so far and broaden and deepen efforts by focusing on remodelling and developing workforce capacity and capability. Essential ingredients to the next phase are support staff training and development with appropriate deployment, pay and grading, ensuring the implementation of statutory provisions and the conditions of service entitlements of teachers and headteachers, and monitoring implementation at school level. With the publication of the Children's Plan and 21st Century Schools White Paper in England, these actions will be crucial in ensuring successful implementation.





Advice to NCAs

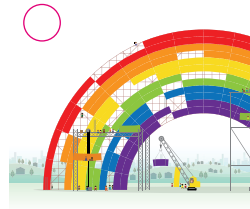
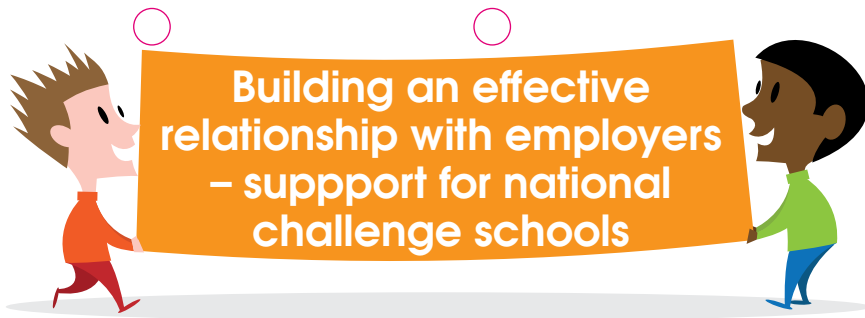
Implementing the National Agreement

These statutory contractual changes should now be fully embedded in the way your schools operate and in to the working lives of all school staff. Schools should also review existing practice and policies both in terms of quality and sustainability and to ensure that their implementation strategies continue to deliver the intended benefits for pupils and all staff. Such school-level reviews must also ensure that there are clearly defined roles for support staff with associated career paths, access to training, etc. These roles must attract appropriate pay and grading, within local structures and gradings.

Making it happen

Schools are now focused on sustaining the workforce reforms achieved through implementation of the national agreement. This is bringing together the whole school staff to work as an effective team and delivering real benefits to pupils. Further information on the changes brought in by the agreement and guidance on effective implementation can be found at www.socialpartnership.org





Effective partnerships between education and employers can make a real difference to young people. They can enhance understanding and motivation, increase aspirations and employability and help improve attainment.

Employers from a wide range of backgrounds are keen to engage with schools and through their employees they are able to offer schools a variety of practical forms of support, as suggested below (this is not an exhaustive list).

They can support leadership and Governance by:

- Encouraging and supporting their employees to serve as governors
- Providing expert help and advice to schools in areas such as HR and finance
- Supporting the professional development of teaching staff

They can develop student enterprise and employability skills by:

- Providing work experience and offering workplace visits
- Talking to students in the classroom and providing mentors
- Helping students make career choices, write good CVs, and develop their interview technique

They can support delivery of the curriculum by:

- Providing one-on-one numeracy and literacy support
- Supporting students and teachers in the Diploma
- Helping to develop learning materials for students

Developing a relationship with an employer, agreeing what their main input will be and sustaining this relationship over a period of time can be difficult. To support this, the Education and Employers Taskforce is being set up to provide schools and employers with guidance and support on establishing relationships between schools and employers, identifying clearly the needs of the school and how the business can support this. The Taskforce (www.educationandemployers.org) also have an employers' and teachers' guide which provide schools with practical advice on linking with employers and contains a range of case studies.





The offer

For National Challenge schools, the new Education and Employers Taskforce is available to use its contacts with industry, voluntary organisations and public sector services, (frequently at very senior levels) to identify an employer with the knowledge, skills and experience they might find useful to help drive school performance.

Advice to NCAs

This is not a prescriptive or timebound offer. It is open to schools in the National Challenge to determine what support they would like and when to ask for it. The relationship is intended to be two way exchange and employers are keen to fulfil their Corporate Social Responsibility.

Making it happen

If you think one of your National Challenge Schools could benefit from an employer link, please register your interest by e-mailing national.challenge@dcsf.gsi.gov.uk. A short proforma will be sent that will be completed by you and the Head to agree the type of support that would meet the school's needs. This will assist the search for the right employer and help employers develop an effective relationship quickly. This proforma should be returned to the same address.





The offer

Recruiting high-quality teachers can be one of the toughest challenges for National Challenge schools. Some Local Authorities are helping schools to address it in a variety of ways. One way, which NCAs may be able to advocate or help broker, is a targeted policy of sharing teachers from a high performing subject department in one (host) school with a neighbouring school supported by the National Challenge (NC).

This will either require the recruitment of additional staff or will draw on existing school staff. For example, a second in department could be released two days a week for one term to provide head of department leadership to a subject department in an NC school, or one teacher could work 2.5 days per week for a year in an NC school.

As well as benefiting NC schools, such arrangements provide teachers with a broader range of experience and the opportunity to demonstrate the meeting of AST standards. In turn, host schools benefit from the development of teachers, and potentially from the greater capacity and flexibility in the staffing of their key departments.

Advice to NCAs

The details of staff-sharing schemes vary but the following provides some general guidance on key roles, which will need to be developed into a specific agreement for each arrangement.

Local Authorities (possibly in conjunction with the NCA) may need to:

- Identify outstanding subject departments within neighbouring schools to NC schools with recruitment problems.
- Broker deployments between host schools and NC schools for shared teachers.
- Provide HR and other advice on Service Level Agreements, which may need to cover items such as: description of the teacher's work commitments, clarification of the roles of the host and NC school, reporting and procedures for sickness notification, cover arrangements if the teacher is absent, maternity leave arrangements, line management and performance management procedures, and details of how the teacher will be paid.

Host Schools may need to:

- Recruit teachers if necessary, or identify existing staff to be shared;
- Fulfil the school's standard performance management arrangements, where appropriate, for shared staff in line with statutory requirements;
- Ensure structures and processes are in place to facilitate effective and efficient deployment of teachers into NC schools, including the use of service level agreements.





National Challenge schools may need to:

- Determine how best to deploy and support shared staff from the host school.
- Contribute performance management evidence relating to shared staff to the host school in line with statutory requirements.

Arrangements for funding the scheme need to be agreed in advance but would include one or more of the following points:

- The NC school meets the pro rata salary costs of the shared teacher(s).
- The host school invoices the NC school for the pro rata salary cost of the shared teacher(s).
- Additional funding may be required to cover a set-fee for travel costs between the two schools or for setting up service level agreements. (Decisions will need to be made within a local authority on how these additional costs will be met.)

Making it happen

NCAAs may or may not know of schools who would be able to share staff with their NC schools in this way. Either way, they should work with their Local Authority if they wish to develop a staff-sharing arrangement.



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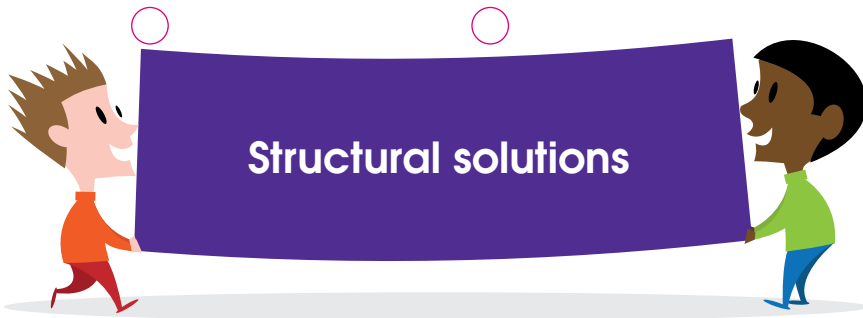


October 2009



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The offer

Structural solutions for school improvement involve changes in governance and leadership in order to aid transformation. Possibilities include hard federation or Trust status; more radical solutions could be National Challenge Trusts or Academy status. Where there is demographic decline or a widespread reorganisation of school places, a school may occasionally close without the need for a direct replacement.

Hard federations or Trusts may often evolve out of leadership support, including the appointment of a National Leader of Education (NLE), backed by a strong school working in partnership with a National Challenge school. Whatever the nature of the partnerships, there will always be a focus on sustainable school improvement in the National Challenge School.

A National Challenge Trust (NCT) is an option for schools in more difficult circumstances, where there is a clear need for a substantial change including stronger governance, restructuring and a new ethos. NCTs may be delivered in one of 3 ways: either through closing and reopening the school; or the replacement of the Governing Body (GB) with an Interim Executive Board (IEB) for the transitional

period to Trust status; or, in cases agreed by the Department and the LA, by the GB itself voting to become an NCT. All prospective NCTs must first be approved by the Department by means of a Statement of Intent agreed by the local authority and the lead education partner for the NCT and submitted by the Office of the Schools Commissioner (OSC).

NCTs will always involve an outstanding educational partner with the capacity to generate transformation of the National Challenge school. Other partners, e.g. local businesses or HE institutions may be part of the Trust, helping to cement improvements and construct a new, successful ethos. In an NCT, the new GB will be responsible for the day-to-day running of the school, but the Trust, dominated by strong educational partners, will appoint a majority of the governors, and therefore strengthening the school's leadership and capacity for transformation.

Funding of up to £750k will be made available for NCTs and hard federations to address identified needs. An additional £250k is available for National Challenge secondary modern schools. The funds will be made available via Standards Fund payments to local authorities, earmarked for the relevant schools; they may be used in particular for one or more of the following:

- Project management support (mostly for progressing the statutory and trust acquisition processes)
- Quickly recruiting a new leadership team
- Staff costs in a partnering good school, e.g. overtime and backfilling





- Recruitment of subject specialists/Senior Leadership Team
- Some additional school improvement support if needed
- Voluntary redundancy/staff restructuring packages

Advice to NCAs

In some cases, you will be working with schools where a structural solution has already been identified. In these cases, your role will be to diagnose where additional school improvement support is needed to sustain and improve pupil attainment at the school during the transition period. This will include identifying and managing any risks to standards, such as the risk that senior leadership team capacity is absorbed by managing changes to infrastructure or that the school experiences increased difficulties recruiting and retaining staff. In these circumstances there may be a stronger case for short-term solutions - such as temporary additional staff and booster classes - which wouldn't normally be sustainable. But these will need to fit with any existing transition plans for new structures.

In relation to NCTs, you will work with the school, the LA and the proposed Trust partners, to support them in developing an improvement plan for the school which builds on and goes beyond

the school's existing RAP. Once this is in place your role will be in supporting delivery of the plan in the normal way.

Some NCAs will be working with schools in transition to academy status. In these cases you will need to meet with:

- The DCSF Education Adviser supporting the project at an early stage to share knowledge about the process
- The principal designate as soon as they are appointed, to discuss their plans for the academy
- Members of the education transition group at one of their meetings so that they are fully aware of academy developments, as well as school improvement efforts in the predecessor school and so seek to ensure they are complementary or aligned

It is likely that many NCAs will continue to work with the academy when it opens – though contracted to the DCSF.

Structural solutions are brokered by the LA and DCSF. However, in schools where initial plans have assumed a structural change is *not* needed, you should keep in mind that a change in circumstance or more detailed investigation into the school's issues might raise the possibility of structural options in future. Where you think this might be the case, you should speak to the LA in the first instance. The LA may then raise this with the OSC to discuss whether, in principle, there may be a case for structural change. These options could be appropriate for schools most at risk of missing the floor



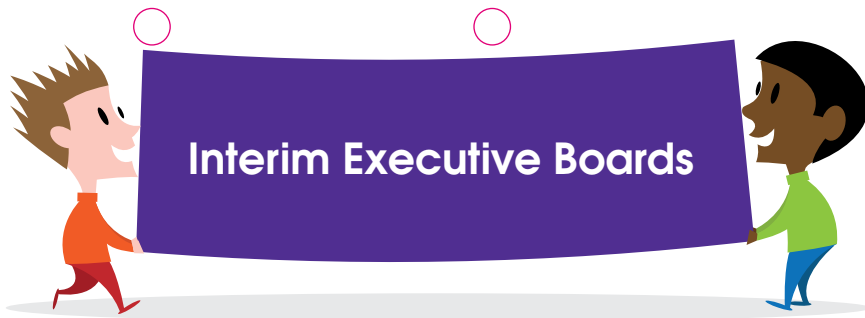


target: those which are furthest away from it and making slow progress, or those whose results are on a sharp downward trajectory.

For further information about structural solutions please speak to your regional contact in the National Challenge Team at DCSF.

Further guidance on NCTs is available at: www.dcsf.gov.uk/nationalchallenge/downloads.shtml





The offer

Interim Executive Boards (IEBs) are transitional governing bodies for struggling and underperforming schools where the existing governing body is ineffective. A typical IEB will be in place for six to twenty-four months, depending on individual situation of the school and school improvement solutions. For example, they may work with the school during transition to a new structural solution or support the school to come out of special measures.

IEBs are most often applicable to schools in Ofsted categories. Where the school is not in an Ofsted Category, the LA must issue a warning notice in accordance with Section 60 of the Education and Inspections Act 2006. The LA must give the existing governing body fifteen working days to respond to the warning notice and set out what action it intends to take if the governing body do not comply to the authority's satisfaction. If the LA is not satisfied that the actions proposed by the governing body are likely to lead an improvement in standards in the timeframe needed for a National Challenge school to move above the floor then they can proceed to consult on establishing an IEB. The existing governing body can appeal to Ofsted against the warning notice within the fifteen working

days and there is a further period of fourteen calendar days, during which the LA must consult the Governing Body on the LA's proposals to apply to the Secretary of State for approval for an IEB to be established. An application form is available in Annex 3 of the Statutory Guidance on Schools Causing Concern at: www.standards.dcsf.gov.uk/sie/si/SCC.

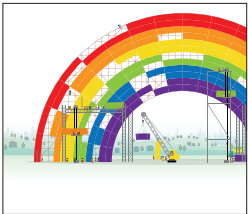
IEB members may be paid but any payment must be covered by the LA.

Advice to NCAs

We are currently considering ways in which we can support governing bodies in order to improve their efficiency and contribution to school improvement. However, an IEB, pursued through the appropriate legal process, may be appropriate where you, the school or the LA perceive that the governing body presents a significant obstacle to pursuing identified school improvement.

If you wish to discuss an IEB in relation to any of your schools or would like further information please speak to your regional contact in the National Challenge Team at DCSF.





You can download this publication online at: www.teachernet.gov.uk/publications

Search using the ref: DCSF-00202-2009

You can also download this publication at: www.dcsf.gov.uk/nationalchallenge/

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