Secondary
National Strategy
for school improvement

Secondary National Strategy for school improvement 2005–06

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department for
education and skills
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Contents

Introduction

First, thank you to you and your staff for all you are doing to improve the everyday experience of pupils in your schools. The aim of the Strategy is to support you in that, and we look forward to another year in which our consultants, materials and meetings make a contribution to local development.

We are prone to speak of the Strategy as something that exists out there, a Government entity enshrined in folders. But it isn't like that. The Strategy is a set of tools for you to use, and we are willing to help you to use them well to suit your own circumstances. We already know that the Strategy works best for you when it is part of your own school improvement plans, and not an add-on project.

In this booklet you will find an account of what is on offer this year. We have moved away from training events to development meetings and networks which will have a more local flavour, with time and space for sharing best practice among local practitioners and to address local concerns. At the same time, we intend to reach more people by using the web to access our training sessions and materials.

We will continue to support schools which face the biggest challenges, but there is an entitlement for all schools in here. The first is access to strategy manager and subject leader development meetings and to our materials. The second is consultancy support for whole-school improvement organised around assessment for learning, ICT, literacy or learning across the curriculum. To this we are adding coaching and the offer of support for the popular *Pedagogy and Practice: Teaching and Learning in Secondary Schools* pack. Both of these additions support processes rather than dispense training. They both help to improve the quality of ordinary classroom practice.

Now in our fifth year, we are resisting the temptation to develop the Strategy into new, fringe or exotic territory and we are sticking instead with the essential task of establishing effective, interesting, successful classroom practice. That's the challenge: that every pupil should enjoy every day at school, that they should learn something and feel a sense of progression and self-fulfilment in doing it.

We hope that you find within these pages some activities that will help you to meet that simple aspiration.

Sue Hackman

Sue Hackman
National Director
Secondary National Strategy

The Secondary National Strategy for school improvement

Every Child Matters: Change for Children is a new approach to the well-being of children and young people. The Government's aim is for every child to have the support they need to: be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being. The Secondary National Strategy for school improvement is part of the Government's major reform programme for transforming secondary education to enable children and young people to attend and enjoy school, achieve personal and social development and achieve stretching educational standards. The aim is to have a dynamic and diverse education system built on high expectations and a commitment to meet the needs of every child, underpinned by a new teacher professionalism. The *New relationship with schools* will enable schools to focus on their priorities through sharper self-evaluation, simplified data and information systems and a new inspection regime.

Since its inception in 2000 the Key Stage 3 Strategy has had a positive impact in many schools. Teachers have welcomed the opportunities for professional development it has provided. It has helped to improve the quality of provision by promoting a range of teaching approaches and raising expectations of pupils. The proportion of pupils achieving level 5 or above in English and mathematics has risen steadily since the introduction of the Key Stage 3 Strategy. There have also been increases in science and ICT, although in 2004 science results surprisingly fell.

The Secondary National Strategy will build on the successes of the Key Stage 3 Strategy as the work is extended across the 11–16 age range. The Secondary National Strategy will help teachers give careful attention to pupils' individual learning needs, set challenging targets for them linked to high-quality assessment, and offer tools to teachers to make the lessons pacy, challenging and enjoyable. It will encourage regular attendance and positive behaviour for learning. Its aim is that every young person will achieve their full potential.

If the Secondary National Strategy is to be used by schools to maximise benefits for pupils then it will need to be integrated into the school improvement planning process. Rigorous self-evaluation enables schools to identify their strengths and weaknesses, identify key priorities and plan for action to bring about improvement. The Secondary National Strategy is designed to support this process. It offers choice as well as challenge. Everything in the Secondary National Strategy is capable of local tailoring and selection.

In 2005–06 four areas of work where the Secondary National Strategy can make a significant contribution to school improvement and raise standards have been identified. These are:

- fostering local leadership;
- encouraging informed professionalism;
- promoting inclusion for high achievement;
- promoting more effective use of data.

School improvement partners (SIPs)

The SIPs programme is being rolled out in 27 local authorities (LAs) in September 2005. Approximately 250 SIPs have been accredited and now form a pool from which LAs can match individual SIPs to schools. It is anticipated that all secondary schools will have a SIP by September 2006. SIPs will provide challenge and support for schools. They will work with the school's leadership team to help ensure effective self evaluation and to identify key priorities and targets for improvement. A further aspect of the SIP role is to help the school access sources of advice and support, including access to the programmes available through the National Strategies.

Using the Secondary National Strategy for school improvement

With the advent of the Secondary National Strategy for school improvement and the focus on self-evaluation and self-improvement the need for effective leadership in schools becomes more vital.

The Key Stage 3 Strategy began in 2000 with a subject focus, initially English and mathematics. In the third year of the Strategy this was broadened through the development of a cross-curricular approach using the whole-school initiatives and the behaviour and attendance strand. Assessment for learning came first followed by ICT across the curriculum, literacy and learning, and leading in learning. The Secondary National Strategy is now a strategy for school improvement and incorporates work in subjects as well as generic whole-school work, together with support for leadership and the work of school improvement partners (SIPs).

The growth of the Secondary National Strategy from the Key Stage 3 Strategy will have implications for how it is led and managed in school. The Secondary National Strategy involves more pupils, all teachers and all leaders. Making effective use of the Strategy's support will become the concern of all leaders. The table below summarises some of the changes involved in moving from the Key Stage 3 Strategy to the Secondary National Strategy. While in one sense the changes are obvious, the implications for a school are very significant.

Key Stage 3
National Strategy

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Secondary
National Strategy
for school improvement

Key Stage 3	Key Stage 3 + Key Stage 4
Some teachers	All teachers
Some subject leaders/assistant subject leaders	All subject leaders
Heads of Years 7, 8 and 9	Heads of Years 7, 8 and 9 + 10 and 11
KS3 strategy manager and some senior leaders	Headteachers and all senior leaders including the strategy manager

Using the principles of school improvement

The table below shows how the actions of headteachers and senior leaders can be matched to the Strategy's principles of school improvement. The actions outlined here should be seen as the shared responsibility of all senior leaders.

Principles of school improvement	Actions
1. Focus systematically on teaching and learning.	• Integrate the Secondary National Strategy fully into the school's self-evaluation and improvement planning process. • Tailor and use the Secondary National Strategy to support the school improvement priorities and ensure a positive impact on pupils' learning.
2. Base improvement activity on evidence about relative performance.	• Analyse pupils' performance in order to identify: progress made by groups and individuals; variations in progress linked to prior attainment, gender or ethnicity, as well as behaviour and attendance; underperforming or vulnerable groups such as pupils with SEN. • Use data to benchmark performance against local and national results and compare performance between subject departments. • Ensure that challenging key stage and curricular targets are set for pupils. • Ensure that pupils' progress is systematically monitored and reviewed, drawing on a range of evidence (lesson observations, work sampling, pupil discussions), and that the findings are acted upon. • Evaluate the quality of teaching and learning in order to identify strengths and weaknesses in provision. • Use evaluation outcomes to set improvement priorities, and identify CPD needs and opportunities for extending and sharing good practice.
3. Build collective ownership and develop leadership.	• Use the Secondary National Strategy as the key tool for school improvement. • Work with middle leaders (subject leaders, year leaders, ASTs and lead professionals) to ensure improvements impact on pupils' learning. • Seek out and celebrate success.
4. Involve collaboration with other organisations.	• Work with the school improvement partner (SIP) to investigate self-evaluation evidence, moderate judgements and identify improvement priorities. • Encourage colleagues to seek out new ideas and resources. • Provide opportunities for colleagues to link with and learn from other schools and organisations, and build effective partnerships with parents and carers.
5. Create time for staff to learn together.	• Plan a coherent CPD programme which supports the school improvement priorities. Provide time for staff to keep up-to-date with subject knowledge, to undertake collaborative work and review their progress, and to share their learning with colleagues. • Develop a coaching programme to enable staff to develop their expertise and that of others, and deploy ASTs and lead professionals in order to improve the consistency of teaching and learning. • Provide opportunities to recognise and share good practice in school and beyond.
6. Embed the improvement in the school's systems and practices.	• Link together development activities from different subjects and areas to strengthen and consolidate improvements. • Ensure that the school's policies and management practices change to reflect successful developments.

Tasks for senior leaders

In developing and extending work in Key Stage 3 to cover both Key Stages 3 and 4 headteachers and senior leaders will need to consider how to:

- use the Secondary National Strategy to maximise the benefits for pupils by integrating it fully into the school improvement planning process;
- secure the commitment and involvement of all leaders to using the Secondary National Strategy as the key tool for school improvement;
- build on current strengths, notably the work of the Key Stage 3 strategy manager within and beyond the school;
- further enhance liaison and collaborative working within the school and with the LA team, consultants and lead professionals.

The role of the secondary strategy manager

As the Secondary National Strategy expands to cover both Key Stages 3 and 4, its leadership and management become the work of all senior leaders rather than the sole responsibility of one person, the strategy manager. However, the strategy manager still has an important role to play, building on the work in Key Stage 3. There are specific tasks which could be the responsibility of the strategy manager within the senior leadership team.

These tasks include:

- maintaining an overview of the Secondary National Strategy and its links to the school improvement plan;
- coordinating the Strategy support provided by the LA team, consultants and lead professionals;
- managing the implementation of the school/LA support contract;
- promoting the development and sharing of good practice within and beyond the school.
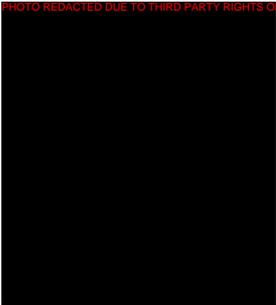
The Strategy's 2005–06 offer to schools

This section describes the support the Strategy offers to schools in 2005–06. Schools can access the support from the Strategy in a variety of ways: by using Strategy materials accessed online or in hard copy; by using consultant support; and by taking part in LA-organised development meetings and networks.

In 2005–06 there will be greater emphasis on providing Strategy materials online and reducing the amount of paper sent to schools. Existing Strategy training and resources will be repackaged and made available online and more interactive materials will be developed.

Consultants will continue to provide tailored support for schools. The nature of this support will be determined by the school's identified needs and improvement priorities. The support may be provided through a variety of routes: core subject consultancy; consultancy on behaviour and attendance; consultancy for whole-school initiatives; and consultancy on generic pedagogy.

Up to five days' consultancy support is available to support work in one of the whole-school initiatives: assessment for learning (AfL), ICT across the curriculum (ICTAC), literacy and learning (LaL), leading in learning (LiL), teaching and learning in secondary schools, and coaching.

School/LA support contracts or agreements provide an overview of how the Strategy is being used to support school improvement. The contracts should be rooted in self-evaluation procedures and closely linked to the school improvement plan.

The English, mathematics, science and ICT programme strands will be providing termly development meetings for subject leaders. We hope you will welcome and support this significant investment in your core subject leaders which is designed to equip them to lead sustainable improvements at all levels in these subjects.

The information about the 2005–06 offer to schools is organised in four areas:

- fostering local leadership;
- encouraging informed professionalism;
- promoting inclusion for high achievement;
- promoting more effective use of data.

For each area there is an overview of how the Strategy will work to support schools and brief details of the events and materials that will be provided and how schools will be able to access these.

Information about some small-scale pilot projects involving limited numbers of schools is also provided. If successful, there will be wider dissemination of this work in the future.
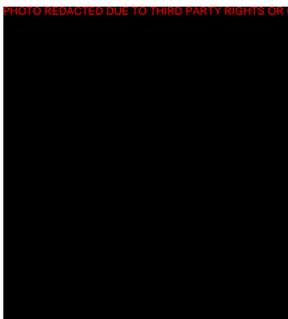
Fostering local leadership

The new relationship with schools with its emphasis on self-evaluation and schools taking greater responsibility for school improvement brings an ever greater level of challenge for school leaders. The challenge is for leaders at all levels to draw on the Strategy support and use the resources it provides to take action for improvement. The Secondary National Strategy will continue to provide a range of support for headteachers, senior leaders, middle leaders (subject and year leaders), ASTs and leading professionals.

Headteachers and senior leaders will receive information so they can maintain an overview and an understanding of the Strategy support and determine how it can be marshalled to address the school's identified priorities.

The **leading school strategy managers'** (LSSM) programme is designed to support the building of schools' senior leadership capacity and provide a mechanism for sharing good practice between schools. In the autumn term 2005 LAs will be provided with training materials developed from the work of the programme in 2004–05 to enable them to organise local training and support the sharing of practice 'in-house'.

Middle leaders in schools have a powerful influence on classroom practice and are gatekeepers to change and development. They are well placed to ensure that teachers draw on and use the Strategy to address the learning needs of their pupils. Termly development meetings for subject leaders in the core subjects (English, mathematics, science and ICT), and behaviour and attendance leaders, will provide a forum for local work, updating on national developments and sharing good practice. Generic guidance on self-evaluation will be provided for middle leaders.

ASTs and other leading professionals are an important resource for ensuring that improvements in practice become embedded and sustained. There will be some opportunities for ASTs to attend good practice/training conferences to develop their expertise in collaborative working.

Fostering local leadership

What	Description	Availability
Headlines	A termly update for headteachers and senior leaders (A4 sheet and web-based).	Published September 2005 and January 2006.
Tracking for success	Guidance for senior leaders on developing and refining the whole-school pupil tracking procedures (booklet and web-based).	First half of autumn term 2005.
Secondary strategy managers' meetings	These meetings for school secondary strategy managers will provide information on Strategy developments and opportunities for discussing local issues and sharing good practice.	Half-termly meetings organised by the LA.
Subject leader development meetings (English, mathematics, science and ICT)	Termly meetings for core subject leaders (English, mathematics, science and ICT). Subject leaders will receive a folder for collating the guidance and resources from the termly meetings. Themes for the meetings: | Summer term 2005	Designing progression 11–16
Autumn term 2005	Tracking progression 11–16
Spring term 2006	Securing progression 11–16		Termly meetings organised by the LA.
Guidance on self-evaluation for middle leaders	Guidance for middle leaders (subject leaders and year leaders) on self-evaluation (booklet and web-based).	Spring term 2006.
Sharing good practice for senior leaders (LSSM programme)	Locally organised training for senior leaders to build schools' senior leadership capacity and support the sharing of good practice.	Autumn term 2005 organised by the LA.
Support for ASTs	Good practice/training conferences for ASTs focusing on developing their role in supporting teaching and learning through collaborative working, e.g. coaching. ASTs will be invited to apply although places will be limited.	Autumn term 2005 and spring term 2006.

Encouraging informed professionalism

Improving teaching and learning lies at the heart of school improvement. The new professionalism, described in the *Five Year Strategy for Children and Learners*, links professional development to career progression. Teachers who are continually developing their own expertise and helping to develop the expertise of others will be able to make progress up the career ladder.

The Secondary National Strategy will continue to provide support for senior leaders, middle leaders and teachers both through generic whole-school support focused on developing pedagogy through self evaluation and through subject-based support to help teachers develop their expertise and teach better, in a context of positive behaviour for learning and regular attendance. Teachers welcome the opportunity to learn from and with other teachers, in their own and other schools. The Strategy will support collaborative working in departments, schools and LAs, particularly through the support for the use of the *Pedagogy and Practice: Teaching and Learning in Secondary Schools* and coaching programmes.

A **whole-school approach** involves a systematic focus on an aspect of pedagogy designed to improve pupils' learning and raise standards. This focus helps to provide a coherent learning experience for pupils as it is manifest both within and across departments. Senior leaders lead and steer the work and all staff are involved and committed. The work is informed by monitoring and evaluation of impact on learning and standards. Support for improvements at a whole-school level has been provided through the whole-school improvement initiatives: assessment for learning, ICT across the curriculum, literacy and learning, and leading in learning. This support will continue in 2005–06. In addition support will also be available on using the study materials in *Pedagogy and Practice: Teaching and Learning in Secondary Schools*.

Coaching is a particularly effective means of supporting CPD for teachers. Coaching encourages the development of professional learning and can provide a cost-effective method of supporting CPD. From the spring term 2006 schools will be offered support to develop a whole-school approach to coaching as a key element of CPD, and to embed and sustain change. The resources are based on the National Framework for Mentoring and Coaching.

Support for **new teachers and their mentors** will include guidance materials to help new teachers to be well prepared to teach in Key Stages 3 and 4. Guidance for mentors will help them to support the professional development of new teachers.

There will be regular development meetings for school **behaviour and attendance** leaders to disseminate materials and consolidate good practice, as well as provide opportunities to share concerns and identify solutions. Support will be given to schools on recognising and acting upon effective practice, for example, the use of the behaviour and attendance audit and associated materials. A particular focus will be on ensuring that consultant support for schools engages with behaviour and attendance issues in specific subject departments. Local attendance leaders will also convene multi-agency groups to ensure that support in maintaining regular attendance is maximised for schools. In 2005–06 a pilot programme to develop the social, emotional and behavioural skills of pupils will be organised in six LAs and over 40 schools.

Whole-school support

The table below includes details of the new materials to support the continued implementation of the whole-school initiatives. These materials build on and extend current guidance.

	What	Description	Availability
Assessment for learning (AfL)	Working together – parents and AfL	Guidance materials to help schools involve parents in supporting AfL (web-based).	Spring term 2006.
ICT across the curriculum (ICTAC)	Subject exemplification and case studies DVD	Additional subject exemplification and case studies of successful whole-school implementation of ICTAC, including application into KS4.	Distributed via lead consultants, spring term 2006.
	ICTAC 'Pedagogy Pack'	Self-help materials for subject teachers on four themes to support the development of expertise in pedagogical approaches to using ICT. a. Interactive DVD(s) with video – self supported study material building upon work of TLSS materials. b. Support booklets. c. School and subject leadership guidance to support CPD development at school and departmental levels.	Distributed via lead consultants, spring term 2006.
Literacy and learning (LaL)	CD-ROM with exemplification and case study material	Materials designed to enhance the existing LaL materials for use by lead consultants working with schools that have literacy as a priority.	Distributed via lead consultants, spring term 2006.
Leading in learning (LiL)	DVD with text and video	The DVD will include text and video drawn from the existing KS3 materials with easy access for different audiences and purposes. There will also be some case studies of 'scaling up' and further research on progression. New KS4 materials will match the KS3 structure with additional material on thinking skills required in coursework and the 3-subject cycle adapted to suit KS4 curriculum needs.	Distributed via lead consultants, spring term 2006.
Coaching	Coaching – web-based resource and CD-ROM	Guidance and case studies on developing a school-based programme together with guidance on using coaching and mentoring to support school improvement and performance management.	Spring term 2006, on the website and CD via LAs.
Support for new teachers and their mentors	Electronic materials for new teachers and their mentors	CD-ROM or website interactive study materials to support new teachers' and their mentors' needs, particularly in the areas of assessment for learning and teaching EAL.	Second half of autumn term 2005.
Behaviour and attendance	Development meetings	Termly meetings for school behaviour and attendance leaders to support whole-school improvement and dissemination of effective practice.	Termly meetings organised by the LA.

Subject support – English

The **English** strand will:

- embed and extend the reach of guidance and training to date to secure greater consistency across departments;
- promote guided teaching as a key feature of personalised learning in English;
- seek to increase all pupils' rates of progress in reading and promote enthusiasm for personal reading;
- support teachers in strengthening aspects of teacher assessment in English.

It will build on key messages about planning, teaching, learning and intervention, bringing them to bear on pupils' progress in English from 11 to 16 in order to raise standards both in Key Stage 3 national tests and at GCSE.

Subject support – Mathematics

The **mathematics** strand will support schools in embedding and building on the significant improvements made at Key Stage 3 and extending these into Key Stage 4.

Our key focuses will be:

- making effective use of existing Strategy guidance and materials, in particular to design lessons that enthuse pupils and inspire more of them to continue studying mathematics post-16;
- enhancing schemes of work to secure steady progression for all pupils, integrate reasoning, communication and problem-solving skills appropriately and develop pupils' skills as learners;
- supporting strategic attention to pupils' mental mathematics skills;
- sharing effective use of interactive technology to promote mathematical thinking.

English

What	Description	Availability
English subject leader development meetings	Termly meetings for English subject leaders. | Summer term 2005	Designing progression 11–16
Autumn term 2005	Tracking progression 11–16
Spring term 2006	Securing progression 11–16		Termly meetings organised by the LA.
Improving reading: subject leader handbook	A handbook for subject leaders to support their leadership and management of improving the teaching and learning of reading.	Summer term 2005, via subject leader meetings.
Improving reading CD-ROM	A CD-ROM of study units, guidance and resources for English subject leaders, English teachers and librarians – to support improving reading and promoting independent reading.	Autumn term 2005, via subject leader meetings.
Strengthening teacher assessment in English	Dissemination of outcomes from the pilot Monitoring Pupils' Progress Project – joint KS3/QCA research project. This will include assessment guidelines, standards booklet and guidance materials.	Spring term 2006, via subject leader meetings (and subsequent consultancy support).

Mathematics

What	Description	Availability
Mathematics subject leader development meetings	Termly meetings for mathematics subject leaders. | Summer term 2005	Designing progression 11–16
Autumn term 2005	Tracking progression 11–16
Spring term 2006	Securing progression 11–16		Termly meetings organised by the LA.
Mental mathematics from level 5	Final editions of the trial resources supporting mental mathematics in aspects of number and algebra will be available on the Strategy website.	September 2005.
	Additional units addressing mental mathematics in other areas, including geometry, measures and handling data, will become available during the year (web-based).	From January 2006.
Supporting improved pedagogy CD-ROM	Interactive resources designed to support individuals, groups and departments in developing expertise in key aspects of mathematics pedagogy.	March 2006, via subject leader meetings.
Using interactive whiteboards in mathematics	Material (booklet, CD-ROM and web) exemplifying effective use of interactive whiteboards in mathematics lessons, demonstrating aspects of teaching such as modelling, demonstrating and collaborative work.	March 2006, via subject leader meetings.

Subject support – Science

The **science** strand will help schools by focusing support on implementing three key messages throughout Key Stages 3 and 4:

- engaging pupils in scientific enquiry and how science works;
- helping teachers to explicitly plan and provide for progression in scientific skills, processes and knowledge;
- stimulating and engaging pupils by setting the science curriculum in relevant contexts.

In particular, consultants will use the termly subject leader meetings to support subject leaders:

- to provide better progression from Key Stage 3 to Key Stage 4 in teaching and learning science using relevant contexts;
- to prepare for implementing the new programme of study for Key Stage 4, in particular *How science works*, and encourage more pupils to study science post-16;
- to extend assessment for learning strategies from Key Stage 3 into the new assessment frameworks for Key Stage 4;
- to develop their leadership skills to improve teaching and learning.

Subject support – ICT

In 2005–06 the focus in **ICT** will be on improving teaching, learning and progression through both Key Stage 3 and Key Stage 4. This will include work with subject leaders and departments on:

- the use of formative assessment techniques to improve progression and achievement, including looking tracking achievement in ICT;
- effective support for lower and higher achieving pupils;
- the planning for and teaching of Key Stage 4 qualifications, with a particular emphasis on course work and new qualifications;
- transfer between Key Stage 2 and Key Stage 3;
- the use of ICT for teaching ICT.

Science

What	Description	Availability
Science subject leader development meetings	Termly meetings for science subject leaders. | Summer term 2005	Designing progression 11–16
Autumn term 2005	Tracking progression 11–16
Spring term 2006	Securing progression 11–16		Termly meetings organised by the LA.
Science materials DVD	A collation DVD of the most useful current science materials will enable teachers to select and use materials for their own CPD.	March 2006, via subject leader meetings.
Using interactive whiteboards in science	Material (booklet, CD-ROM and web) exemplifying effective use of interactive whiteboards in science lessons, demonstrating aspects of teaching such as modelling, demonstrating and collaborative work.	March 2006, via subject leader meetings.

ICT

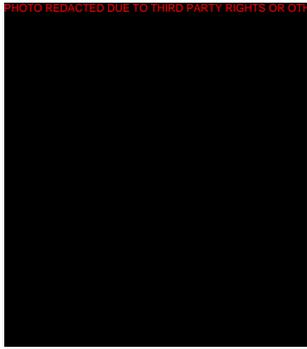| What	Description	Availability
ICT subject leader development meetings	Termly meetings for ICT subject leaders. | Summer term 2005	Designing progression 11–16
Autumn term 2005	Tracking progression 11–16
Spring term 2006	Securing progression 11–16		Termly meetings organised by the LA.
Teaching and learning in ICT DVD	DVD/web materials to support teachers of ICT, using existing material to focus on improving aspects of teaching and learning (DVD and web-based).	March 2006, via subject leader meetings.
Using interactive whiteboards in ICT	Material (booklet, CD-ROM and web) exemplifying effective use of interactive whiteboards in ICT lessons, demonstrating aspects of teaching such as modelling, demonstrating and collaborative work.	January 2006, via subject leader meetings.

Subject support

To further support the **modern foreign languages** programme, the existing training materials are being developed into a range of web-based interactive packages. These will help individual teachers and departments to access the full range of training materials that are available to support improved teaching and learning in Key Stages 3 and 4. These packages will be produced in concert with the National Languages Strategy in order to ensure coherence with modern foreign languages developments in Key Stage 2.

The **design and technology** programme was made available to all schools in the spring term 2005. In the coming year the Strategy will work closely with key D&T organisations to develop strong networks that will help teachers to access appropriate training and support to embed the messages of the training materials.

All **foundation subjects and RE** continue to be supported through the subject exemplification that goes with each of the whole-school initiatives: assessment for learning; ICT across the curriculum; literacy and learning; and leading in learning.

A **music** pilot involving 40 schools in five LAs will be completed by the end of 2005. This pilot is trialling a range of professional development materials to support the improvement of key issues in the teaching and learning of music at Key Stage 3. Decisions relating to a possible national dissemination will be taken in early 2006.

Modern foreign languages

What	Description	Availability
Interactive MFL materials	Web-based integrated packages of support for teachers.	Spring term 2006.

Promoting inclusion for achievement

In 2005–06 further support will be provided to promote effective continuity and progression across the **transfer from Key Stage 2 to Key Stage 3**.

The main priority for the inclusion work is to continue to tackle the **underperformance of specific pupil groups**, in particular: white working-class boys; pupils with special educational needs; Pakistani, Bangladeshi, Somali and Turkish pupils; pupils of African, Caribbean and mixed heritage; high mobility pupils; and pupils learning English as an additional language. Much of this work will be undertaken as project work involving limited numbers of schools.

A DVD of case studies of **pupils who made fast progress in Key Stage 3** will be made available. Further support will be provided for **parents and carers** to help their children to be better prepared for the demands of secondary schools and also to involve them more directly in their children's education.

The **Two Year Key Stage 3 Project** will continue to work alongside and support participating schools, evaluating the impact of a flexible Key Stage 3 curriculum on: attainment and pace of learning; pupils' motivation and engagement; transfer from Key Stage 2 to Key Stage 3; and the use of the 'released' time for targeted intervention, curriculum enrichment, or early start on GCSEs and vocational courses.

The **Low Attainers' Pilot (LAP)** will continue to develop work on radical curriculum design and investigate ways of using the Strategy's approaches in challenging contexts where the majority of pupils are underperforming when compared to similar schools. The project team will continue to support schools which have completed a preparation year and will receive the first cohort of pupils to experience the restructured curriculum in autumn 2005.

A **Secondary Intensifying Support Pilot**, based on a model currently being used in certain primary schools, will be established in 60 schools. The purpose of this programme is to raise standards in low-attaining or underachieving schools.

A small-scale project to develop approaches to support **pupils who could achieve five or more GCSE grades** but are currently predicted to achieve four will be organised in five pilot LAs.

An **Intervention Programme in Key Stages 3 and 4 Pilot** to support effective approaches to intervention for pupils entering Key Stage 3 and Key Stage 4 below national expectations will be established. This will include the development of a training programme for teachers and trialling an innovative approach to support pupils who enter Key Stage 4 at level 4 in English and levels 4 and 5 in mathematics.

Transfer and transition

What	Description	Availability
Transfer and transition self-evaluation framework CD-ROM	An interactive self-evaluation framework to support schools in: • evaluating strengths of transition practice and aspects for development; • identifying resources that schools can draw on to support further developments.	Autumn term 2005, via LAs.

Pupils who make fast progress

What	Description	Availability
Pupils who make fast progress DVD	Interviews with pupils who made fast progress in KS3, their teachers and headteachers.	Summer term 2005 via LAs.

Support for parents and carers

What	Description	Availability
I can explain DVD	Booklet and DVD to support schools' work with parents and carers.	Summer 2005, via LAs.
Learning challenge	Guidance material for parents and carers on improving pupils' organisational skills and study skills.	Spring 2006, via LAs.

Special educational needs

What	Description	Availability
Maximising progress: ensuring the progress of pupils with SEN	Management guidance for all SENCos, including those in special schools, offering advice on the effective management of SEN resources, including additional adults.	Spring term 2006, via LAs.

White working class boys' project

What	Description	Availability
White working class boys' project	An electronic interactive package exemplifying effective practice in raising the attainment of white working-class boys, developed as part of a London Challenge project. The focus is on developing boys' writing across the curriculum.	Autumn term 2005, via LAs.

Low attainers' pilot

What	Description	Availability
Low Attainers' Pilot	Booklets and DVD will provide an account of the pilot and insights into the project approaches to enhancing the progress of pupils working below the national expectation in Year 7.	Autumn 2005.

Inclusion projects
– support for project schools only

What	Description	Availability
Minority ethnic achievement project (MEAP)	Network meetings, guidance materials and newsletters to support and share effective practice in project schools and LAs.	Networks, summer term 2005 and spring term 2006. Newsletters termly.
Project to raise the attainment of pupils of Black Caribbean, Black African and mixed heritage	Materials and network meetings to support schools involved in this new project.	Networks, autumn term 2005 and spring term 2006.
Secondary Intensifying Support Pilot	Termly regional conferences for participating schools and LAs and support materials for pilot schools on programme themes: • building leadership capacity; • improving teaching and learning; • using data intelligently; • improving conditions for learning; • providing an engaging and appropriate curriculum.	From autumn 2005.
Support for pupils to achieve five+ GCSEs	Progress meetings for pilot schools.	Autumn term 2005, spring term 2006.
Intervention Programme in Key Stages 3 and 4 Pilot	Work with pilot schools to develop effective approaches to intervention. Consultant support for senior and subject leaders to establish effective intervention support. Develop a new approach to support pupils who enter KS4 below national expectations through small-group teaching and mentoring in an option block. Extended training package for one English and one mathematics teacher on teaching strategies.	Autumn 2005 and spring 2006 in project LAs only.

Two Year Key Stage 3 Project

What	Description	Availability
Addendum to *A condensed Key Stage 3: Designing a flexible curriculum*	Short supplement to the earlier publication, highlighting changes in statutory requirements, lessons learned from the project and key evaluation findings.	Spring term 2006. Available to order and on the website. (Copies sent to participating schools.)
Enhancing transfer from Key Stage 2 to Key Stage 3	Guidance document containing case studies of good practice in improving transfer in the project schools. The document will identify activities that will help schools to improve the pace of learning at the beginning of KS3.	Autumn term 2005. Available on the website. (Copies sent to participating schools.)
Web-based science resources	Additional web-based study units for the London Gifted & Talented website to support the teaching and learning of science.	Summer term 2005.

Promoting more effective use of data

The drive to raise standards of achievement will be supported by the more effective use of data to monitor and evaluate pupil, pupil-group and school progress. It will also support teachers and schools in setting appropriately challenging targets. The National Strategies data adviser will work with a team of newly appointed regional data directors to identify data literacy issues and provide relevant analyses and training for National Strategy and local authority staff.

This work will address the variable confidence of teachers in using and interpreting pupil performance and attendance data. It will utilise the increasing potential of PAT (and PAT/iPANDA in 2006) to provide contextual performance information and set challenging targets. The use of fine-level prior attainment data will build upon and extend existing National Strategy approaches and seek to ensure that these, and other analyses, are used to identify and address specific performance issues (e.g. middle-ability girls in one subject, low prior-attaining boys in another).

A phase-specific focus group of school and LA managers will provide guidance on priorities for this activity. National Strategy and other staff are also working on the production of training and e-learning CPD packages to support this work.

Further information

Further Further information about the Secondary National Strategy for school improvement may be obtained from:

- your Local Authority Secondary Strategy manager
- National Strategies Helpdesk, telephone 0845 850 1444
- http://www.standards.dfes.gov.uk/keystage3/

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