

Gaining Ground: Improving progress in coasting secondary schools

Summary

In the Children's Plan we set out our aim to make every school a good school:

This is a key part of our mission to make this the best place in the world for our children and young people to grow up in. This strategy will target those schools who are currently coasting and failing to fulfil the potential of their pupils. It will focus greater attention, help and resources to kick start a drive for improvement in these schools.

Whilst we started our secondary school improvement strategy by targeting additional support at National Challenge schools, we know that to create a world class education system we need to ensure all schools, whatever their circumstances, are supporting every one of their pupils to help them fulfil their potential. School improvement must run through the whole system, as every child has the right to a good education, and this strategy will bring a new focus on progression. We are putting in place a package of support worth up to £40 million to bring about improvements in coasting schools.

We want Local Authorities to identify their coasting schools, taking into account local factors and individual circumstances, and to commission the right support in each case. Coasting schools are schools whose intake does not fulfil their earlier promise and who could achieve more, where pupils are coming into the school having done well in primary school, then losing momentum and failing to make progress. It is often the most disadvantaged children or pupils with SEN who get left behind and are then likely to become disengaged from their education. But there are also coasting schools which are letting down their most able pupils and not stretching and challenging them enough. Coasting schools often have respectable overall GCSE results which conceal this poor progress.

Schools like this need and respond well to challenge but have not yet had it. They are not performing badly enough to receive an inadequate judgement from Ofsted, or to risk significant numbers of parents choosing to send their children to another school. Nonetheless they should be achieving better outcomes for their pupils and providing a more exciting and challenging learning experience. These are schools that for too long have been able to hide behind the badge of being 'good enough'.

We know what the very best schools do to improve. These are schools that do not rest on their laurels: they are characterised by a 'we can do better than this' attitude. They set ambitious targets for their pupils, monitor their progress, personalise the support they receive, and if pupils fall off trajectory they intervene to put them back on course. This focus on progression is backed up by a personalised approach to teaching and learning and focused feedback so that each child knows what they are aiming for and what they have to do to get there.

Improving coasting schools will require the support and effort of parents, governors, teachers and headteachers. If schools do not improve we shall expect Local Authorities to step up their level of challenge and use their existing powers to intervene where necessary. Every school should strive to reach the level of the best and ensure that every child can achieve their full potential. We cannot be satisfied with allowing schools to coast indefinitely.

Coasting schools will benefit from the support of other schools and leaders who have experience of raising performance to help them unlock their potential. There will be some additional funding to form trusts and federations if schools want to formalise the benefits of collaborative working. Coasting schools will be able to draw down additional resource and will be targeted for training to improve their Assessment for Learning, and we will provide money for pupils to engage in enlivening after-school study to re-engage those who have become bored and demotivated. All this will be brokered by School Improvement Partners who will be further empowered through specific training and an extra 4 days per year to drive improvement in these schools.

This strategy is a key part of the Children's Plan's ten-year vision to make this country a better place for children and young people. We are continuing the drive to deliver the ambition that we outlined in the Children's Plan and continued with the National Challenge: the ambition to raise attainment and aspirations, narrow the gap and ensure standards of educational excellence for everyone.

About this strategy

1. In the Children's Plan, we set out our aim to make this the best place in the world for our children and young people to grow up. The Children's Plan set out a clear vision for 21st century children's services – a series of system-wide reforms to the way that services for children and young people work together. The role of schools, as one of the main universal services for children and young people, is central to achieving this aim and this is why we set ourselves the challenge of creating a consistently excellent system, where all schools reach the level of the best.
2. This document considers what more we can do to support those secondary schools which have done well to reach good levels of attainment, but have not yet got the best out of a substantial minority of children who did well in primary school, then lost momentum. These are pupils who make slow progress or have stalled. The aim of the strategy is to put the spotlight on these schools, so that parents, governors and local authorities challenge and support these schools to help their pupils to fulfil their early promise.
3. The schools to which this strategy is broadly addressed therefore lie above the Key Stage 4 floor¹ (some considerably above it) but are below average in terms of their pupils' progression from Key Stage 2 to Key Stage 4. We want local authorities (LAs) to identify these schools for support and to prioritise schools which have had such results for three consecutive years or more: schools which may be regarded as 'coasting'.

¹ The GCSE floor target is for at least 30% of pupils to achieve 5 A*-C grades at GCSE including English and mathematics in all secondary schools.

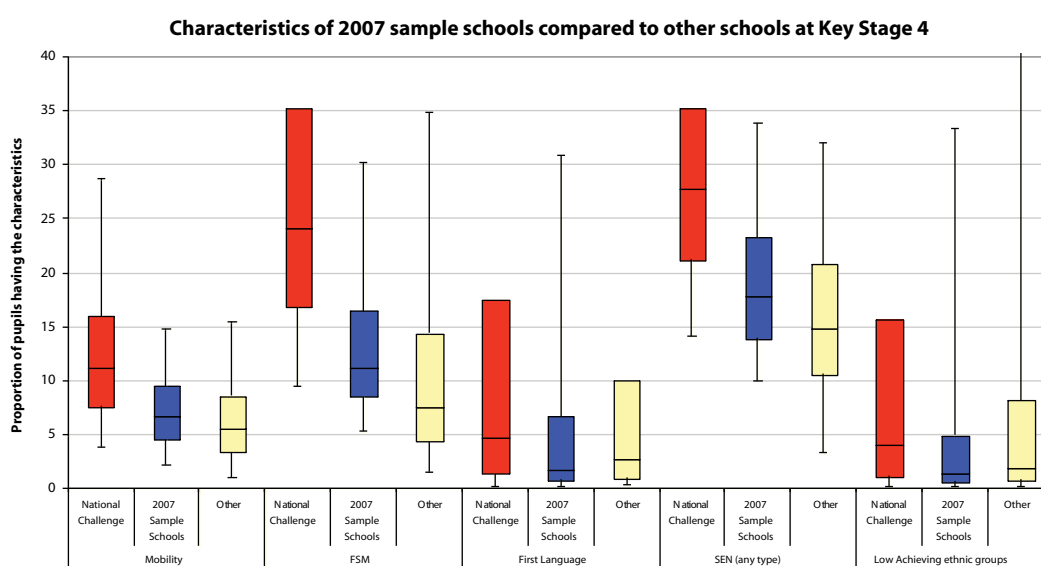
What we will offer

4. This is not a top-down strategy; that is because we know that these schools and their pupils already have the tools they need to improve. However we will be expecting all LAs to work with schools which could benefit from this programme and engage with parents, head teachers and governing bodies to take appropriate action to challenge these schools to improve. We are offering the support of other schools and leaders who have raised performance in their own schools to help them unlock their potential. We will equip their School Improvement Partners with more time and more call-down resources to support the school's own plan, and we will provide money for pupils to engage in enlivening after-school study to re-engage those who have become bored and demotivated. We will ensure that LAs have all the tools outlined above to address underperformance and we will hold LAs to account for using them.

Which schools?

5. All children deserve to have the opportunity to fulfil their potential but in these schools, many of the pupils will not do as well as they could and should, and some will fall through the cracks – often those without the best support at home. And if our goal is to ensure that every child can achieve their full potential and gain the best skills and qualifications, we cannot be satisfied with allowing schools to coast indefinitely.
6. The word 'coasting' is not a fair description of every school with relatively high attainment and below average progression. Some schools are significantly improving their progression rates, some face extraordinary challenges and some are close enough to the average to exceed it fairly quickly. This is not a one size fits all strategy and we will ask LAs to identify schools appropriately.
7. But there are schools for which the term 'coasting' is justified. These schools may have done little to improve either attainment or progression over the years, and some have seen standards decline. Looking at a sample of data of schools with relatively high attainment and consistently low progression rates there is no evidence that all these schools are challenged by an unduly large number of children disadvantaged by poverty, high levels of mobility or with English as an additional language in the way that many of

the National Challenge schools are. However this does not mean that there does not need to be a focus in these schools on disadvantaged groups, for example pupils eligible for free school meals (FSM) or pupils with special educational needs (SEN). When a coasting school begins to focus on pockets of underperformance, they may be surprised to find there is a high degree of overlap with their FSM school population.



Source: Schools Census 2007 and KS4 NPD 2007

Bars represent the 5th and 95th percentile. For some groups these are off the chart.

Mobility defined as having joined the school at any non standard transfer time

Low achieving ethnic groups - Gypsy/Roma and Travellers of Irish Heritage, White and Black African, White and Black Caribbean, Pakistani, Bangladeshi, Black Caribbean, Black African, Any 'other Black' background

8. However, many of these schools benefit from a well-supported, stable intake with strong prior attainment and supportive parents, high expectations should be at the heart of our approach, supported by timely IAG to enable children to make informed subject choices. We expect such children to go far.
9. Schools which are truly coasting are characterised by pupils with good results on entry who then seem to lose momentum and interest. In many cases Ofsted has found the school to be 'Satisfactory' in the sense that either teaching or leadership or systems (or all of these) are adequate but unambitious.
10. All schools are unique; without over-generalising one can say that these are schools where parents can reasonably expect their children to be energised and achieve to the best of their ability. But that isn't happening at the moment. Parents deserve to know if their child's school is coasting and what is being done about it.

What causes schools to coast?

11. *Lack of sufficient accountability and challenge:* There are several levers that evidence shows can serve to boost school performance but in these schools those levers are not operating effectively. For example, we believe that shire authorities will have a significant number of schools with the characteristics identified and some of these schools may therefore be serving isolated communities. Where this happens they will be the natural school of choice for most parents because they are the only truly local school. Whilst in urban areas, the effect of parental choice can be to send a strong message to schools, rural areas schools will not get the same message and therefore parental choice may be providing less of a lever to drive up standards and to stop a cautious ethos of limited change in coasting schools. The schools we are describing in this strategy will on the face of it have respectable GCSE results to earn a reasonable reputation but their performance conceals poor progress, sometimes among their more able pupils. Parents and governors in particular may not have been given the tools and information to even know that there is room for improvement in their school's performance. They are not performing badly enough to receive an inadequate judgement from Ofsted, or to risk significant numbers of parents choosing to send their children to another school. Nonetheless they should be achieving better outcomes for all of their pupils and providing a more exciting and challenging learning experience, particularly in the core subjects. This strategy will provide a stimulus to kick start the drive to improve.
12. *Lack of focused awareness and attention:* Many of the schools to be supported by this strategy will not have been the recipients of focused attention or support. This too will change. The secondary school improvement strategy which started with the National Challenge is now moving into a second phase to embrace this wider group. Whilst we started by targeting additional support at schools with the lowest overall attainment, we know that to create a world class education system we need to ensure all schools, whatever their circumstances, are supporting all of their pupils to help them fulfil their potential.

Challenges facing coasting schools

13. A recent survey of schools that could be perceived to be coasting found they were faced with a series of challenges which were limiting improvement.
14. *Limited expectations and aspirations for pupils:* Past performance and local comparisons tended to limit expectations and the drive to improve. Staff who had worked in a school for some time often had their own views about what it was possible to achieve and unwittingly put a cap on pupil achievement. In some schools there was an over reliance on predictive models for target setting which created a self-fulfilling prophecy. Prior attainment levels by previous cohorts governed the predictions of future pupil attainment which in turn determined the targets – little extra challenge was added. In some cases this inadvertently fostered an excuse culture which effectively condoned underachievement.
15. *Underdeveloped and inconsistent use of AfL:* Although all the schools had adopted Assessment for Learning (AfL) approaches there was a wide variation in the consistency and effectiveness of implementation in lessons. Even in those schools where pupils knew what they had achieved and their next steps in learning or their curricular targets, it was often not made clear how they were going to improve.
16. *Inadequate use of tracking data to influence classroom practice:* Although tracking systems were used in all schools, what distinguished effective systems from the less effective ones was how judgements were made and then what action was taken to address the issues raised by the associated data analysis. In some schools, because of the lack of impact of the tracking on each individual teacher's work in the classroom, the process was essentially nothing more than a complex statistical exercise.
17. *Few on-going pupil support strategies:* Whilst the schools were very adept at supporting pupils as they approached external examinations, the focus was often exclusively on the pupils at critical level or grade boundaries. The use of on-going intervention throughout the Key Stage 3 or Key Stage 4 course was much less common. Whilst schools had generally accepted the recent extension of the 5+A*-C measure to include GCSE English and mathematics, many of them were still not coordinating pupil intervention across both English and mathematics departments.

18. *The lack of drive at subject department level:* Some English and mathematics departments lacked cohesion, and collaboration operated at a relatively superficial level, such as dealing with general administration. In such departments individual teachers were used to operating independently and sometimes subject leaders justified this in terms of the importance of maintaining a teacher's professional autonomy. In reality, the lack of a whole team ethos, driven by a strong desire to raise pupil achievement, was often a major stumbling block to improvement. Too often teachers did not prioritise time to spend together in development activity. Even where sufficient time was allocated for subject discussion and identification of possible action, often there was insufficient time to develop new approaches, including producing lesson plans, resources or schemes of work. Without such quality time, momentum was often lost, ideas were not properly seen through to action and the resulting impact on outcomes was inevitably small.

Children in coasting schools

19. The pace and challenge of teaching in coasting schools means that too many pupils sit back, slow down and do not reach their potential. In 2007 we know that 14% of all pupils at the end of Key Stage 3 (English) had made no progress since the end of Key Stage 2, and 53% had made only one level of progress. Of this 53%, 83% were at or above national expectations at the beginning of the key stage. Studies completed last year reveal that many of these 'stuck pupils' know all too well what has happened to them. They are often disappointed and rather bored. Many wanted to learn, especially in Year 8. However, significant dissatisfaction had set in by Year 9, leading to some lack of engagement or disruptive behaviour.
20. Whilst these pupils were engaged and motivated in work they found interesting or practical, and particularly relished a chance to work with others, they all too often ended up working alone. Many felt deeply frustrated at their limitations, had low self esteem and did not consider themselves to be good at English or mathematics despite having attained level 4 at the end of primary school. They found it hard to identify how to do better – apart from work harder.

"If you're in the bottom group, the teacher takes longer to tell you things because he thinks you need more time. He makes it easy. I think I need more challenge."

(Year 9 boy)

"It helps us learn if we can talk to each other but mostly we work by ourselves."

(Year 9 girl)

"I know my target and my level at the moment. I'm not really sure what to do to make my Level 4 into a Level 5 – I suppose I need to listen more closely and make sure work is completed."

(Year 9 pupil)

21. This is a school improvement strategy, about helping children to fulfil their potential and their ambitions. By focusing on schools achieving low progression rates, the strategy puts a spotlight on the progress of every pupil, in every year group, and not just those predicted to be on a key boundary at the end of the key stage.

"How we did it"

22. We have spoken to some schools who have made above average improvements in their progression rates over a three year period. None of the problems outlined above proved difficult to overcome once leaders recognised the issue and made a sharp plan to resolve it quickly. These schools are characterised by the following factors:
23. *A positive view of progression targets:* Schools with high progression rates have been shown to embrace the inclusive nature of progression targets. They have used progression targets as a way of ensuring that each child reaches their potential. Staff are held to account for the progress of the pupils they teach and supported to improve their teaching and learning.

24. *Personalised approach to teaching and learning:* A focus on each pupil's progress is backed up by a personalised approach to teaching and learning. In schools with high levels of progression there was a strong focus on curriculum development leading to differentiation to ensure that all pupils have appropriate pathways. Some of the best schools have established the Assessing Pupils' Progress (APP) approach to strengthen teacher assessment and improve the quality of feedback to pupils, so they know what they are aiming for and what they have to do to get there.
25. *High aspirations for pupils:* Schools with high progression rates do not rest on their laurels; they are characterised by a 'we can do better than this' attitude. They set ambitious targets by adding an extra challenge element to predictions made from contextual data.
26. *Strong whole school focus on improving the progression of all pupils:* In the schools we spoke to, there is a commitment across the whole school to improving pupil progression, driven by the senior leaders through middle leaders to all teachers. Departmental raising achievement plans are closely coordinated with the whole-school plan and are centred around the progression agenda. There are also regular joint meetings between senior leadership teams and mathematics and English subject leaders to ensure that strategies are shared and jointly evaluated.

St. Robert of Newminster Roman Catholic School, Sunderland LA

In 2005 St. Robert of Newminster Roman Catholic School was a high attaining school but with lower than average pupil progression rates. The newly appointed Headteacher re-structured the Senior Leadership Team (SLT) to ensure strategic direction was clearly focused on whole school improvements, the Every Child Matters agenda and raising pupil achievement at all levels.

The need to change the school's approach has been consistently promoted through the vision of an inclusive school with the development of the whole child at the centre. This vision has promoted a change in culture, attitude and accountability of staff; curriculum areas; tracking; teaching and learning and pastoral care. The impact of this drive to raise achievement levels has led to:

- The introduction of a rigorous target setting and data tracking system which incorporates careful analysis at 3 data points during the year for each year group. Scrutiny of pupil progress takes place at every data point and discussion brings together all aspects which might be impacting on pupil progress. The identification of cohorts, groups and individuals where there is underachievement leads to the strategic planning and implementation of appropriate interventions and pathways for identified learners. Academic and pastoral staff mentor pupils and progress is monitored and regularly reviewed and reported to parents.
- The adoption of a structured monitoring cycle that includes observation of lessons, pupil work sampling and scrutiny of teachers' planning. The SLT lead the process, but subject leaders play a fundamental role as it informs their own self-evaluation of teaching and learning, pupil progress and identification of areas for improvement.
- Strong support for middle leaders by the SLT to sharpen their focus on improving rates of pupil progress. This has been underpinned by a rigorous self-evaluation process ensuring accountability that informs the identification of strengths and areas for development. This structure ultimately supports the School Evaluation Framework (SEF) and School Improvement Plan.

- The introduction of a Teaching and Learning Enhancement Plan to equip staff with effective teaching strategies that support the learning process in order that all lessons create a climate of excellence. The plan focuses on the development of assessment for learning, thinking skills, questioning for learning and habits of mind. The school now operates structured 'sharing good practice' and whole school professional development sessions in order that these initiatives become embedded in every curricular area.
- The impact of those strategies has resulted in a 3 year improvement trend for achievement levels, attendance and the quality of teaching and learning. The foundations for improvement are now embedded but the focus on further professional development and teaching and learning initiatives is unrelenting in order to support priorities for transformational learning and the achievement of 2 levels of progress for all learners at Key Stages 3 and 4.

(The school achieved a 10% point improvement in pupils achieving a minimum of 3 levels of progress in English and mathematics from Key Stage 2 to Key Stage 4 between 2005 and 2007, against a national average of 3% points improvement.)

Chestnut Grove School, Wandsworth LA

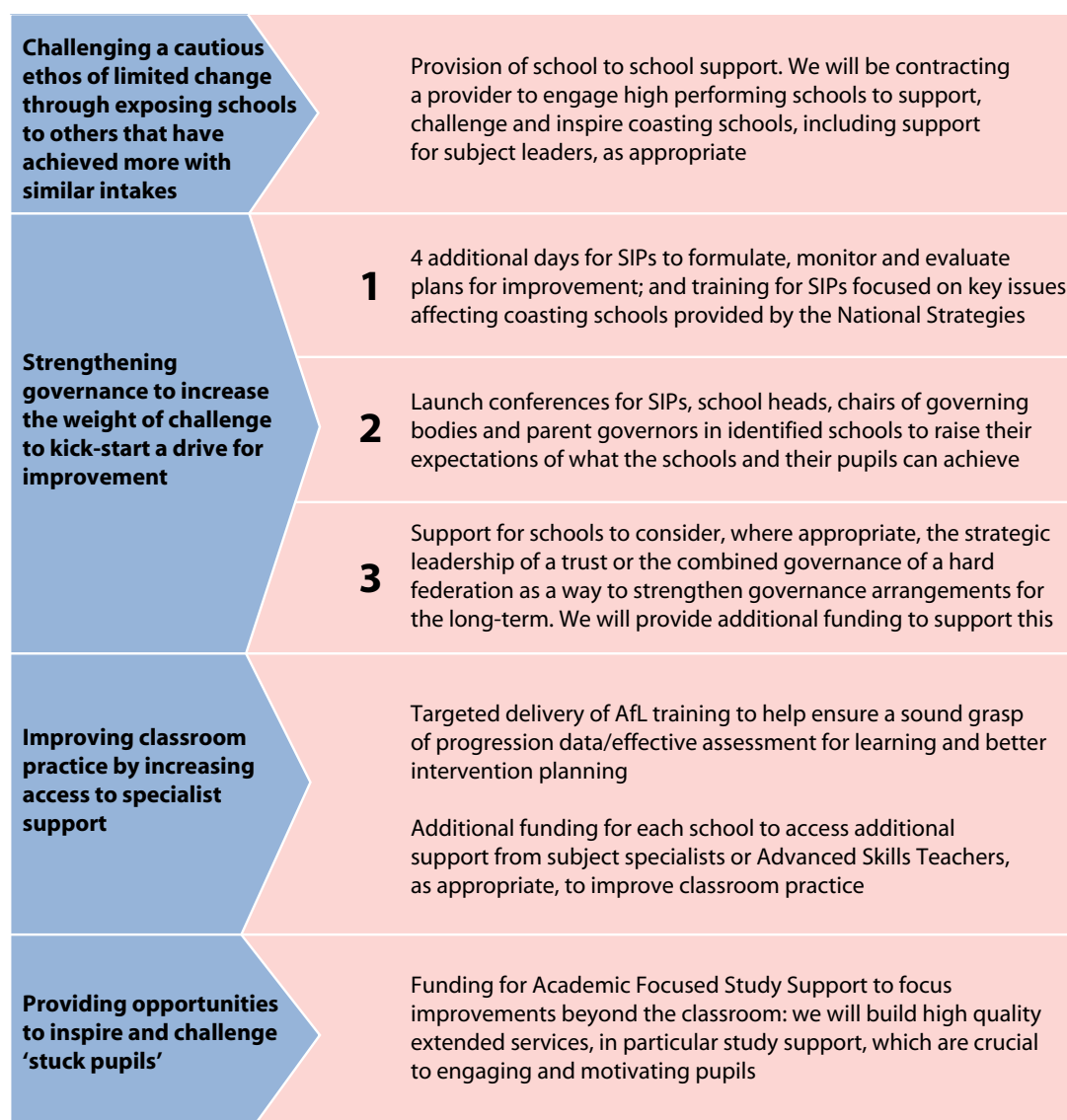
A central theme in Chestnut Grove's strategy to improve attainment and progress at both Key Stage 3 and Key Stage 4 has been to promote consistency between the core subjects. This has been initiated by timetabling a weekly 'core consistency' meeting with the Heads of English, mathematics and science and an Assistant Headteacher. The focus of the meeting is always on pupil progress with an emphasis on collaboration across the core subject areas. The sharing of information and strategies between departments has enabled a much more holistic view of pupil progress to be realised. The benefits of this approach can be seen in a residential programme in the Spring Term for C/D borderline students organised jointly by the core subject heads of department.

Following the successful use of a red/ amber/ green traffic light analysis of progress in Key Stage 4, a similar system has been introduced in Key Stage 3. This enables each student's progress to be monitored in relation to an expectation of two levels of progress over the key stage. On entry to the school, students' Key Stage 2 test scores for English, mathematics and science are expressed as levels and sub-levels. These then provide the point of reference for all subsequent analysis of progress over the key stage. The expectation is that students should make two sub-levels of progress over each year of Key Stage 3, the end result being 2 levels over the whole key stage. At the end of Year 7 the students are assessed again using the sub-levels. Students who make 2 sub-levels of progress are rated 'green', students who just miss this benchmark are 'amber' and all other students are 'red'. This method enables intervention to be planned throughout Key Stage 3 and identifies underachieving students early on. Of significant importance is that the traffic light approach enables all pupils, whatever their ability, to be 'green' rated.

(The school achieved a 12% point improvement in pupils achieving a minimum of 3 levels of progress in English and mathematics from Key Stage 2 to Key Stage 4 between 2005 and 2007, against a national average of 3% points improvement.)

Overview: what's on offer to tackle the causes and characteristics of coasting schools

The first step in this strategy is the spotlight on schools that are currently coasting and failing to fulfil their pupils' potential. Once these schools are identified by LAs they will receive a package of support worth up to £40 million to bring about improvement. The offer to schools is outlined below:



Making it happen

Partners

27. To kick start this strategy we will be organising a series of regional conferences that will underline the expectations (outlined below) for each of the partners in supporting these schools to help their pupils fulfil their promise.

Parents

28. Parents are central to school improvement, as key users of school services they can provide a powerful voice to drive improvement. Schools are already required to have home school agreements in place to make clear what parents can expect of schools, including information sharing. However we are aware that there is much more to be done at national and local levels to ensure that all parents are able to engage fully in their children's progress at school. Central to this will be the creation of school "report cards", which will strengthen schools' accountability to parents and local communities by providing broad information about each school's performance, in a simple, easily understood format. Report cards will contain information on attainment and on the progress that pupils are making, as well as schools' contribution to young people's wider development and wellbeing. In developing report cards, we want to understand the views of parents, schools and local authorities, and will be publishing a consultation document shortly.
29. In addition, as part of this strategy we will invite parent governors to launch conferences, to provide them with the information and tools to challenge their school through the governing body and to empower them to make other parents aware of what they should be expecting from the school.

Governing bodies

30. It is essential that governing bodies know if their school is coasting and focus on improvement appropriately. Governing bodies play a central role in challenging and supporting schools to set a strong vision and provide the best service they can for children and parents in their communities.

Some governing bodies are not as effective as they could be; often they do not feel able to challenge the school leadership and are not aware of the resources available to support the school. We wish to equip governing bodies of these schools with the skills and knowledge to challenge and support their schools effectively. We will be inviting chairs of governors and parent governors to conferences and we will expect LAs to ensure that SIPs spend the equivalent of one of their four additional days with governing bodies, furnishing them with the right data and explaining how to interpret that data.

31. The launch conferences will cover some of the key barriers that schools face in improving progression rates and some of the solutions available to aid improvement. The conferences will also cover the kinds of data available to governing bodies and how to use it to hold their schools to account for their performance and in monitoring pupil progression.

Ongoing support for governing bodies

The Schools Minister Jim Knight MP is chairing a working group of stakeholders to consider how to strengthen governing bodies and make them more effective. The working group will report in late autumn. The Children's Plan also set out our intention to review our training programme for governors to ensure it supports new ways of working in strategically focused governing bodies. As part of this, we will be working with the National College for School Leadership and other partners to develop training for new chairs of governors.

Schools themselves

32. Schools receiving support will be expected to participate fully in working with their SIP to diagnose issues and draw down appropriate support. Improving progression should be a whole school mission; we will expect the whole school workforce to fully understand how their roles can contribute directly to school improvement and raising pupils' progression. Schools should be working in close partnership with those delivering other children's services in the local area, including through the Children's Trust.
33. LAs should expect schools participating in the strategy to set and reach challenging progression targets that will drive improvements in the proportion of pupils making good progress whatever their starting point;

valuing the achievement of all pupils rather than those on the threshold borderline. Following the removal of Key Stage 3 tests we will be introducing new targets for 2011 based on improving the progress that children make from Key Stage 2 to Key Stage 4 to ensure that all schools are focusing not just on those children capable of achieving 5 A*-C grades at GCSE including English and mathematics.

School Improvement Partners (SIPs)

34. We expect every SIP to play a major role in bringing challenge to their school. To underpin this, every school identified by the LA for support will receive four extra days of SIP time. Over recent years, since the inception of the role, we have ensured that, in addition to the rigorous accreditation all SIPs have to gain, the SIP function in LAs has been quality assured both by LAs themselves and by the National Strategies. They have also received a range of focused professional development training.
35. To prepare for the challenge ahead, SIPs will also receive additional training through the strategy launch conferences and from the National Strategies to support them in:
 - assessing the school's performance against appropriate expectations of how pupils should be progressing;
 - helping schools in identifying the reasons why pupils underperform;
 - brokering support for the school, including school to school support;
 - monitoring how the school implements its school improvement plan; and
 - reporting the progress of the school to the LA.

Local Authorities

36. LAs, as part of their commissioning role, need to ensure that their schools meet the needs and aspirations of pupils and their parents and that all pupils fulfil their potential. LAs need to agree challenging but realistic targets for their schools, agree a system with schools for monitoring school performance and provide the infrastructure for supporting schools and challenging underperformance.

37. LAs will be asked, by the end of January 2009, to identify the schools they consider will most benefit from the support and challenge outlined in this strategy. We would expect schools selected to display one or more of these indicators:

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

38. This is not an exhaustive list of characteristics, but rather a list of indicators for LAs of the types of school we wish them to support through this strategy. LAs, along with the National Strategies Senior School Improvement Advisers (SSIAs), and the Diocesan Officer where appropriate, will identify schools for support and work with the SIP to design a package of support that will meet the needs of that school.

39. SIPs are central to delivering and brokering support and challenge to the schools and we recognise that this will demand high quality SIP support and additional SIP time. LAs will want to consider at this point, in conversation with National Strategies SSIAs, whether the schools identified have a SIP that is best placed to enable them to fulfil their potential.
40. Similarly, LAs may identify a role for Children's Trust partners such as the police, Primary Care Trust or multi agency teams, to support schools to address identified issues which impact on pupils' learning.
41. Some schools within an LA may already be receiving support from the City Challenge and the National Challenge: strategies to get behind the efforts of schools facing some of the most challenging circumstances. The package of support offered by this strategy will be available to appropriate schools in City Challenge areas. However, schools in City Challenge areas which are currently receiving dedicated support from our Keys to Success/Pathways to Achievement programmes will not be eligible to receive any further support. Eligible schools in City Challenge areas will be identified by LAs and National Strategies (as elsewhere) and their inclusion will be agreed with City Challenge Advisers.
42. Whilst we expect schools to improve as a result of the support available to them, there may be a few cases where schools are not able to secure improvements. If a school declines to participate in this strategy and/ or does not show improvements, we will expect LAs to use their existing powers to intervene. A wide range of policies and powers are already available. These include improving leadership and management, forming federations or trusts, or other collaborative arrangements. Where a school is placed in an Ofsted category or fails to comply with a warning notice, LAs can add additional governors, replace a governing body with an interim executive board, ensure the school takes a partner or take back a school's delegated budget.
43. We will treat Academies in exactly the same way as we are asking LAs to treat schools in their areas. We will ask our Academies Advisers to consider whether any Academies in which more than 30% of pupils achieve at least 5 A*-C grades at GCSE meet the other criteria in our strategy and where they do we will take steps to ensure they develop a proper focus on progression. In the same way that LAs have powers to intervene where

schools are causing concern the Secretary of State can intervene in Academies if he has reason to be concerned about educational standards.

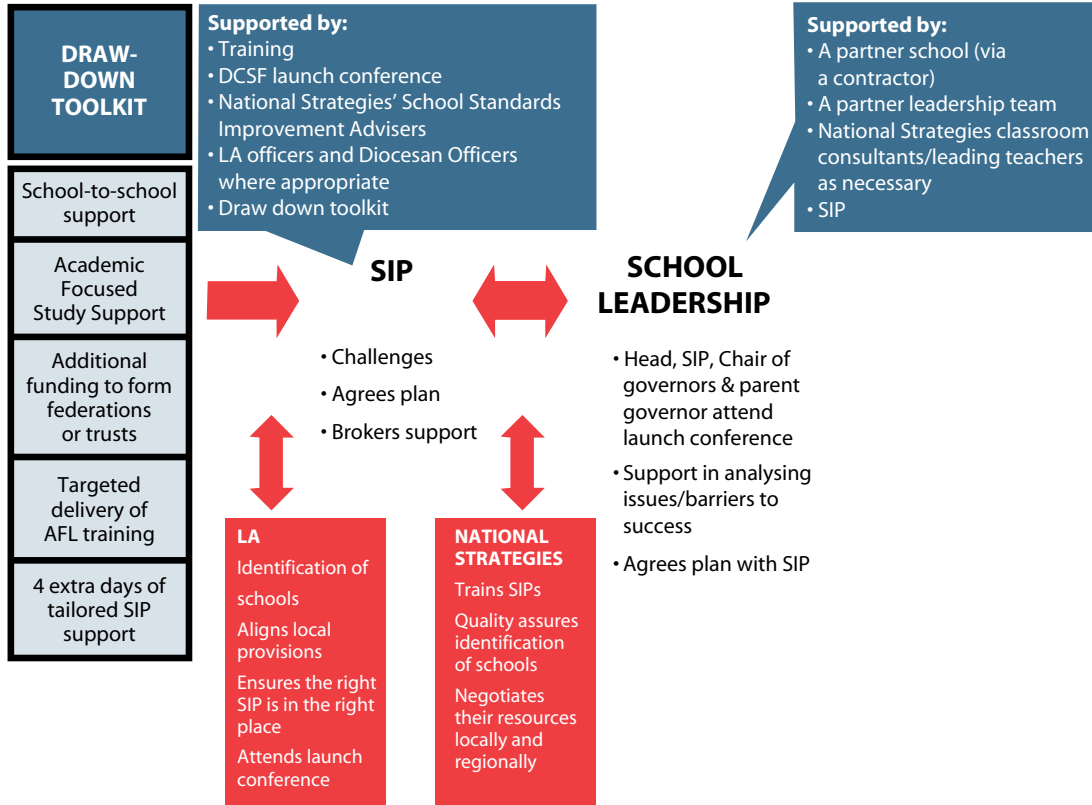
Ofsted

44. Under their current school inspection framework Ofsted inspectors review a school's improvement since the previous inspection and its capability for further improvement. They consider whether pupils have made sufficient progress, taking into account trends in pupils' attainment involving any significant variations between groups and the effectiveness of the target setting process in securing improvements to pupils' progress. Ofsted is currently considering how the future criteria for school inspection judgements, including learners' attainment, learning, progress and well-being and the school capacity to improve, should contribute to the overall effectiveness judgement. We will continue to work with Ofsted to ensure that this strategy and the school inspection framework are achieved.

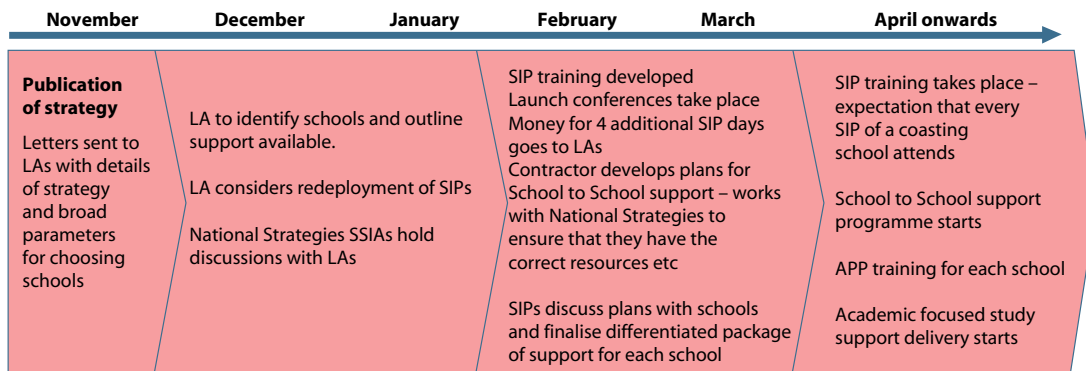
National Government

45. The Government's role is to set the strategic direction for national policy and to support locally-led change. We also have responsibility for identifying trends and issues in the children's services system which will affect the life chances of children, young people and their families. Our policy on school improvement remains simple: all schools should be good schools, and schools are responsible for their own improvement. However we firmly believe Government must act where the system as a whole is failing to do so. We will follow closely schools' response to this strategy and look to LAs to consider further intervention if the identified schools have not begun to improve progression rates. Subject to the passage of legislation, the Secretary of State will also have the power to direct LAs to take action if he sees fit.

Delivery system



Timeline



Support available for schools:

46. The following packages of support will be on offer to schools identified as coasting. The SIP, in discussion with the school, will draw down a tailored package depending on the needs of each school. Figure A (page 27) shows diagrammatically the range of support available to schools

1. School to school support

A key feature of school improvement programmes in the past has been collaborative working with other schools across and within LAs – participating schools have valued the opportunity this gave them to network with a range of colleagues from diverse contexts and to share best practice at a practical level in relation to identified needs.

We will procure a contractor who will, with input from the school's SIP, facilitate an initial diagnostic meeting with the school to find out key issues which they will then use to broker collaboration.

There will be clear expectations for the coasting and partner school's participation in the programme. We will expect that collaboration to be regular. We expect each school to receive the equivalent of 4 days of support per term from their partner school.

Each school collaborative/partnership will design and deliver a programme of improvement for each participating school in four stages: (i) Review; (ii) Action; (iii) Implementation; and (iv) Evaluation.

Collaborations will focus on the following areas:

- Ensuring a sound grasp of the use of progression data/effective tracking at whole school and departmental levels
- Developing a whole school approach to utilising the Secondary Frameworks
- Improving intervention planning and implementation
- Injecting interest and excitement into teaching and classroom delivery, providing support for subject leaders where appropriate
- Introducing pupil rewards, incentives and morale-raising measures
- Supporting the leadership team in driving rapid improvements

2. Funding to access additional support

For schools participating in the school to school programme we will provide funding to support specific actions or to buy in additional expertise. The SIP will ensure that the school is aware of other support that is available to them and, where required, act as a broker for this support.

The types of things that this funding could be used for are:

- Buying in additional consultancy support to cover a particular issue the school faces
- Getting parents directly involved in their child's education
- Developing the curriculum to better meet the needs of pupils

Partner schools will also receive funding for their participation in the programme.

3. Strengthening School Governance

The next step in formalising the benefits from the collaborative working with a strong education partner may involve, for some schools, establishing a formal shared governance structure. This is a powerful way of strengthening governance at a school and creating a sustainable basis for embedding school improvement. Where a school along with their LA see a shared governance structure as a possible option for school improvement, we will provide £20,000 for more support from our delivery partners (The Consortium) for each participating school wanting to acquire a trust or to federate.

4. Support for establishing and embedding Assessing Pupils' Progress materials

Assessment for Learning (AfL) is a powerful tool in raising pupils' achievement. If a pupil understands the aim of their learning, where they are in relation to that aim and how they can achieve it, then they will be better placed to make good progress. The AfL Strategy is a three year plan that looks to embed Assessing Pupils' Progress (APP) materials in every school.

This strategy is underpinned by £150 million which has been allocated for the continuing professional development of teachers in AfL.

Schools in this strategy will be eligible for support to establish and then embed APP materials. These materials provide teachers with an effective tool to help them form robust judgements about pupils' progression through National Curriculum levels and sub-levels. Teachers are able to see a pupil's relative strengths and weaknesses and it is this diagnostic potential of APP, linked to clear routes for progression through the levels, which enables teachers to personalise teaching to address pupils' strengths and weaknesses, and support them to make the best possible progress.

This support will be provided through a peer support model, with lead schools providing support to those schools that most need it.

5. One to one tuition

The diagnostic potential of APP will enable schools to intervene with pupils at an early stage. One of the ways that coasting schools will be able to intervene is through the provision of one to one tuition.

From April 2009 the Government is investing in a wide scale expansion of one to one tuition for pupils in Key Stages 2 and 3, and in National Challenge schools in Key Stage 4. We are committed to 300,000 pupils a year receiving one-to-one tuition in English and the same number receiving individual support in mathematics by the end of 2010.

6. Focus on Academic Study Support

Academic focused study support can enliven and challenge pupils, unlock their potential and accelerate their progression. Study support, covering learning activities that take place out of school hours, can improve young people's motivation, build their self-esteem and help them to become more effective learners. Above all it aims to raise achievement.

Funding will be directed to support schools in developing engaging academic activities such as book clubs, homework assistance, subject clubs, talks from inspiring speakers and visits to places of educational interest. The emphasis will be on fun, re-engagement, stretching pupils academically, raising ambition and widening interests. The funding can be used to pay for staff or tutors and resources such as books for reading clubs and towards the cost of visits and will make the advantages which some students enjoy of a positive home-learning environment, where books or cultural experiences are readily available, accessible to all students. This funding should also be used to support pupils with special education needs, to ensure that they have every opportunity to fulfil their potential.

Extended schools are at the heart of the delivery of Every Child Matters, improving outcomes and raising standards of achievement for children and young people. Over 14,000 (65%) schools now offer the full range of extended services: a varied menu of activities, parenting and family support, childcare in primary schools and a safe place to be in secondary schools, swift and easy access to specialist and targeted services, and community access.

Support from other partners

The School Improvement planning framework

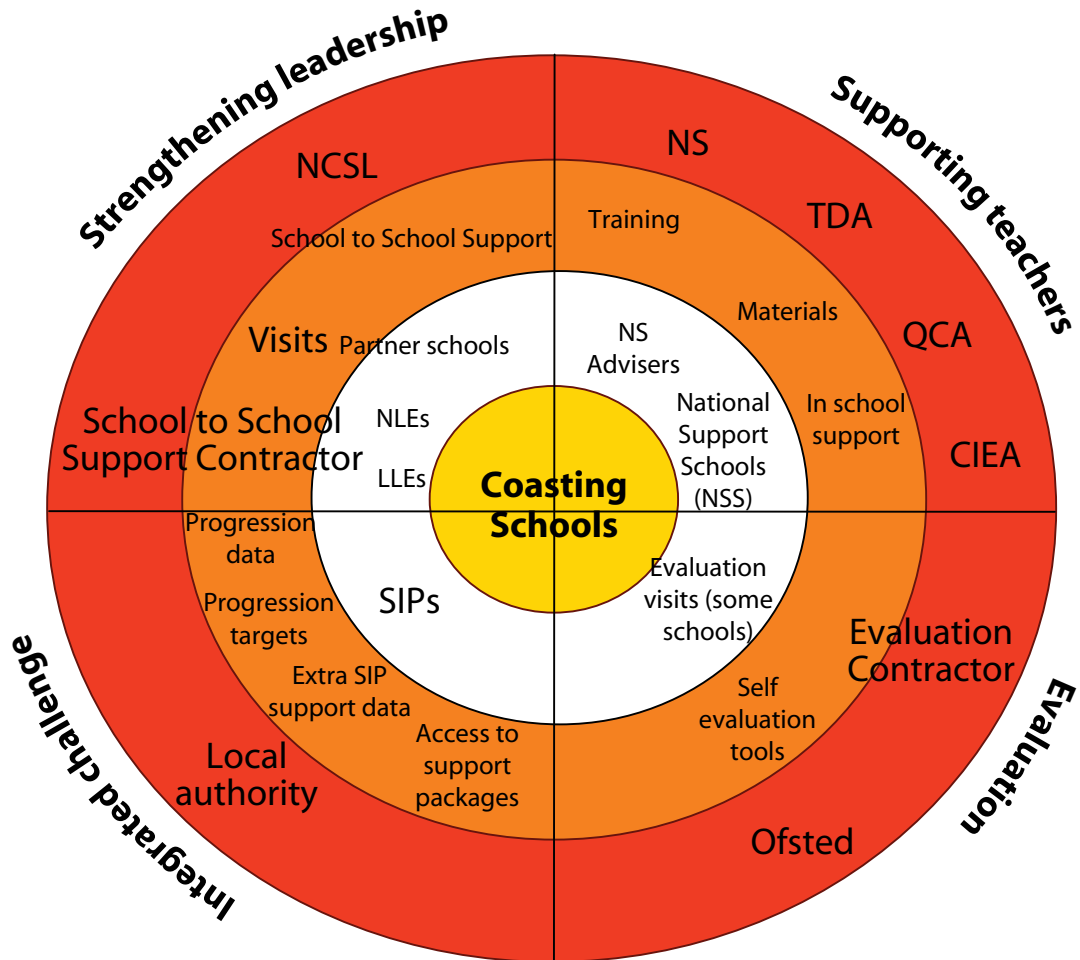
47. The Training and Development Agency and the National College for School Leadership have worked with over 200 schools to produce the new School Improvement Planning Framework (SIPF) which is available free to all schools. The SIPF suite of practical tools and techniques enables schools to put the child at the heart of a school improvement plan to deliver the Every Child Matters outcomes and to articulate with confidence, backed by robust evidence, the steps that they are taking to maximise attainment for

all their pupils. The SIPF supports schools to succeed through a process of effective engagement and analysing pupils' learning needs in order to personalise interventions inside and beyond the classroom. This enables schools to identify and deliver the interventions that will have maximum impact on targeted individual or groups of pupils.

The renewed Secondary Frameworks in the core subjects of English, mathematics, science and ICT.

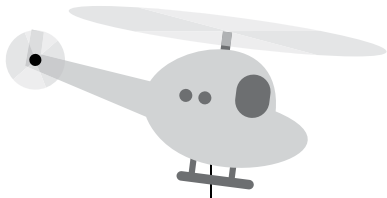
48. This exciting and flexible online tool provided by the National Strategies builds on the existing Frameworks and supports learning at Key Stages 3 and 4. It provides teachers and subject leaders with a powerful and above all manageable tool to use when planning and reviewing schemes of work.
49. The renewed Frameworks are key to helping schools address the challenges they face in securing good progress for all pupils. Based on the programmes of study for the new secondary curriculum, it represents an accessible and flexible way of ensuring that the programmes of study are covered, and teaching and learning is based on the most recent understanding about progression in the subject.

Figure A



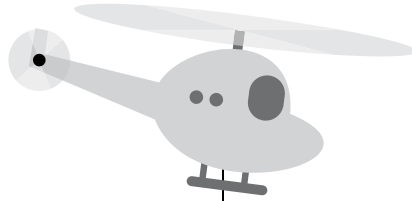
Conclusion

50. Our priority now is to ensure that no child gets left behind; we must create a reality where every pupil is making great progress. This strategy is the second step towards this reality. This is not about targeting ‘failing’ schools it is about kick starting improvement in coasting schools to ensure that every child fulfils their potential.



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