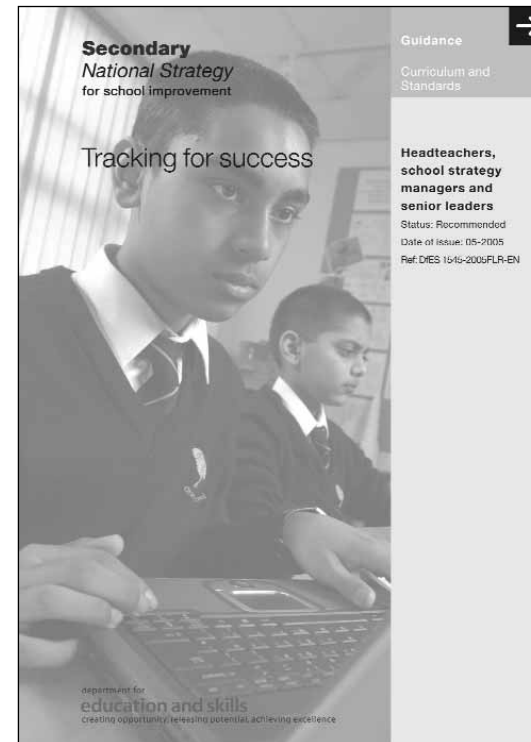
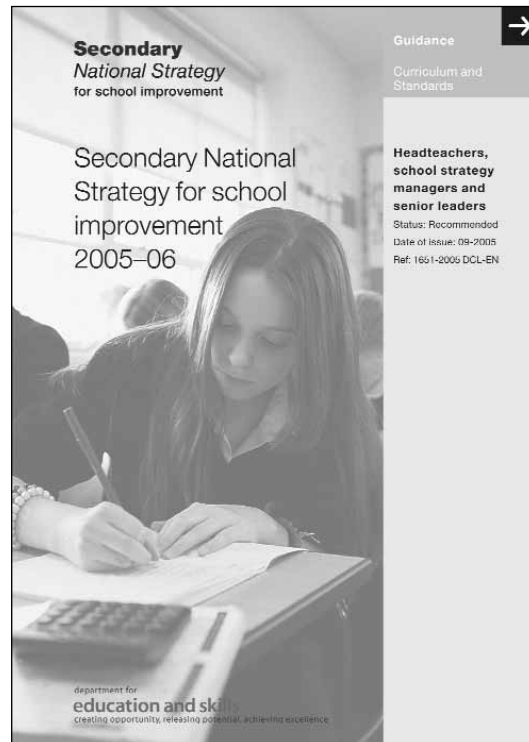


Autumn *Headlines* 2005

New publications



Autumn Headlines

This termly update provides headteachers and senior leaders with a brief summary of priorities, recommended actions and support offered by the Secondary National Strategy in the autumn term.

2005

Priorities	Action	Secondary National Strategy support
<p>Analyse the 2005 results and attendance data.</p> <p>Review priorities and set challenging targets in the light of 2005 results and the implications of additional emphasis on English and mathematics at GCSE.</p>	<ul style="list-style-type: none"> Review the 2005 national test results and teacher assessments and GCSE results. Set targets (numerical, curricular and attendance) for pupils. Set statutory Key Stage 3 targets for Year 8 pupils. Provide additional support for pupils not making good progress and at risk of not reaching the national expectation. Analyse the performance of departments. Identify strengths and weaknesses and act upon the findings. Review end-of-year attendance data including levels of unauthorised absence. Identify pupils who do not attend regularly and ensure that strategies are in place to improve their attendance. Review procedures for evaluating behaviour. 	<ul style="list-style-type: none"> Termly subject leader development meetings for English, mathematics, science and ICT provide a forum for local work, updating on national developments and sharing good practice. <i>Making the Most of English Test Information</i> (web document) provides guidance on using PAT to analyse question-by-question data currently downloadable from www.keytosuccess.dfes.gov.uk and how to follow this up in adjusting schemes of work and planning intervention. <i>Getting More Pupils to Level 5 Part 1</i> (DfES 0347-2004 G and DfES 0622-2004 G) and <i>Improving Pupils' Rates of Progress in Science</i> (0500-2004 G) provide a wealth of resources to support pupils. <i>Tracking for Success</i> (1545-2005FLR-EN) provides strategic guidance for headteachers, strategy managers and senior leaders on developing and refining a whole-school tracking system. <i>Tackling Underperformance: A Guide for School Leaders</i> (DfES 0758-2004 G). <i>The Behaviour and Attendance Action Plan Toolkit: Attendance</i> (DfES 0516-2004 CD) may be used to support staff, parents and carers, children and young people in promoting positive attitudes to attendance. <i>Behaviour Reporting Framework</i> – distributed via consultants.
<p>Draw on effective local practice to support and embed work in school.</p>	<ul style="list-style-type: none"> Ensure that core subject leaders are given time to share work from the termly subject development meetings with their departments and that departments have time to work collaboratively. Gather support from lead practitioners, e.g. ASTs, to develop and enhance practice. 	<ul style="list-style-type: none"> English, Mathematics, Science and ICT <i>Subject Leader Development Folders</i> provide guidance on progression into and through Key Stage 4. <i>Improving Reading – A Subject Leader's Handbook</i> (1523-2005FLR-EN) provides guidance on managing the improvement of reading. A CD-ROM of resources and further guidance for teachers and librarians will be provided at the autumn English subject leader development meetings. <i>Teaching Mental Mathematics From Level 5</i> (web documents) provide rich activities and guidance on progression in number and algebra.
<p>Ensure good continuity and progression for pupils starting secondary school and organise a sharply focused intervention strategy as appropriate.</p>	<ul style="list-style-type: none"> Review the induction arrangements for the new Year 7 pupils and transition arrangements. Provide induction and support for the parents and carers of new Year 7 pupils. Implement the intervention plan. Monitor and adjust as necessary. 	<ul style="list-style-type: none"> <i>Tracking for Success</i> (1545-2005FLR-EN). <i>Transfer and Transition Material to Support Curriculum Progression Through Key Stage 3</i> (1257-2005POS-EN) is a poster outlining the range of materials available to support transfer and transition. <i>Bridging Plans from Key Stage 3 to Key Stage 4: English, Mathematics and Science</i> (DfES0086-2004 G); <i>ICT, Design and Technology, Modern Foreign Languages</i> (DfES0112-2005 G) link learning across Key Stage 3 and Key Stage 4. They aim to develop pupils as independent learners, to stimulate pupils' interest, keep them engaged and help them make a confident start to Key Stage 4.
<p>Support and monitor the development of the whole-school improvement initiatives work.</p>	<ul style="list-style-type: none"> Ensure a sustained whole-school approach to developing your chosen whole-school improvement initiative. 	<ul style="list-style-type: none"> <i>Assessment for Learning Whole-School Training Materials</i>, 2nd edition, CD-ROM and DVD; <i>Subject Development Materials</i>, 2nd edition (DfES 1115-2005 G). <i>ICT Across the Curriculum</i> (DfES 0171-2004). <i>Literacy and Learning</i> (DfES 0651-2004 G). <i>Leading in Learning: Developing Thinking Skills</i> (DfES 0034-2005 G). <i>Pedagogy and Practice: Teaching and Learning in Secondary Schools</i> (DfES 0423-2004 G). <i>Leading and Co-ordinating CPD in Secondary Schools</i> (DfES 0188-2005 G). <i>Sustaining Improvement</i> (DfES 0565-2003 G).

For more information contact your LA Secondary Strategy manager or consult the Key Stage 3 website www.standards.dfes.gov.uk/keystage3/