



Higher Standards, Better Schools For All

More choice for parents and pupils

Presented to Parliament by
the Secretary of State for Education and Skills
by Command of Her Majesty

October 2005

Chapter 4: Personalised Learning

Summary:

We will transform the support available to every child by:

- ensuring that children who fall behind in English or maths receive intensive support to help them catch up; and those that have a particular gift or talent receive extra challenge;
- using extended schools to give all children access to extra support or tuition in particular subject areas and other activities where they have a particular interest or aptitude;
- providing every school with support and guidance on tailoring their teaching, including using trained, leading teachers;
- ensuring that schools have expert advice on how to support pupils facing particular challenges including those from black and minority groups, disabled children, Looked After Children, and children with Special Educational Needs; and
- widening curriculum choice in secondary education, so that more young people are motivated by study that stretches and interests them.
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4.1 To drive up standards while also improving social mobility, we are determined to provide more personalised services for children and their families. Personalisation is the key to tackling the persistent achievement gaps between different social and ethnic groups. It means a tailored education for every child and young person, that gives them strength in the basics, stretches their aspirations, and builds their life chances. It will create opportunity for every child, regardless of their background.

4.2 Personalisation is not new. Our best schools provide a tailored education which combines:

- extra small group or one-to-one tuition for those that need it not as a substitute for excellent whole class teaching, but as an integrated part of the child's learning;
- opportunities for all children to get extra support and tuition in subjects and activities they are interested in, as well as access to a range of opportunities beyond the school day, including weekend and holiday courses and online learning;
- exciting whole-class teaching, which gets the best from every child;
- setting or grouping children of similar ability and attainment;
- a rich, flexible and accessible curriculum and, for older pupils, one that allows them to mix academic and vocational learning; and
- innovative use of ICT, both in the classroom and linking the classroom and home.

4.3 To overcome economic and social disadvantage and make equality of opportunity a reality, we need to give every child a good command of English and

maths. Without a firm grasp of the basics, children will struggle to succeed. This has been a touchstone of our education reforms since 1997, from the introduction of the National Literacy and Numeracy Strategies in 1998 and 1999, to our proposals in the 14-19 Education and Skills White Paper to focus on young people's mastery of functional English and maths in GCSE examinations, and in the Achievement and Attainment tables. This year, children at 11, 14 and 16 achieved the best ever results in English and maths but we remain ambitious to move forward and achieve excellence and equity.

4.4 Alongside this sharp focus on improving English and maths across all schools, since 1997 we have achieved much:

- the Primary and Secondary National Strategies have ensured that all schools focus on the fundamentals of good teaching, particularly in English and maths; and have increasingly turned the spotlight onto the extra support some children need in these areas if they are to succeed;
- our 'Aiming High' programme, focused on stretching the aspirations and achievement of black and minority ethnic groups, has begun to tackle deep seated underachievement and introduced a range of support for teachers working with bilingual learners;
- since 1999, we have focused attention on support for gifted and talented pupils in deprived areas through Excellence in Cities, and nationwide through the creation of the National Academy for Gifted and Talented Youth;
- primary schools are delivering a broad and rich curriculum, with literacy and numeracy at its heart. Since the launch of our National Literacy Strategy in 1998, phonics now plays a central role in the teaching of early reading, but we have set up the independent Rose Review to advise us on how we can ensure that even more children progress with reading, including reviewing the use of synthetic phonics. We will use this to help renew the Literacy and Numeracy Frameworks and clarify expectations around progression in English and maths for children from the early years through to age 11;
- more than three-quarters of secondary schools are now specialist working together, and with local primary schools, to raise the quality of subject teaching across the curriculum; and
- 98% of secondary schools offer study support outside school hours, so that pupils can take part in activities that interest and motivate them, with direct benefits to their attainment in the classroom. To help both primary and secondary schools to develop a comprehensive range of such extended services, we have already spent £160 million, and we will be spending a further £680 million by 2008.

4.5 The results have been the extensive improvements in standards we have seen since 1997 testimony to the efforts of schools, teachers and pupils.

4.6 Now we must go much further and create an education system that focuses on the needs of the individual child. This means intensive small-group tuition in literacy and numeracy for those falling behind, including one-to-one support where appropriate, and extra stretch for the gifted and talented. It means every pupil being able to extend their learning and develop their interests and aptitudes through extra support and tuition beyond the school day. And, most important of all, it means

excellent, tailored whole-class teaching with all the resources available from extra support staff to improved ICT being used to ensure that every pupil gets the education they need.

4.7 A change on this scale will require significant investment. We are determined to make a start now and to continue to prioritise personalisation within overall schools' funding to ensure that every child benefits from a personalised, tailored approach.

Every child mastering the basics

4.8 Mastering literacy and numeracy must be the first priority for every child and every school. This year primary schools achieved their highest ever results in English and maths the proportion reaching the expected level has increased by 16 percentage points in English since 1997, and by 13 percentage points in maths. The fact that 70% of children now achieve Level 4 in both subjects, compared with only 52% in 1997, is further proof of the huge improvement in standards.

4.9 But we know that those who fail to reach the expected levels at age 11 are far less likely to go on to get five or more good GCSEs and that children from low income families entitled to free school meals (FSM) are far more likely to fall behind in these core subjects. This is why we have already placed such a strong emphasis on the basics, and will renew our emphasis on functional English and maths.

Achieving level 4+ in English at age 11

FSM pupils 58%

non-FSM pupils 81%

Achieving level 4+ in maths at age 11

FSM pupils 55%

non-FSM pupils 78%

Proportions of those behind at age 11 catching up by age 14

English 24%

Maths 29%

4.10 We expect every school to devote intensive support for those who have fallen behind in literacy and numeracy. There is no substitute for high quality whole-class teaching but it needs to be allied with small group or where necessary one-to-one tuition to provide effective support for catch-up. Small group tuition can offer low-attaining pupils coaching and support sessions with an expert teacher or mentor to consolidate their learning from lessons; to agree personal learning targets; and to gain confidence and motivation through working with a small number of their peers. In the Foundation Stage and at Key Stage 1, we are piloting new approaches to intensive

support with reading based on the experience of the successful Reading Recovery programme. We welcome the support of KPMG and other sponsors on the Every Child a Reader project.

Children who fall behind

Leighton Primary School's Ofsted inspection in 1999 emphasised issues with reading, writing, and low national curriculum test results in English. Five years later, the school has helped all pupils reach their potential in English and was praised by Ofsted in 2004 for their "excellent innovative approaches to overcoming difficulties in learning".

The school invested in specific training for teachers in literacy and reading. The Special Educational Needs Co-ordinator plays a core role. She now provides small-group and individual tuition in literacy for selected children in years 1 and 2, complementing the teaching they receive during the literacy hour. She also trains parents and staff in accredited reading courses; and has developed opportunities for community and family learning in partnership with the local FE college.

Over time this rigorous focus has reaped dividends. In 2000, only half the children achieved Level 4 or above in English in their Key Stage 2 tests; in 2005 every child did so.

4.11 Our priority now is children aged between 11 and 14 in Key Stage 3 where we know there is a real danger that children's motivation and confidence can drop and their learning stall. Before the introduction of our Key Stage 3 National Strategy, the early years of secondary education had long suffered from a lack of attention: pupils had been allowed to drift, with inadequate investment and inadequate ambition. In recent years, we have made substantial progress: but now we must go further. We want to ensure every child has the best possible chance of reaching aged 14 secure in the basics and fully able to take advantage of the radical new plans set out in our 14-19 Education and Skills White Paper.

4.12 However, we know that secondary schools can find it difficult to organise and deliver effective small group tuition. We will therefore invest £335 million by 2007-08, specifically earmarked within our Dedicated Schools Grant, to provide the resources secondary schools need to start delivering this vision. Schools will be urged to use this money to give priority to literacy and numeracy, as well as gifted and talented work and other personalised support.

4.13 To ensure that this investment reaches the schools that need it most, we will target it particularly towards local authorities with the largest numbers of underachieving and deprived children; and will expect them in turn to review their local funding formulae to ensure that they properly recognise the greater needs of their most challenging schools. We will announce further details of this funding later this autumn, as part of the wider schools funding settlement for 2006-08.

4.14 This investment will only be effective if the staff involved are expert in how to help pupils who have fallen behind. So we will, for all schools, both primary and secondary:

- provide best practice guidance on the most effective teaching and learning strategies, including the use of ICT, for those who have fallen behind, and on how to best engage and support their parents; and
- ensure that they have access to trained, expert, leading teachers to consolidate and continuously improve the support available to pupils and to make best use of the new resources available.

4.15 For those schools with the highest numbers of pupils who have fallen behind, we will provide a further targeted £60 million, shared across the primary and secondary sectors in each of 2006-07 and 2007-08. This additional funding will allow these schools to ensure that they have a well trained workforce able to provide more effective one-to-one or small group tuition for their lowest attaining pupils.

4.16 We will not dictate from the centre what additional support should be provided to pupils. Teachers and parents should decide together what will best meet a child's needs and potential. But we will hold schools to account: School Improvement Partners and the new Ofsted inspection regime will challenge every primary and secondary school to demonstrate that they are planning and delivering catch-up support where it is needed, with the most intensive support for those children facing the greatest disadvantages, and effective tailored teaching and learning for every child, including the gifted and talented. And the Achievement and Attainment Tables for 2006 will show schools' success in ensuring pupils achieve not only five good GCSEs including English and maths.

Children who have Special Educational Needs (SEN)

4.17 Some children who have fallen behind have SEN: 65% of pupils at age 11 who do not attain the expected level in English, and 55% of those not attaining the expected level in maths, are identified as having SEN. By no means all children with special educational needs are falling behind many are meeting and exceeding expectations. Some are gifted and talented. What is vital is for all children to receive the right tailored support.

4.18 Children and young people with SEN already benefit from the personalisation inherent in the SEN framework, which provides an individualised assessment of need and tailored provision. In addition, statements ensure, where appropriate, access to the school and to other services which can best meet the needs of the pupil.

4.18 But there is more to be done. This White Paper builds on the Government's SEN strategy, *Removing Barriers to Achievement*, in promoting a more effectively tailored education for all children with SEN. We will:

- increase the sharing of expertise between special and mainstream schools, and use programmes such as BSF to enable special and mainstream schools to work more closely together, for example through co-location so that all children and young people with SEN benefit from specialist support, high standards of teaching and effective social inclusion, irrespective of where they are taught;
- equip the school workforce with appropriate skills, knowledge, awareness and confidence in working with children and young people with SEN; and

- promote more effective measurement of and accountability for the progress made by pupils with SEN across a wide range of abilities, facilitating early intervention and high expectations.

4.19 We believe that the specialist schools model also has the potential to drive up standards in special schools and to promote collaboration with mainstream schools. We will seek to designate 50 new SEN specialism specialist schools within the next two years, building on the 12 trailblazers already established. Special schools which meet the required standard can alternatively choose to join the main specialist school programme and take on a curriculum specialism. We will work with the Specialist Schools and Academies Trust and the Youth Sport Trust to encourage more special schools to submit applications for a curriculum specialism, with a view to being able to designate around a further 50 special schools by 2008. We will commission an evaluation which compares the respective strengths of special schools with a curriculum or an SEN specialism to inform the roll-out of programmes beyond 2008.

4.20 In addition, this year we announced that high-performing specialist schools would be able to take on additional functions to lead the way in system-wide reform. We believe that an additional SEN role may have a particular attraction to some mainstream schools. We will undertake a consultation with Ofsted and other interested parties.

Gifted and Talented learners

4.21 A tailored education means addressing the needs of the most gifted and talented, just as much as those who are struggling. These children will come from every background – children from disadvantaged backgrounds are just as likely to be gifted and talented as those from the middle class, and may need greater support to fulfil their potential. Since 1999, when the first phase of Excellence in Cities began, we have progressively expanded our support for gifted and talented education. We established our core partner, the National Academy for Gifted and Talented Youth (NAGTY) in 2002; and London Gifted and Talented in 2003.

4.22 Despite the progress we have made, we know that some schools and some staff still do not give the needs of these learners sufficient priority. Even where this is a priority schools and teachers can struggle to tailor teaching and learning.

4.23 Expanding and improving programmes for gifted and talented pupils in Key Stage 3 must be a priority for all secondary schools. We will work with and through NAGTY, the National Strategies, the Specialist Schools and Academies Trust, Youth Sport Trust and other partners to provide additional training and guidance on gifted and talented education to all schools, primary and secondary, including access to an expert teacher. This will include through the Government's national school sport strategy support to nurture and develop the talents of our most gifted young athletes.

4.24 We will also work with secondary schools to ensure that they are identifying all their gifted and talented pupils. Using schools' identifications, alongside data on pupils' performance at the end of Key Stage 2 and other widely-used tests of ability, we will develop a national register of gifted and talented pupils. This will allow us to invite all who fall within the top 5% to join NAGTY, so that they can benefit fully

from the opportunities offered through its student academy. We will also use the register to help provide the right local opportunities to extend gifted and talented pupils' studies, and to support pupils' progression into higher education.

4.25 NAGTY has provided residential summer schools for up to 1,000 gifted and talented pupils each year since 2002. We have now asked NAGTY, working with the Specialist Schools and Academies Trust, to develop a national programme of non-residential summer schools, to run alongside the summer schools for gifted and talented pupils that individual local authorities and schools are already providing. We will seek private sponsorship for these new summer schools.

Haybridge High School

Haybridge High School is working to promote a flexible curriculum, and to develop personalised pathways for its students. For example in mathematics, 31 Gifted and Talented students in Year 10 completed higher tier mathematics in June 2005. This enabled these students to complete AS mathematics in Year 11. Of these 31 students; 13 achieved an A* grade, whilst 14 achieved a grade A and 4 reached grade B.

They are making good progress and the approach is certainly challenging them. All of the students who have applied to join the sixth form have opted to complete A level mathematics and two-thirds will also take further mathematics.

With the new flexible curriculum, Key Stage 3 tests will be taken at the end of year 8 in 2006, meaning that gifted scientists and English students will also be offered opportunities to sit GCSEs early and take up an AS level in year 11.

4.26 Gifted and talented pupils from some disadvantaged backgrounds face particular challenges. We will target specific support to gifted and talented students from minority ethnic backgrounds and other vulnerable learners, including Looked After Children; and will provide up to £1 million a year to match-fund business and philanthropic contributions to NAGTY's 'Go for Gold' scheme, designed to attract sponsorship to support gifted and talented students from disadvantaged backgrounds.

4.27 In our 14-19 White Paper, we set out a series of changes to ensure that young people are stretched appropriately and can gain recognition for exceptional achievement. It will be easier for young people to accelerate through the system early achievement at Key Stage 3 or AS levels will be recognised in the achievement and attainment tables; there will be the option of taking higher education modules while still at school; and a new extended project at A level will test a wider range of skills and encourage real scholarship.

Black and Minority Ethnic children

4.28 Whilst many black and minority ethnic (BME) young people achieve well, a significant number fail to realise their potential. Young Afro-Caribbean people and those from Pakistani and Bangladeshi backgrounds are amongst the lowest achieving pupils in our schools. Differences emerge early and widen throughout primary and secondary school: in 2004 only 17% of Black Caribbean boys achieved five or more good GCSEs including English and maths.

4.29 In 2003, we launched a national strategy, Aiming High: Raising the Achievement of Minority Ethnic Pupils; designed to raise the performance of BME pupils. Aiming High focused on supporting schools to become more responsive to the cultural, religious and linguistic needs of parents and pupils. Since 2003 we have seen year on year improvements at each Key Stage for BME pupils. Effective personalisation has been at the heart of this success.

4.30 There is a way to go before every child, regardless of their ethnicity, has an equal chance of reaching their potential. We will, therefore, build on Aiming High to ensure that every school receives advice and support to meet the aspirations of BME parents and pupils. In particular, we will extend our support for bilingual learners to secondary schools; expand, in both primary and secondary, our programmes to target underachievement of young black people; and focus on driving up the attainment of Muslim pupils. We also recognise the severe underperformance in Gypsy and Traveller communities, and will introduce a targeted programme to address this issue.

4.31 Many white working class boys can also fail to fulfil their potential. Those in receipt of free school meals perform less well at GCSE than almost any other group of pupils. Some schools have developed successful approaches to meeting the needs of this group and we will ensure that this best practice is shared more widely.

Access to extra support and tuition

4.32 As part of tailored learning, we need to ensure that children and young people have a rich and exciting range of opportunities and activities, beyond the school day, that will allow them to follow their interests, broaden their horizons, remove barriers to learning and motivate them to greater achievements.

4.33 As set out in Chapter 6, we expect schools to take the opportunity of becoming an extended school to ensure that support and tuition for those who have fallen behind, and the gifted and talented, can be offered out-of-hours as well as during the school day. And we expect every secondary school, working with their local authority, to ensure that every child can access a wide range of after school activities, tailored to their particular needs.

4.34 More broadly, education outside the classroom can add power and relevance to classroom teaching. We are working with partner organisations from many different sectors to draw up a manifesto for education outside the classroom which will highlight how schools can exploit the enormous potential to extend their pupils' learning.

Grouping and setting

4.35 Grouping students can help to build motivation, social skills and independence; and most importantly can raise standards because pupils are better engaged in their own learning. We have encouraged schools to use setting since 1997. Putting children in different ability groups within a class is commonplace in primary schools. Ofsted reports show that the proportion of Key Stage 3 lessons which are set has risen since 1997 to over a third now, with greater rises in English and maths. The significant majority of English, science and modern foreign language lessons in

secondary schools, and about nine in ten maths lessons are already organised by setting.

4.36 It will continue to be for schools to decide how and when to group and set by ability. But we will encourage more schools to adopt such grouping and help them to learn from the innovative practices that some schools are already employing without lowering expectations for pupils in lower ability groups or limiting choices in the curriculum. We will publish, in the New Year, independent research into current best practice.

Grouping and setting at Bridgemary Community Sports College, Hampshire

From this September pupils aged 11 to 16 at Bridgemary Community Sports College in Gosport, will be mixed according to ability, with the brightest taking exams early. The hope is that brighter children can get ahead, while those of lesser ability are not allowed to become bored and frustrated if they fall behind. They have been set in learning groups according to their ability, rather than their age.

Children will be able to work according to their own needs and will be encouraged to raise their expectations. Pupils will study at one of five levels, depending on their ability rather than their age. These are worked out from teachers' assessments and final primary school test performances. The levels range from basic literacy and numeracy skills to A-level standard. Each pupil will be assessed in each subject every half-term to decide whether they should be moved within a system of personalised learning. So it would be possible for a 13 year old to study maths at the standard of the average 15 year old, while doing 'normal' level English.

Tailored teaching in class

4.37 Whether they are in sets or not, all classes contain pupils with a range of abilities and attainments, different interests and motivation, and different home and background circumstances. The best teachers are those who have a real enthusiasm for and detailed understanding of the subjects they teach, and confidence to apply a range of good teaching and learning approaches across the curriculum. It is the passion for a subject, and the pedagogical understanding that underpins this, that is central to providing every child and young person with a tailored education.

4.38 Our National Strategies provide extensive support to schools to help them tailor teaching and learning. We will strengthen that support so that all teachers can:

- plan exciting, interactive lessons which will capture the imagination of every child in the class;
- set clear, individual, learning objectives that every child understands;
- have expert subject knowledge and a broad range of different teaching techniques;
- use trained support staff in the classroom to support particular individuals or groups of pupils; deliver parts of the lesson, and to maintain a good climate for learning;
- draw on new, multi-media ICT resources; and

- provide individual feedback to pupils, so that they understand what they need to do to improve and how to do it.

4.39 We will support teachers to develop their subject expertise and successful teaching and learning approaches by encouraging them to join their relevant subject association and to keep their subject knowledge up to date via continuing professional development. The Science Learning Centres are already providing high quality subject specific professional development for science teachers and technicians and the National Centre for Excellence in the Teaching of Mathematics opening next summer will make high quality professional development accessible across the country. As described in Chapter 8, we have asked the Training and Development Agency to reflect the importance we attach to subject specialism across all the professional standards, from Qualified Teacher Status to the Excellent Teacher and Advanced Skills Teacher grades.

ICT

4.40 ICT provides a powerful tool to tailor teaching and learning. Good schools already use ICT to deliver exciting, multi-media lessons; to set and mark work online, providing immediate feedback to children, teachers and parents; and to link the classroom and home, so that the materials children are studying in class are available beyond the school gates.

4.41 In many schools, learners have the opportunity to save work in a personal online space, which means they can store their work, record assessments and keep information about their achievements. They can access their work from any computer at any time, and are encouraged to make full use of a wide range of multi-media resources. In some cases parents can also access their child's work online, which means they are better able to support their child's learning, extending the range of opportunities outside the classroom.

4.42 By 2008 all schools will be able to offer access to e-learning resources both in and out of school. We will encourage all schools, by this date, to make available a personal online space available to every pupil.

Tailoring the curriculum from 5 to 19

4.43 Children and young people learn best with a curriculum which enthuses and engages them.

4.44 We are already increasing curriculum flexibility and helping schools to make the most of this. Primary schools will increasingly deliver a broad and rich curriculum, with literacy and numeracy at its heart.

4.45 For secondary schools, the 14-19 Education and Skills White Paper set out proposals for radical reform of post 14 curriculum and qualifications to ensure all pupils benefit from the style and pace of learning that suits them. The Qualification and Curriculum Authority (QCA) is reviewing the Key Stage 3 curriculum, to make more time for schools to increase the depth of learning for the gifted and talented and to provide better support for those who have fallen behind. A pilot project is already

underway to look at the impact of completing Key Stage 3 in two, rather than three years.

4.46 From age 14, all young people will have the opportunity to study traditional curriculum options or any of the specialised Diplomas, wherever they are in the country. The first specialised Diplomas will be available in 2008; all 14 lines of study will be a national entitlement by 2015.

Transfer and transition

4.47 Transfer and transition from one phase to another, and from one school to another can be particularly challenging. This is most pronounced when pupils transfer from primary to secondary school and can be particularly difficult for children who join a school outside the normal entry for example because they have moved house, they are from a Gypsy or Traveller background, or they are Service children. Ofsted has recognised the great strides schools have made in improving the induction and pastoral arrangements for pupils and parents; but more can be done through teaching and learning.

4.48 Our focus on tailoring teaching and learning at Key Stage 3 recognises the problems that starting secondary school can bring. However there are other, specific actions that schools and parents can take. Sharing pupil information between schools, continuity in curriculum, teaching and learning, and behaviour policies, and the full engagement of parents are of critical importance. The Primary and Secondary National Strategies will help schools to assess the impact of their efforts to date; and to identify priorities for improvement and the best sources of further support. We want all schools to learn the lessons from those schools that have made excellent progress in improving transfer.

Transition Learning Mentors at Fairham School, Nottingham

Through de-mystifying secondary school and easing the transition from primary to secondary school, Transition Learning Mentors in Nottingham are able to minimise the risk that a potentially disruptive change of school will create lasting problems for children already experiencing difficulties.

They work with Year 6 children that have been identified for Learning Mentor support and who are likely to be coming to Fairham School from its key feeder primaries participating in the Behaviour Improvement Programme (BIP). Many of the children have behaviour problems, but a significant number have other difficulties which could make the transition to secondary school more difficult. Some are simply very shy, for example.

The process begins with letters to headteachers, parents and to the Year 6 pupils themselves that have been identified as likely to benefit from transition support. They also hold meetings with parents and makes presentations to Year 6 pupils and to governors. After-school transition sessions are held and the mentors are beginning to work with Year 5 pupils and organising for Year 7 pupils to go back to their primary schools to talk in assemblies about their new school lives.

4.49 At the end of compulsory learning, it is crucial that young people have the support they need to make the transition to post-16 learning especially if we are to achieve our aspiration of raising post-16 participation from 75% to 90% over the next decade. Every summer, a national telephone helpline and support from Connexions advisors are available to help school leavers identify suitable learning opportunities. We will consider what more can be done to make the transition from compulsory to post-16 learning a smooth one, particularly for those who are at risk of dropping out. We firmly believe that all young people are capable of achievement and supporting them to make the right transition at age 16 is crucial to our vision.

Focusing on the progress of every child

4.50 Central to personalised learning is schools' use of data to provide structured feedback to pupils and their parents on progress. The National Strategies have helped over three quarters of secondary schools, last year with assessment for learning, but Ofsted tell us that assessment is still one of the weakest aspects of teaching.

4.51 We will, therefore, redouble the support and challenge through the National Strategies, especially where there is danger of teachers underestimating the potential of pupils. We will also use the new School Improvement Partners to scrutinise the progress that different groups of pupils are making, so that success with some groups does not hide failure with others.

4.52 We continue to expect as many children as possible to reach the expected levels of attainment for their age in the basics as a springboard for further progress. But, to help schools focus on the progress of all children, we will also provide a new value added measure which takes account of the context of the school and its individual pupils. This "contextual value added" measure is already being used by Ofsted in its school inspections, and all schools now have access to it. From 2006 it will appear in the Achievement and Attainment tables. We will also provide more information to schools which measures the progress of individual pupils and groups of pupils. By developing such new, inclusive measures, we will support schools' focus on the potential of all their pupils, whatever their starting point, by showing them how each pupil's progress compares with their peers. Schools will be encouraged to discuss this information with parents at termly meetings.

4.53 We are taking forward the 14-19 White Paper commitment to measure the progress of the whole school cohort between the ages of 16 and 19, and set targets for improvement. This will encourage all schools to focus on the transition of all their pupils to post 16 learning which will maximise their prospects for improving their levels of attainment, particularly those who have not reached Level 2 age 16. This information will be published in the School Profile, and targets for improvement in progression rates will be set at area level. We aim to introduce the progression measure on a national basis in 2008.