

Children and Young People's Overview and Scrutiny Committee

5 May 2022



Impact of the Education White Paper – Opportunity for all: Strong schools with great teachers

Report of John Pearce, Corporate Director of Children and Young People's Services

Electoral division(s) affected:

Countywide

Purpose of the Report

- 1 The purpose of the report is to provide members of Children and Young People's Overview and Scrutiny Committee with information on Education White Paper and its impact upon the system and strategic planning around education within the council.

Executive summary

- 2 The latest schools white paper, 'Opportunity for all: Strong schools with great teachers for your child' sets out the government's vision for education.
- 3 The paper sets out a range of programmes for teacher development and recruitment
- 4 It provides a vision around the additional support for schools to secure the fundamentals of behaviour, attendance and wellbeing for all pupils
- 5 It Outlines various interventions that could be used to target support to those who need it most and expectations around improved ambitions for key stage 2 and 4 outcomes.
- 6 It lays out the future plans for a fully trust-led system with a singular regulatory body by 2030
- 7 This paper also needs to be read in conjunction with the ambitions to educate more children with Special Educational Needs and Disabilities,

in mainstream settings as set out in the SEND green paper 'Right Support, Right Place, right time

Recommendation(s)

- 8 That Children and Young People's Overview and Scrutiny Committee note the and consider the implications of the four distinct elements to the paper.

Background

- 9 The report is compiled in four significant chapters

- (a) Chapter 1: An excellent teacher for every child

By 2030, every child will be taught by an excellent teacher trained in the best-evidenced approaches.

To achieve this, the government will expand on existing policies by:

- (i) Delivering 500,000 teacher training and professional development opportunities across Initial Teacher Training (ITT), the Early Career Framework and National Professional Qualifications by 2024
- (ii) Raising teachers starting salaries to £30,000 by 2023 and offering incentives for new teachers in specific subjects who choose to work in disadvantaged schools
- (iii) Retaining the focus on pupil premium as a driver of attainment for disadvantaged pupils
- (iv) Asking Ofsted to inspect all ITT providers by July 2024, and then every three years

New proposed policies include:

- (v) A new scholarship to attract talented language graduates and training to support more engineers to teach physics
- (vi) A new Leading Literacy National Professional Qualification available from September 2022
- (vii) A new National Professional Qualification for Early Years Leadership
- (viii) Initiatives to attract trainees and recognise high-quality teaching qualifications from all over the world

(b) Chapter 2: Delivering high standards of curriculum, behaviour and attendance

By 2030, every child will be taught a broad and ambitious curriculum in a school with high expectations and strong standards of behaviour.

To achieve this, the government will expand on existing policies by:

- (i) Establishing Oak National Academy as an arms-length curriculum body, offering free resources for teachers
- (ii) Working closely with the Education Endowment Foundation and Ofsted, to ensure work is informed by the best available evidence and aligns with best practice
- (iii) Making no changes to the national curriculum, with GCSEs and A-levels remaining in place
- (iv) Introducing Mental Health Support Teams that provide extra capacity for early support and advising school staff
- (v) Strengthening Relationships, Sex and Health Education, as well as statutory safeguarding guidance

New proposed policies include:

- (vi) All mainstream schools to run a 32.5-hour week minimum by September 2023
- (vii) Revising the behaviour, suspension and permanent exclusion guidance
- (viii) Introducing a National Professional Qualification in Behaviour and Culture for all teachers and leaders
- (ix) Launching a National Behaviour Survey to gather stakeholder views on behaviour and wellbeing in their school
- (x) Introducing legislation to establish a register for children not in school
- (xi) legislation to create statutory guidance on attendance that requires every school to publish a clear attendance policy

- (xii) A new literacy and numeracy digital test for a sample of year 9 pupils to estimate performance nationally
 - (xiii) Legislation to modernise rules on recording attendance which will provide a blueprint for other parts of the system
 - (xiv) A network of modern foreign language hubs, and effective professional development for language teachers
 - (xv) Updating plans to support sport and music education and producing a new cultural education plan
 - (xvi) A new careers programme for primary schools in areas of disadvantage and improved professional development for teachers and leaders on careers education
- (c) Chapter 3: Targeted support for every child who needs it

By 2030, every child who falls behind in English or maths will get the right support to get back on track.

To achieve this, the government will expand on existing policies by:

- (i) Providing up to 6 million tutoring courses by 2024 cementing tuition as a permanent feature of the school system
- (ii) Equipping schools to robustly and routinely identify children who need support, including those with SEND

New proposed policies include:

- (iii) Parent Pledge – that for any child “falling behind” in English and maths, parents should receive timely and evidence-based support, funded largely by pupil premium, making it easier for schools to use this money to support literacy and numeracy where needed
- (iv) New guidance on providing catch-up support and conducting effective assessments for children who have fallen behind
- (v) Tutoring as a core academic option in the pupil premium menu
- (vi) Reform of the SEND and Children’s Social Care systems (see NGA’s green paper summary)

- (vii) An investment of £2.6 billion in high needs capital investment over the next three years to deliver new places and improve existing provision for children and young people with SEND or with those requiring alternative provision

Equipping the DfE new Regions Group to hold local authorities and academy trusts to account for local delivery for children and young people with SEND.

(d) Chapter 4: A stronger and fairer school system

By 2030, all children will benefit from being taught in a family of schools, with their school in a strong multi academy trust or with plans to join or form one.

To achieve this, the government will expand on existing policies by nurturing a system of strong trusts where all schools will be in or joining a multi academy trust (MAT). This will include:

- (i) New powers enabling the Secretary of State to bring a local authority's-maintained schools into the academy system where a local authority has requested this as part of their local strategic plan
- (ii) An expectation that most trusts will be on a trajectory to either serve a minimum of 7,500 pupils or run at least 10 schools
- (iii) Local authorities establishing new MATs where too few strong trusts exist
- (iv) Local authority trusts will be regulated in the same way as any other trust, and the government will ensure that safeguards are in place to effectively manage any potential for conflicts of interest, both for the trust, and the local authority.
- (v) Clearer expectations for trusts over providing high-quality, inclusive education, school improvement, financial management, parental engagement and workforce deployment, training and retention
- (vi) Investing in 55 Education Investment Areas across the country where outcomes are poor in English and maths
- (vii) Transitioning to a direct National Funding Formula, without local amendment

New proposed policies include:

- (viii) A CEO development programme for established leaders
- (ix) £86 million to be committed to trust capacity funding over the next 3 years
- (x) All trusts having local governance arrangements for their schools to be responsive to stakeholders.
- (xi) Good schools requesting that the regulator agrees to the school moving to a stronger trust
- (xii) Local Safeguarding Partnerships to commission safeguarding audits every three years
- (xiii) Defining a strong trust as one delivering high quality education, including for disadvantaged children and children with SEND. Having effective central leadership teams, strong school leadership and teaching, and using evidence-based curriculum design and implementation.
- (xiv) School improvement - working quickly to improve standards within all their schools, particularly transforming previously under performing schools.
- (xv) Strategic governance - operating an effective and robust governance structure that involves schools and exemplifies ethical standards. Utilising the expertise and skills on its boards to oversee the strategic direction and hold leaders to account. Having a strong local identity, engaging effectively with parents and the wider community.
- (xvi) Strong and effective financial management - prioritising the use of resources, including the estate, to deliver the best educational experience for children.
- (xvii) Workforce - training, recruiting, developing, deploying and retaining great teachers and leaders throughout their careers and prioritising staff wellbeing.

Conclusion

- 10 Councils have a crucial role to play in education, from ensuring every child has a school place to turning round struggling schools and as we have seen, providing vital support to schools during the pandemic. Whilst all parts of this plan are relevant to Education Strategy, the fully

trust-led system has far reaching implications for future school organisation and ownership. As part of the consultation, a significant part of debate will be given to a new backstop power for local authorities to direct trusts allowing local authority-maintained specialist providers to move into either specialist-only or mixed trusts, based on individual and local circumstances. We await further details to be given on this direction of travel in the next few months.

Background papers

- Opportunity for all – Strong schools with great teachers.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1063602/Opportunity_for_all_strong_schools_with_great_teachers_for_your_child_print_version.pdf

- SEND green paper 'Right Support, Right Place, right time

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1063620/SEND_review_right_support_right_place_right_time_accessible.pdf

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Appendix 1: Implications

Legal Implications

Academy conversions are a lengthy process with significant work implications particularly around property and the due diligence process run by MATs.

Finance

Chapter 4 A stronger fairer school system has significant implications for the future of maintained school funding levels, capital grant and basic need allocations.

Mass academisation will place a significant workload around our current legal, HR and education support services.

Consultation

To support the proposals of the white paper, the DfE will be consulting on:

- 1 moving schools that have received two consecutive below 'good' judgements from Ofsted into strong trusts to tackle underperformance
- 2 the exceptional circumstances in which a good school could request that the regulator agrees to the school moving to a stronger trust
- 3 a statutory framework to govern children's movements so that all placement decisions – including alternative provision – are always made in the best interest of the child
- 4 a new backstop power for local authorities to direct trusts allowing local authority-maintained specialist providers to move into either specialist-only or mixed trusts, based on individual and local circumstances
- 5 a new leadership level NPQ for SENCOs, replacing the National Award in SEN Coordination as the mandatory qualification for all new SENCOs

Equality and Diversity / Public Sector Equality Duty

Not applicable

Human Rights

Not applicable

Climate Change

The delivery of zero carbon projects to support council targets would potentially become significantly more difficult to achieve across MAT and academy development.

Crime and Disorder

Not applicable

Staffing

Our current Education support services and associated Council SLAs will be under pressure in the changing education market with further staffing implications across this sector.

Accommodation

Not applicable

Risk

Not applicable

Procurement

Not applicable