



# Your child, your schools, our future: building a 21st century schools system

## Timetable for action



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# Foreword by the Secretary of State for Children, Schools and Families



Our mission, as we set out in the Children's Plan, is to make this the best country in the world for children and young people to grow up. We cannot and should not settle for anything less.

Our vision is of a country in which parents and families are supported to succeed, in which no child is left behind and all enjoy their childhood, in which we step in early to prevent failure and in which the services children and families receive respond to their needs. These are the guiding principles of our Children's Plan.

The achievements of the last 12 years have moved us closer to achieving our mission. Through Sure Start we have developed a network of children's centres across the country to meet the needs of parents and children in the early years. We have provided, for the first time, universal early education for three and four year olds, to give them an opportunity to play and learn – and we are now extending those opportunities increasingly to two year olds. We have drastically reduced poor performance in our school system and invested in school leaders and teachers to ensure children are able to develop their potential. We have taken action to reduce problems which blight children's futures – poverty, obesity, abuse,

neglect and underachievement. We have developed, in Every Child Matters, a world-leading approach to delivering services for children and young people. And our young people are now given a choice of learning pathways to suit their needs and develop their skills, with guarantees of a place in learning or training, if they choose, on the way to education for all until age 18.

We have done this by combining reform with investment. Over the last 12 years, we have increased spending on education as a percentage of GDP to 5.7 per cent and per pupil funding to over £6,000 per pupil, representing a 98 per cent rise in real terms, closing the gap between state-funded and private schools. This represents an unprecedented investment in children, young people and the workforce, which has delivered rising standards and levels of attainment.

We need, in the next five years, to build on those achievements. In the next period, we need to move services for children, young people and families from good to outstanding in what they achieve. This will mean:

- guarantees for parents and children of what they can expect from all our services;
- great leadership that innovates to drive ever greater improvement and shares knowledge right across the system;

- a highly skilled and professional workforce across all our services for children and young people, which can ensure no child is left behind; and
- partnerships within and between schools, colleges and children's services – because no single institution can deliver for children alone and services need to work together to intervene early.

At the same time, I will not tolerate poor performance at any level and so I will not hesitate to take action where the life chances of our children and young people are put at risk.

This implementation plan sets out the steps we must take to achieve our mission in the next five years – how we will continue to reform, how we will maintain our investment in services and how we will ensure that every pound spent on children and young people delivers value for the future of our country. We will ensure that, as we move into a tighter fiscal environment, we make efficiencies so that our front line services can be protected as it is those who work directly with children, young people and families who make the biggest difference to their outcomes.

### Becoming the best in the world

Over the last 12 years, we have moved to eradicate widespread failure in services for children and young people. We have also supported and challenged our schools, colleges and wider children's services to deliver and seen excellent practice developing in many local areas. In becoming the best in the world, we will need to build on those achievements to create a system in

which the front line – head teachers, teachers, social workers, early years professionals and youth workers – is empowered to determine how best to help children and young people to succeed; in which parents and children know what they can expect from services and can help ensure it is delivered for them; and in which we move ever faster to ensure failure is prevented and tackled where it arises. Not only will these reforms ensure that everyone can expect high standards, but they will also tackle one of our greatest remaining challenges – breaking the intolerable link between disadvantage and future life chances.

So, over the next five years, we will:

- **Guarantee what children, young people and their parents can expect from services**

All children, young people and their parents should know what they can expect from schools, colleges and children's services. We have set out a number of guarantees for children and young people covering the services they can expect. To promote the next phase of improvement in educational achievement we are setting out Pupil and Parent Guarantees through the Children, Schools and Families Bill. In backing our young people, especially in these tighter fiscal circumstances, we guarantee them a suitable place in education or training, so they can continue to learn and achieve post-16, through the September Guarantee and, in 2010, the January Guarantee, as we raise the education leaving age to 18 years old by 2015. In the Families Green Paper we will set out what support families can expect from the early years onwards.

- **Develop and support the best leaders**

To have the best children's services in the world, we need to develop and empower the best leaders in the world to continuously improve outcomes for children and young people; and to support excellence across the system. In order to achieve this, we need to invest in developing talent and to give our leaders the flexibility to innovate.

- **Further professionalise the workforce:**

It is vital to have a highly professional workforce across all children's services. In teaching, we will ensure that standards are excellent with increasingly highly-qualified teachers. We will also continue to professionalise the early years workforce, through having better qualified practitioners, increasingly with graduate leadership. On social work, we will accept the recommendations of the Social Work Taskforce to ensure children, young people and their families receive the highest standards of care. And we will develop a professional status in the youth sector.

- **Encourage partnership working across and within all sectors working with children, young people and their families**

To deliver the best possible outcomes for children, young people and their families, services need to work together both to deliver the range of co-ordinated services needed and to support service improvement. By working in partnership, the best performers can support others to improve and deliver savings which can be invested in the front line. Through further development of Children's Trusts, we will see local areas pooling resources and working together to deliver better outcomes for children and young people.

- **Be tough on services that fail to deliver**

Where services fail to deliver, it is important that we act quickly to intervene. The early success of National Challenge has shown what can be achieved when support and appropriate intervention is targeted at underperforming schools through local authorities. We will continue to build on these successes including, as we set out in this plan, for primary schools, by supporting local authorities to work together with schools in their area, to improve. It is equally important that we intervene where local authorities are failing to deliver children's services and we will continue to take appropriate action when there is a failure to deliver children's services at a local level.

## Challenges

What parents want remains the same – happy, safe and healthy children who succeed in adulthood. Our priorities for reform, for investment and for delivering greater value for every pound are all designed to ensure we can achieve this despite the challenges we face:

- families are becoming more diverse and some families are under more pressure, so we need to ensure our response is tailored to their needs;
- the need to keep the most vulnerable children and young people safe, especially in the face of greater-than-ever pressure on children's social care, with young people developing the resilience and knowledge to avoid risky behaviours;
- increasing demand for higher skills with very few jobs available for people with low or no skills; and

- increasing numbers of children and young people using our services while resources are tighter.

### Delivering front line services

It is vital to continue to invest to ensure children and young people thrive in childhood and the workforce of tomorrow is sufficiently skilled, flexible and resilient. We will continue to invest in front line services through:

- **Ensuring all children get the best start in life:**

Sure Start Children's Centres bring together childcare, early education, health and family support for families with children under 5 years old. There are currently 3,059 designated children's centres, providing services to over 2.4 million families. We will continue our investment in Sure Start, with one Sure Start Children's Centre in every community.

We know that high-quality formal childcare supports the learning and development of all children and supports their families, particularly the most disadvantaged and vulnerable. In order to provide more accessible childcare, we will continue to increase free, high-quality childcare for 3 and 4 year olds and make progress on our commitment to expand the free entitlement for 2 year olds.

- **Ensuring the best education experience for all:**

We want all young people to have the best start in life, including through having the best possible educational experience which gives them the qualifications they need to succeed. In the White

Paper *Your Child, Your Schools, Our Future*, we set out Parent and Pupil Guarantees to support our goal that all young people should have an excellent educational experience. The Guarantees set out, for pupils and parents, what they should expect from their school, including the entitlement to one-to-one tuition. The Parent Guarantee includes strengthened Home School Agreements, setting out expectations on parents and making clear their responsibilities for their child's behaviour. Schools are also providing an enriched experience for children and young people, with over 90 per cent of schools offering extended services.

We will also continue to expand the number of Academies, as we know that Academies can have a real impact on the attainment of their pupils. The Building Schools for the Future (BSF) programme has transformed the schools estate and we will continue to meet our commitments on school refurbishments and new builds.

Following the Rose Primary Curriculum Review, we will introduce the new primary curriculum in 2011. This will provide an opportunity for *all* primary schools to take stock and redesign their curriculum to maximise improvement. The new curriculum is a central component of our World Class Primaries Programme to ensure that schools build on learning in the Early Years Foundation Stage and maintain a strong focus on the basics of literacy, numeracy and ICT.

- **Support the most vulnerable:**

All young people should be able to achieve, regardless of their background and it is imperative that we break the link between disadvantage and

attainment. In schools, as part of our Pupil and Parent Guarantees, we are committed to providing one-to-one tuition to support any children who fall behind in primary school or by the start of secondary school.

We have responded immediately to Lord Laming's review of child protection and to the recommendations of the Social Work Task Force, including by setting up a new National Safeguarding Delivery Unit and a National College for Social Work. We have also established ContactPoint, which will enable practitioners delivering services to children and families to find out quickly who else is working with the same child, in order to deliver a co-ordinated response to their needs. Our Care Matters programme will continue to drive up the quality of services for children in care.

To support those families most in need, we have committed to help 10,000 families a year through Family Intervention Projects, by 2012-13. We are already seeing results from the Youth Crime Action Plan, which set out an approach of early intervention; enforcement to hold young people to account and protect the public; and non-negotiable support for young people and, if necessary, their families. Fewer young people are entering the criminal justice system, re-offending has reduced and there are fewer young people in custody.

We will continue to ensure that we give young people a real voice in planning and delivery of their services and celebrate their achievements. We will invest in positive activities, including volunteering, which help young people to develop broader skills and resilience. And we will make

further progress towards our goal of new or refurbished youth facilities in every constituency: funding has already been committed to a quarter of constituencies.

The Child Poverty Bill will embed in law the Government's commitment to eradicate child poverty by 2020, and set a clear framework of accountability for progress. The Government will set out, early next year, the broad direction of our thinking on how to make this a reality.

The Aiming High for Disabled Children programme has started to transform services for disabled children and their families: from April 2011, all local authorities will be required to offer a short break service for families.

● **Backing young people:**

In the current tight fiscal climate, we must continue to invest in programmes for young people, in order to support them to participate in training or learning until 18 years old. In offering young people a choice of qualifications, including GCSEs, A' levels, Diplomas and Apprenticeships, we will help ensure that they have the right skills and qualifications needed to progress into work or to further or higher education. The offers of a place for all young people through the September Guarantee; and, in 2010, the January Guarantee will help ensure more young people are supported to stay in learning and achieve. For those young people most at risk of becoming NEET, the high-quality information, advice and guidance provided by Connexions will support them to find a suitable place in learning.

## Efficiency: ensuring every pound spent delivers maximum value

There has been unprecedented and sustained investment in education and children's services over the last decade. This investment has supported improved outcomes for children and young people with record levels of attainment and young people staying on in education post-16. This investment has also transformed schools and children's services, with more than 3,800 schools built or significantly refurbished and 3,059 Sure Start Children's Centres.

In this tighter fiscal climate, we remain committed to continuing to invest in positive outcomes for children and young people. We also want to continue to ensure that we are achieving the best possible value for money for all the Department's spend – getting the best possible outcomes for every pound we invest. The purpose of these efficiency savings is to invest more in front line delivery. We can only achieve these savings whilst continuing to improve outcomes by working with our delivery partners:

- **Schools** – We are already working with schools and local authorities to support improved procurement, stronger financial management, and effective school partnerships, particularly through federations, as the keys to getting the best value for money and driving standards up further post-2011. The recent publication *Securing Our Future – Using Our Resources Well* launched a national debate with schools, school leaders and their colleagues about what steps we can all take to ensure the best use of our school resources in the coming years. The purpose of identifying efficiencies is to release resources to protect services, for instance to support the additional teachers and teaching assistants now working in the schools system to support one-to-one tuition and investment in school buildings. The National Workforce Agreement and re-modelling have led to a transformation in the schools workforce. I am committed to the independent pay review process, but we will have to ensure that pay is affordable. The Schools White Paper emphasised the importance of schools working together in order to achieve more for children, because no school can meet the needs of all its pupils alone. Working together, schools can deliver improvements in the curriculum, in behaviour and discipline and they can support each other to raise standards, sharing the best teachers and school leaders in order to extend their influence and expertise across the system. I want to see all schools embrace partnership working to raise standards, deliver excellent teaching and learning and enhance the wellbeing of pupils. At the same time, the experience of many schools shows that collaboration can release resources to reinvest and support front line services. So I want to support schools to work together and to secure efficiencies, so that we can continue to invest in better outcomes for children: it is what children and young people deserve.
- **Children's Trusts** – We will continue to build on the success of Children's Trusts by increasing the number of more efficient multi-agency teams at the front line, which provide one-stop access to a wider range of services for children, young people and their families and make sure that children and families facing difficulties get help early to prevent their problems worsening.

- **More localised decisions and better allocation of resources** – Our reforms, set out in the Schools White Paper, provide for more localised decisions on funding, supported by a new, fairer funding system that ensures the money ends up where it was intended. This will increase efficiency and prevent wastage in the system.
- **Leading from the centre** – We recognise the scope for going further in all these areas and the role we have in leading changes from the centre and delivering better public services for less. We will:
  - promote transparency and open up more data to the public to assist their choices and accelerate the move to digitise public services, such as encouraging a significantly greater take-up of online school admissions applications and Parent Know How;
  - build on the Total Place pilots to support efficiencies that can be achieved through a whole area approach to delivery by freeing up the front line to innovate and collaborate, for example through encouraging the aligning and pooling of budgets to be devolved to front line services; and
  - reshape how we work at the centre to make significant savings in bureaucracy.

## Conclusion

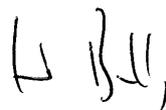
It is through continuing to combine reform and investment in schools and children's services, with tough decisions to save money and be more efficient, that we will deliver on the Children's Plan

commitments to improve the lives of many more of our children, young people and families.

We have already achieved so much in terms of improving outcomes, including record levels of attainment and post-16 participation. By working together we can go even further in moving from good to great. The ambitions set out in the White Paper *Your Child, Your Schools, Our Future* continue to drive reform in the system to raise standards further, including by setting out for pupils and parents what they can expect from the system.

The front line is vital to improving the lives of children, young people and their families. We need to build on the progress we have made through the unprecedented investment in education. It is through continuing to invest in our front line services that we can move schools and children's services from good to great. We can only make this investment in a tighter fiscal climate by working together to generate efficiencies we can then use to support the front line. Securing greater value for money is an essential job for all of us who are charged with spending public money and it is key to helping even more children live better lives.

In working together, to reform our services and to generate efficiencies to invest in the front line, we can continue to transform the life chances of all children, young people and their families.



## Ed Balls

Secretary of State for Children, Schools and Families

# The Children's Plan 2020 Goals

## The 2020 Goals are:

- enhance children and young people's wellbeing, particularly at key transition points in their lives;
- every child ready for success in school, with at least 90 per cent developing well across all areas of the Early Years Foundation Stage Profile, by age 5;
- every child ready for secondary school, with at least 90 per cent achieving at or above the expected level in both English and mathematics, by age 11;
- every young person with the skills for adult life and further study, with at least 90 per cent achieving the equivalent of five higher level GCSEs by age 19; and at least 70 per cent achieving the equivalent of two A' levels by age 19;
- parents satisfied with the information and support they receive;
- all young people participating in positive activities to develop personal and social skills, promote wellbeing and reduce behaviour that puts them at risk;
- employers satisfied with young people's readiness for work;
- child health improved, with the proportion of obese and overweight children reduced to 2000 levels;
- child poverty halved by 2010 and eradicated by 2020; and
- significantly reduce by 2020 the number of young offenders receiving a conviction, reprimand, or final warning for a recordable offence for the first time.

# Introduction

1. The evidence of international studies and national results is unequivocal: education in England has improved significantly. In the longest running international survey TIMSS (Trends in Maths and Science Survey), which has been running since 1995, England has consistently moved up the international league table and is now, overall, the highest performing European country taking part.
2. Meanwhile, overall achievement of expected levels at both the end of primary school and the end of compulsory schooling have improved strongly. 100,000 more children each year leave primary school confident in the basics, and this year 69.7 per cent of pupils overall achieved five GCSEs at grades A\*-C. This is an increase of 4.4 percentage points from last year and compares to 45.1 per cent of 15 year olds in 1997.
3. It is the lowest performing and most deprived areas and schools which have improved the fastest. Since 1998 the most deprived local authorities have improved their 5 GCSE A\*-C results including English and mathematics by 19.9 per cent compared to an average increase of 14.1 per cent.
4. Overall, this improvement could be summarised by saying that the system has improved from being satisfactory (and in places unsatisfactory) to one which is largely good.
5. That improvement was generated in significant part by improving the fundamental underpinnings of the system. In the first place, by improving the supply of teachers: there are 42,400 more teachers than in 1997 and, on average, those entering the profession are better qualified. Secondly, by improving the quality of school leadership: every new head is now trained and qualified, and Ofsted rate the quality of leadership and management as either good or outstanding in just over two thirds of all schools. Thirdly, by improving the infrastructure of the system: with £42.8 billion invested in school buildings, more children have a better learning environment than ever before.
6. But the second key reason for improvement has been a strong central drive to secure high minimum standards across the country. The establishment of the National Curriculum set the standards, Key Stage testing revealed performance against those

standards and Ofsted inspection examined the quality of practice in schools. Against this framework, we put in place a strong drive to improve practice: national literacy and numeracy strategies, a drive to improve behaviour and attendance, the ongoing training of staff in known effective practice and both challenge and support for schools to improve. We exposed failure where it existed and intervened decisively to tackle it. Since 1997, the number of schools with under 25 per cent of 15 year old pupils with any five good GCSEs has reduced from 616 to 12 in 2008. The number of schools with below 30 per cent of 15 year olds achieving 5 A\*-C grades at GCSE including English and mathematics has dropped from 1,610 in 1997 to around 270 in 2009.

7. Over time, we have refined our approach. We have increased targeted challenge and support to areas of weakness and of deprivation – with clear improvements in the schools and areas targeted. And, as there has been improvement, we have continued to sharpen the accountability system – with Ofsted ‘raising the bar’ with each new inspection cycle, including this year – but also to reduce central direction where the capability of the system has improved. For example, we have reduced the level of detailed prescription in the National Curriculum at Key Stage 4, enabling schools to provide qualification routes suiting more young people.
8. This approach has been effective in transforming our system and making it one which is very largely good. There are challenges still – most importantly that the achievement gaps which are still too wide are narrowed and that we break the persistent link between deprivation and low educational attainment. However, the central task is now that a good system should become an excellent one: one which prepares every child and young person to make a success of their life.
9. The approach to improvement we need to make a good system excellent is fundamentally different from that which we have needed to build a good system. As, increasingly, there is good practice across the country, the challenge of improvement becomes focused on the circumstances of each school: refining already good practice to serve ever better the needs of the children in their care. And encouraging and supporting schools to do this is most effectively done laterally (through school-to-school support) and bottom up (through creating the conditions in which parents can confidently challenge schools), rather than through central driving.
10. It is the ambition to create a system which is not merely good but excellent that is at the centre of our White Paper ‘*Your child, your schools, our future*’. In this implementation plan, we set out how we intend to achieve that ambition through a new approach to improving the system.
11. Central to that approach, will be to emphasise ‘bottom up’ and lateral mechanisms for improving the system:

- firstly, giving parents, especially less confident parents, greater ability to press schools to give their children what they need – though the **Pupil and Parent Guarantees**;
  - secondly, helping parents to express their collective views on the choice of schools available to them through placing a requirement on local authorities to gather parents' views on the secondary school places available in their area and to act on their views – and through both of these mechanisms giving leaders of schools and the wider system the feedback they need to improve the service they offer;
  - thirdly, giving our best leaders more opportunity to extend their impact on the success of children and young people through federations and chains of schools and as National Leaders of Education;
  - fourthly, expecting schools to work together to offer more to parents, children and young people than any one of them could offer alone, delivering the Pupil and Parent Guarantees through local partnerships, involving a range of professionals working together to tackle all the problems children and young people might face; and
  - finally, creating a learning system, through which every school can have access to and learn from the very best practice which exists in the system.
12. With these in place, we aim to make sure that every school should determine its own improvement priorities, its own improvement plan and the support it will need to implement its priorities. Schools will be challenged to do this by School Improvement Partners (SIPs) with a new role. They will be expected to understand a school well enough to provide high-quality challenge and support to school leaders on the sufficiency and effectiveness of their plans. The SIPs will help to broker the support schools will need – drawing both on other schools and on quality assured national resources, which will be available to be drawn down by schools. Their role will not be to implement national policy, but to ensure that schools are tackling their own priorities with pace, rigour and ambition.
13. In support of the new approach, we are continuing to refine the accountability system, particularly through the development of the new School Report Card. This will take a broader view of the performance of the school, bring the views of parents and pupils into the accountability system for the first time and focus particularly on the progress of every child, not merely on performance at certain thresholds. Where school performance is lower on report card measures, SIPs will have a stronger role in signing off improvement plans.

14. The new approach does not mean, by any means, that the Government will be ‘hands off’. In the first place, we will continue to be rigorous in ensuring that failure is tackled and in intervening where necessary. But across the whole system, we will see our role as creating a system where more children, young people and teachers can succeed, understanding the obstacles that exist to success so that we can clear them away, ensuring that the right range of resources are available to be drawn down, promoting and evaluating effective innovation and getting behind the efforts of all those who seek to improve the system for children and young people.
15. Improving the system also means continuing to improve the fundamental underpinnings of the system:
- raising the status and professionalism of the workforce: continuing to take steps to attract the best new entrants on every route and through continuing the expansion of Teach First, making sure that every entrant to teaching continues their development to Masters level through the Masters in Teaching and Learning (MTL), ensuring that every teacher has the opportunity and incentive to develop their professional practice continuously through the new Licence to Practise and continuing to broaden the range of professionals working in schools;
  - extending the effectiveness of leaders: implementing the reformed programme of leadership development, including the revised NPQH, and new accelerated programmes for developing head teachers; continuing work on succession planning to secure a strong supply of head teachers in the future; continuing to develop heads who are skilled in working in and leading partnerships; and supporting excellent heads to extend their reach – National and Local Leaders of Education, for example;
  - continuing to extend the flexibility schools have over the curriculum, while securing a high-quality basic entitlement for all children and young people, through completing the implementation of the new secondary curriculum and implementing the new primary curriculum; and ensuring that from age 14 onwards, all young people have a choice of GCSEs and A-levels, Diplomas and Apprenticeships; and
  - implementing a new funding system which removes barriers to collaboration, funds the needs of the deprived and vulnerable and supports schools to implement the Guarantees and succeed in their work.
16. Through this work to develop the system, it is our intention to extend and draw fully on the evidence base and to seek to understand ever more deeply the needs of different pupils, parents, teachers, schools and areas of the country. By doing so, we will ensure

that our policy can be increasingly refined in tackling barriers to success and to getting behind our partners' efforts. At the same time, we will work closely with local authorities, not only to hold them to account for their vital commissioning work, but also to ensure that every part of the country is able to draw on evidence and examples of success and progress.

17. In this delivery plan<sup>1</sup>, we set out the concrete steps we will take to make a reality of these goals.

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1 The White Paper, this delivery plan, and many of the policies within them are specific to England

# Chapter 1 – In every school: delivering excellent teaching and the extra help each child needs, underpinned by the Pupil and Parent Guarantees

## We have set out Guarantees for every child and their parents / carers

- 1.1** Through Pupil and Parent Guarantees, we have set out a comprehensive picture of what every child and young person, including those with special educational needs and disabilities, can expect of their school; and what parents and carers can expect too.
- 1.2** Because they summarise the core entitlements of every pupil and parent, they necessarily restate a large number of existing legal requirements. Indeed, it would be wrong to view the Guarantees as setting out a completely, or largely, new set of policies. The Guarantees 'lock in' many of the key system improvements of the last 12 years for every child.
- 1.3** However, the Guarantees do include some new entitlements:
- one-to-one catch-up tuition for primary school children;
  - one-to-one or small group catch-up tuition for children in Year 7, supported by a progress check which is reported to parents;
  - every secondary pupil will have a personal tutor; and
  - new, strengthened Home School Agreements.
- 1.4** They also recognise where there is best practice in our most effective schools. Within the context of significant school-level flexibility, they will define a core offer which schools should make to children and young people and their parents, and build on the entitlement to free and flexible early learning and care. Some entitlements will apply across all schools, and others are age-related and applicable only within the primary or secondary context. Some children will also have different profiles of need (e.g. children with statements of SEN) and receive a different package of support.
- 1.5** Our expectation is that schools will attach different additional weight to different aspects of the Guarantees according to their

own improvement priorities, but that the entitlements will ensure this universal core offer. The detailed Guarantees are set out in Annex F.

**The Pupil Guarantee is focused on 5 key ambitions:**

- i) every pupil will go to a school where there is good behaviour, strong discipline, order and safety;
- ii) every pupil will go to a school where they are taught a broad, balanced and flexible curriculum including skills for learning and life;
- iii) every pupil will go to a school where they are taught in a way that meets their needs, where their progress is regularly checked and where additional needs are spotted early and quickly addressed;
- iv) every pupil will go to a school where they take part in sport and cultural activities; and
- v) every pupil will go to a school which promotes their health and wellbeing, where they have the chance to express their views, and where they and their family are welcomed and valued.

**The Parent Guarantee is focused on 4 key ambitions:**

- i) every parent will have opportunities, information and support to exercise choice with and on behalf of their child;
- ii) every parent will have a Home School Agreement outlining their rights and responsibilities for their child’s schooling;

- iii) every parent will have the opportunity, information and support they need to be involved and engaged in their child’s learning and development; and
- iv) every parent will have access to a variety of activities, facilities and services including support and advice on parenting.

**By September 2011, the Guarantees will be in place, with a clear redress mechanism for those who feel their entitlements have not been met**

- 1.6 The Pupil and Parent Guarantees are about empowering and enabling pupils and parents to raise questions with schools if they believe they are missing out on one or more of their core entitlements. The Children, Schools and Families Bill will establish the Guarantees in statute<sup>2</sup>. It will also provide for the detailed entitlements within them to be set out in a document approved by Parliament.
- 1.7 The Guarantees will drive improved provision in schools from the bottom up by giving parents and pupils a voice which must be listened to. For that reason it will be vital that we find ways to communicate the existence and nature of the Guarantees to all parents and pupils, and to encourage them to make sure they are in receipt of their full entitlement.
- 1.8 In most cases, any issues will be dealt with at school level, through discussion with head teachers and / or governors, and we will

<sup>2</sup> Subject to the will of Parliament.

expect governing bodies to nominate a ‘link’ governor to focus on the Guarantees. But, where issues cannot be resolved in that way, the Apprenticeships, Skills, Children and Learning Act 2009, which received Royal Assent on 12 November, has established a mechanism through which any child, young person or parent will be able to seek redress if they believe that they are not receiving their entitlements. The new mechanism will allow, where necessary, recourse to the Local Government Ombudsman who will be able to make recommendations to maintained schools. And, ultimately, the Secretary of State will be able to direct those schools to comply with the recommendations of the Ombudsman.

- 1.9** The existence of the Guarantees will, in itself, drive improvement: schools will know what is expected of them. We believe the majority of complaints will be resolved at this level without any need for ultimate escalation to the Ombudsman. The preference throughout will be for quick delivery of entitlements rather than lengthy processes. Generally, this will be for schools and the Ombudsman, but where the local authority has a role as a provider – in relation to one-to-one tuition – they will be drawn in early and effectively.
- 1.10** The Guarantees have the potential to be a very positive means of ensuring a universal core offer. We want to ensure that:
- all pupils and parents – not just those who are already effective at engaging with schools – are able to use them;

- the Guarantees provide a framework for those with genuine complaints to express them to schools in a non-confrontational way; and
- their introduction does not stimulate an unmanageable flow of complaints (and, in particular, vexatious complaints).

- 1.11** Our intention is to consult, in early 2010, on the content of the Guarantees; the redress system; and on how best to manage their introduction and communication. The Guarantees and the redress system will be in place at the start of the new school year in September 2011 and prior to their coming into force we will publish a plain English document, setting out the full set of entitlements for children, young people, parents and schools.

### **Every pupil will go to a school where there is good behaviour, strong discipline, order and safety**

- 1.12** Every parent wants to know that their child is safe and happy at school, and every child has the right to learn in a well-run, orderly school with good behaviour in every classroom – that is essential to providing a sound foundation for their learning.
- 1.13** An independent review by Sir Alan Steer, which reported in April this year, found strong evidence from a range of sources that the overall standards of behaviour achieved by schools is good and has improved in recent years. However, while only a small percentage of schools now have inadequate

behaviour standards, the report rightly indicated that there is no room for complacency. In particular, the report recommended that where a school's behaviour standard is judged as satisfactory, this should be seen as a trigger for action for improvement. The Government agreed to act on all of Sir Alan's recommendations and, in September, launched a major new strategy to raise behaviour standards.

**1.14** The Government's new strategy sets a Behaviour Challenge with a core ambition that, by 2012, all schools will have a 'good' or 'outstanding' Ofsted rating on behaviour or be on track to achieve one. Measures that will be taken to secure this include the provision of both support and challenge for schools through local authorities, the National Strategies during its final period of work, and School Improvement Partners; making behaviour improvement a priority within the Good and Great strategy so that schools with particular strengths in behaviour management can act as system leaders; and engaging parents in working with schools on behaviour issues, for example through strengthened Home School Agreements.

**1.15** Alongside the Behaviour Challenge, we are also taking action to ensure that the legal powers of schools to discipline pupils are properly understood, along with the responsibilities that parents and pupils themselves share with schools for ensuring good behaviour standards. A joint DCSF and NASUWT leaflet for school staff has been sent

to all schools, as well as a new leaflet for parents and carers alongside the Behaviour Challenge, developed in partnership with the teacher professional associations and other key stakeholders. This will be followed by advice for pupils. We have also launched a new DCSF website that provides schools with clear and direct access to the guidance they need on behaviour and attendance issues. Schools' disciplinary authority has been further strengthened by the introduction of a new power to search pupils not only for weapons but also for drugs, alcohol and stolen property. This again was based on advice from Sir Alan Steer, following consultation among other practitioners.

**1.16** Schools themselves will be empowered to drive improvement. We have legislated to require all secondary schools and Academies to be in a Behaviour and Attendance Partnership, which will enable them to share resources and expertise in improving behaviour and tackling persistent absence among pupils. We are requiring these partnerships to report annually on progress to their Children's Trust, starting from September 2010. In turn, Children's Trusts will be required to consider these reports, and include their plans for improving school behaviour and attendance across the local area in the Children and Young People's Plan. We will shortly be consulting on statutory guidance for Behaviour and Attendance Partnerships to increase their overall effectiveness, including by intervening earlier and making more use of

alternative provision for preventative purposes. Schools will want to consider how these partnerships could be built on to include collaboration on wider school improvement issues.

- 1.17** We will ensure that there is a good supply of DCSF accredited high-quality support available on which schools can draw, and proven effective practice and high-quality resources and materials are available to schools, including those built up by the National Strategies. As announced in the Behaviour Challenge, we will consider whether the updating of skills and expertise in pupil behaviour management should be integral to the core professional standards required for teachers under the Licence to Practise. In time, we expect that the latest Ofsted grade for behaviour will be included in the School Report Card.
- 1.18** If we want all children to succeed and participate up to 18, we also need to achieve a step change improvement in alternative provision. In particular we need to see:
- more pupils leaving alternative provision with accredited qualifications or recognised steps towards them;
  - alternative provision used more often as an early intervention to address behavioural problems before they escalate to the exclusion stage;
  - better commissioning of alternative provision by local authorities, schools and school behaviour partnerships; and

- all pupils receiving the number of hours of provision each week that is appropriate for them, and a personalised curriculum that is tailored to their specific needs, delivered in the number of hours of provision each week that is appropriate for them.

- 1.19** We are looking to go further, by legislating through the Children, Schools and Families Bill<sup>3</sup>, to introduce a duty for local authorities to provide full-time education for all children in alternative provision, subject to exceptions on medical grounds.

### **Every pupil will go to a school where they are taught a broad, balanced and flexible curriculum including skills for learning and life**

- 1.20** We are committed to every pupil going to a school where they are taught a broad, balanced and flexible curriculum, including skills for learning and life. The Pupil Guarantee will strengthen pupils' entitlement to learning enshrined in the National Curriculum by ensuring that the curriculum is tailored to each child's individual needs. It remains our absolute priority that every child achieves well in the basics, especially in English and mathematics. Schools have a lot of flexibility in how they design their curriculum, and it is right that, with ever higher standards of teaching and high levels of common knowledge of effective practice, we should allow schools more flexibility in the

<sup>3</sup> Subject to the will of Parliament.

curriculum, so that they can tailor provision to their own circumstances and the needs of the children in their care. This could include devoting more time to English and mathematics, for those who have fallen behind, and freeing up space for additional challenge and support to gifted and talented learners. That is why we have already slimmed down the new secondary curriculum.

**1.21** In this context, the Pupil Guarantee will now also ensure that:

- the primary curriculum is tailored to every child's needs so that they have the support they need to secure good literacy, numeracy and ICT skills; to take part in sport and cultural activities; to learn another language and about the humanities, science, technology and the arts;
- every 11-13 year old enjoys relevant and challenging learning in all subjects; has the opportunity to take part in sport and cultural activities; and can develop personal learning and thinking skills so that they have strong foundations to make their 14-19 choices;
- every 14-19 year old has a choice of learning routes and qualifications to suit their needs and interests – from Apprenticeships, Diplomas, Foundation Learning and GCSEs/A' Levels; has the opportunity to gain functional skills and qualifications; is encouraged to take at

least two, and where appropriate, three science GCSEs, and benefit from increased opportunities to progress to higher education. They will also be encouraged to undertake community service and high-quality work related learning, and have opportunities to take part in sport and cultural activities; and

- every young person is supported to participate in education and training up to the age of 17 from 2013; and up to the age of 18 from 2015.

**1.22 In primary schools**, the introduction of the new primary curriculum from September 2011<sup>4</sup>, provides a 'once in a decade' opportunity for primary schools to think about their curriculum and how it might be better tailored to meet their own circumstances and the needs of their pupils. The move to broader areas of learning will increase flexibility and provide opportunities for schools to design a mix of discrete subject teaching and cross curricular studies which will enhance and enrich pupils' learning and smooth the transition from Early Years Foundation Stage (EYFS) to Key Stage 1 (KS1). And a new 'essentials for learning and life' framework will help primary schools embed literacy, numeracy and ICT throughout the wider curriculum alongside developing children's personal, social, emotional and learning skills. We will be supporting local authorities, those working in schools, school governors and parents to understand and prepare for the new curriculum.

4 Subject to the will of Parliament.

**1.23** In early 2010, the new primary curriculum support package will be in place. This will include the Qualifications and Curriculum Development Agency launching a new primary curriculum website; publishing teacher handbooks and curriculum guidance; and regional curriculum advisers to support local authorities to make arrangements to promote the changes to schools and to help them to work together on local curriculum design and implementation issues. During the summer term, the National College will run primary curriculum conferences in every Government Office region, to help school leaders consider the implications for leadership and maximise the benefits of the new curriculum in their schools. There will also be on-line discussion groups and local leadership network events. And, from September 2010, a new primary curriculum preparation CPD package will be available to local authorities and schools to help them to plan to make effective use of an additional closure day. Information for parents will be made available via schools before the new curriculum starts.

**1.24** Subject to the outcome of public consultation and changes to legislation, from September 2011 all parents will be able to choose to start their child in school from the September after reaching their fourth birthday or take up a full-time place in another early years setting. Parents will be given clear information about the benefits of this new entitlement, and we will work to help schools and early years settings to

smooth the transition for any children who move into reception after September.

**1.25 In secondary schools,** head teachers are already seizing the opportunity of rolling out the new secondary curriculum and designing an engaging, rich and relevant curriculum in all subject areas and with a new emphasis on personal, learning and thinking skills. This includes:

- *from September 2008* – new programmes of study introduced in Year 7, and teaching of the first tranche of Diplomas;
- *from September 2009* – new programmes of study introduced in Year 8; teaching of the second tranche of Diplomas; first teaching of the new Key Stage 4 curriculum in Citizenship and PE; and publication of the strategy for provision of Information, Advice and Guidance, which will support young people to make decisions that will set them on the path to success;
- *from September 2010* – final year of roll out of Key Stage 3 curriculum for pupils in Year 9; first teaching of the new Key Stage 4 curriculum in English, mathematics and ICT; first teaching of Key Stage 4 functional skills, including English, Maths and ICT GCSEs with functional skills; first teaching of the 3rd tranche of Diplomas; and provision of foundation learning in every area; and

- *from September 2011* – final year of rollout of the secondary curriculum; first teaching of the final tranche of Diplomas and the introduction of extended Diplomas; and PSHE and cooking will become a compulsory part of the secondary curriculum.

- 1.26** The majority of secondary schools are now specialist schools, and they are required to deliver excellent outcomes in their specialism, for both their own pupils and for young people more generally through working in partnership. In line with expectations on all schools, specialist schools will be required to demonstrate how they work with partners and the impact of their specialism-related outreach work, and Ofsted will be making judgements about the effectiveness of this. Working with the Specialist Schools and Academies Trust, Youth Sport Trust and other stakeholders, the Department is developing a national benchmarking framework for specialism that sets out clear expectations for schools. We aim to publish the framework next term.
- 1.27** In January 2010 we will launch pilots looking at near universal participation of young people aged 14-16 in community service activities in five local areas, and other measures designed to support schools and other organisations across the country to increase such opportunities. From April 2010 there will be new 14-16 community services co-ordinators in all local authorities.
- 1.28** **In parallel** with this curriculum reform, we will move to a new model for curriculum

support for all schools. From April 2011, the majority of curriculum related interventions that are centrally driven at present will move towards the new model of local determination in which schools will access quality assured provision through the new frameworks for curriculum-related CPD and curriculum design support. This will become the norm, other than where there is an identified need for central support, for example a national need which is unlikely to be met in a devolved system. Beyond March 2011, we expect the work of the QCDA, TDA and National College on the primary curriculum to continue until the new curriculum is firmly embedded, while schools may choose to access other support through the new improvement support arrangements set out in Chapter 3.

**Every pupil will go to a school where they are taught in a way that meets their needs, where their progress is regularly checked and where additional needs are spotted early and quickly addressed**

- 1.29** Effective personalisation of teaching to the needs of all pupils is the key to unlocking historic gaps in performance. If we are ever to break the link between disadvantage and low educational attainment, we have to recognise that prior attainment is not always a reliable indicator of future potential. Effective personalisation requires a good understanding of where each child is in their learning, what they need to achieve next and how to help them to get there. Assessing

Pupils' Progress (APP) can provide a robust and systematic approach to monitoring pupils' progress, and is central to narrowing attainment gaps. APP materials support teachers in reaching judgements about pupils' progress, enabling them to tailor their teaching closely to individual needs to ensure that every child can make good progress. We have already rolled out nationally APP materials in the core subjects, and in January 2010 will launch APP materials in primary science and speaking and listening at Key Stages 1-3.

**1.30** We are continuing to implement the recommendations of the Expert Group on Assessment, which reported in May 2009. The Expert Group recognised the importance of teachers' own professional assessments of pupils' progress. Alongside the embedding of our Assessment for Learning Strategy, we will strengthen the status of teacher assessment through moving national curriculum test dates to June in 2011, and publishing primary schools' Year 6 teacher assessment data in 2010.

**1.31** Following the discontinuation of the Key Stage 2 national curriculum science test, we are introducing a sample test in 2010 to ensure that national standards in science at the end of Key Stage 2 continue to be monitored. As the test is designed to monitor standards nationally, we will not publish the results of the test at local authority, school or pupil level. At Key Stage 3, we are also considering the practical implications of introducing a new national

sample test, including ensuring that the test aligns with existing international sample tests at KS3 (TIMSS).

**1.32** For pupils with dyslexia, we are already making progress with our commitment to have 4,000 specialist dyslexia teachers enrolled on training courses by September 2011. This term we launched the first tranche of training, and further tranches will start in January 2010.

**1.33** It will also be crucial that every pupil has access to high-quality careers education and information, advice and guidance to help them make informed choices about their learning and career opportunities. Secondary schools are required to provide a programme of careers education to all pupils in Years 7-11, with impartial information and advice which promotes their best interests. This is supported by statutory guidance which was published on 26 October 2009. The Apprenticeships, Skills, Children and Learning Act 2009 introduces a further requirement to ensure that careers education includes information on 16-18 education or training options and, specifically, apprenticeships. These provisions will come into force in September 2010. In addition we have set an ambition to extend the statutory age for careers education in schools and colleges to 18, in line with the timetable for raising the participation age, subject to consultation on timing and implementation.

**1.34** In October we launched *Quality, Choice and Aspiration: A strategy for young people's*

*information, advice and guidance.* This includes our IAG Guarantee which will enable young people to be demanding customers of local provision and challenge providers if their services fall short of what they have a reasonable entitlement to expect. The IAG Guarantee will be embedded within the Pupil and Parent Guarantees. In the first half of 2010 we will consult on directions and statutory guidance on IAG for local authorities.

- 1.35** Additional tuition will be central to delivering two elements of the Pupil Guarantee. In the primary phase, every pupil aged seven to eleven who has fallen behind nationally expected levels and is not making good progress in English or mathematics will receive extra one-to-one tuition. In the secondary phase, we are introducing a new Year 7 guarantee to support any pupil who is behind national expectations in English and/or mathematics. Pupils who do not reach Level 4 at the end of Key Stage 2 will be eligible to receive an offer of either ten hours of one-to-one tuition or additional small group support in Year 7 to help them catch up. Pupils receiving the Year 7 guarantee will have their progress assessed through a progress check carried out by the school. This will be reported to parents so that they know how their child is doing. Teachers will be supported in making their assessments by the APP materials.
- 1.36** National rollout of the tuition offer began this term, and local authorities are required to report on a termly basis their progress

towards delivering allocated tuition places. Tutor recruitment is being supported nationally through the TDA recruitment campaign which has generated a national pool of prospective tutors which local authorities and schools can draw from. By the end of this term we will confirm local authority funding allocations for one-to-one tuition in 2010/11. From September 2010 all primary and secondary schools will be providing the tuition guarantees.

- 1.37** Despite excellent personalised teaching, support if they fall behind, and general support and guidance, some children may need extra help to get them through difficult personal circumstances which can act as barriers to their achievement and personal development. Where problems arise, it is vital that they are spotted early and that there is rapid intervention from skilled professionals. A key contributor to this identification is ensuring that every pupil has an established link with someone who knows them well and has an overview of their progress. In primary schools the child's teacher already plays this role. We are currently running a Pathfinder Process looking at personal tutoring in secondary schools in 46 local authorities. We will draw on good practice from these local authorities to support all secondary schools to ensure that, from September 2010, every secondary pupil receives personal tutoring from a member of staff who knows them well.
- 1.38** Where additional needs are identified, schools must be at the heart of a local

approach to early intervention but they cannot do it alone – it requires close partnership working with other services, within a clear framework. Sure Start Children’s Centres and schools play a critical role in early intervention and prevention. In many local areas, neighbourhood clusters of health, police, adult/family services and voluntary and community services are already working together effectively with partnerships of Sure Start Children’s Centres and schools – and more needs to be done to replicate this good practice. By March 2010, there will be at least 3,500 children’s centres – one for every community – providing access to integrated services for over 2.4 million children and their families. The national evaluation of Sure Start is already showing that children behave better and are more independent if they live in Sure Start areas, with parents that have more positive parenting skills and providing a better home learning environment.

**1.39** The White Paper set out our intention to establish a framework for early intervention, with Children’s Trust Boards considering early intervention and prevention as part of their strategic planning. In early 2010 we will publish a consultation document which sets out proposals for bringing greater consistency, rigour and impact to the way Children’s Trust Boards organise and deliver early intervention locally, based on the good practice developing here in this country and abroad.

## **Every pupil will go to a school where they take part in sport and cultural activities, which promotes their health and wellbeing and where they have the chance to express their views**

**1.40** It is widely accepted that participation in PE, sporting and cultural activities both within and outside schools plays an important role in children and young people’s development. High-quality PE and sport produces young people with the skills, understanding, desire and commitment to continue to improve and achieve in a range of PE, sport and health-enhancing physical activities, in line with their abilities.

**1.41** In the case of culture we want to get to a position where a wide range of opportunities is on offer to children to allow them to experience a broad range of artistic and cultural opportunities within and beyond the curriculum; deepen their experience in particular areas of interest to them in or outside of school and develop particular talents and skills in or outside of school. In March 2010 we will announce the way forward on the future of the cultural offer at a national level.

**1.42** As of October 2009, 92 per cent of School Sport Partnerships had a five hours PE and sport offer in place, working in partnership with County Sport Partnerships. The 2009 PE and sport survey showed that 50 per cent of young people aged 5-19 were participating in three hours of activity per week. We have launched new guidance setting out roles and responsibilities for delivering the five

hour offer, and we are funding the Youth Sport Trust to develop practical and engaging ways of increasing the participation of less active pupils.

- 1.43** To further promote the importance of an active, healthy lifestyle, in September 2009 we launched the Enhanced Healthy Schools Programme and established nutritional standards for school lunch in secondary and special schools, completing the package of school food standards in all maintained schools. This means that school lunch is now a healthy as well as a value for money option. Having achieved this we need to see more children eating school lunch which has proven positive effects on their behaviour and readiness to learn. The School Food Trust is working with local authorities, schools and caterers to further increase take up of school lunch, building on progress to date. With the Department of Health, we are also supporting pilots in Durham and Newham which are exploring the benefits of universal provision of free school meals for primary pupils and a pilot in Wolverhampton which is looking at the case for extending eligibility for free school meals to both primary and secondary age pupils.
- 1.44** We have also published, with Department of Health, the Healthy Child Programme 5-19. The programme sets out a recommended universal progressive model of interventions to promote optimal health and wellbeing and will be delivered in schools by School Health Teams. These teams provide a key link

between health, education and wider children's and young people's services, providing guidance and support on a range of health-related issues. We will also legislate to introduce statutory PSHE in primary and secondary education from September 2011<sup>5</sup>. These actions, building on schools' engagement in the SEAL programme and wider pastoral functions, will also support delivery of whole-school approaches to improving the emotional and mental health and wellbeing of pupils.

- 1.45** Giving pupils a say in decision-making on matters that affect them within school helps to engage them, encourage a sense of responsibility and develop skills of critical thinking, advocacy and influencing. Schools are currently required to have regard to the statutory guidance on consultation with pupils published in May 2008 (*Working Together: Listening to the voices of children and young people*). In recognition of the importance of the views of young people, the Education and Skills Act 2008 placed a new duty on governing bodies to invite and consider pupils' views, the detail of which will be prescribed in regulations. The Department plans to consult on draft regulations in spring 2010 with a view to the new duty commencing in September 2010. The regulations will be complemented by new guidance which will cover the processes which schools should have in place to ensure that pupils are able to express their views on issues that matter to them.

<sup>5</sup> Subject to the will of Parliament.

## **Every parent will have opportunities, information and support to exercise choice with and on behalf of their child, and to be involved and engaged in their child's learning and development**

- 1.46** Parents and carers are the biggest single influence on pupils, and we know that when they are involved in their child's learning and have high aspirations that it can have a significant impact on cognitive development, on literacy and numeracy and on achievement throughout school. For this reason, we want to ensure that schools are welcoming environments for all parents, where they are welcomed as key participants, including the opportunity to be a parent governor, with a shared responsibility for their children's learning; and where they are given the information and opportunities they need to effectively support them.
- 1.47** From September 2010, every secondary school pupil will have a Personal Tutor who can act as a first contact for parents; and those parents will be able to draw upon online information about their child's behaviour, attendance, SEN, progress and attainment. In primary schools, the first contact will remain the class teacher; and similar online information will become available from 2012. In this way everyone can have a shared understanding of where a child or young person is in their learning, where they need to get to and how.
- 1.48** In addition to this information on learning and development, the Parent Guarantee sets

out an entitlement for parents to information and advice that will support them and their children to make choices when moving school (including School Report Cards and school prospectuses) and when making career and subject choices as outlined in the Information, Advice and Guidance strategy.

## **Every parent will have a Home School Agreement outlining their rights and responsibilities for their child's schooling**

- 1.49** Key to our Parent Guarantee and wider proposals will be the strengthening of Home School Agreements, so that pupils and their parents/carers have a clear understanding of the school's expectations of them. We will ensure that when applying for schools for their child, all parents will receive each school's behaviour and other policies as they appear in their Home School Agreement. In applying for a school place every parent will agree to adhere to the rules. Once their child has joined the school, parents will sign the Agreement each year. Parents' unwillingness to sign up to and support their school's behaviour policy could be used by schools to support any applications to the courts for Parenting Contracts and Parenting Orders. New regulations will come into force from September 2011.
- 1.50** In support of this we are currently consulting on amendments to school prospectus regulations, which will give parents a package of information to support their choice of school. We have introduced new

Home School Agreement legislative proposals in the Children, Schools and Families Bill. In spring 2010 we will consult further on the statutory guidance, and from September 2011 the new Home School Agreement policy will come into effect for all schools<sup>6</sup>.

**Every parent will have access to a variety of activities, facilities and services including support and advice on parenting.**

- 1.51** To supplement and contribute to the curriculum entitlement, and to promote the wellbeing of children and young people, schools will deliver a rich menu of activities for pupils, their families and the community. The best schools have long recognised that offering a wide menu of positive activities, both in and out of school hours, can be integral to improving attainment, narrowing gaps between different groups and engaging more purposefully with parents.
- 1.52** Schools providing access to extended services will support the early identification of children and young people's needs. The Full Core Offer of extended services includes: study support in a safe place; parenting support; swift and easy access to specialist services; and community use of facilities including adult and family learning and ICT. Additionally in primary schools it includes childcare provision. Our plans for all schools to offer extended services by September 2010 are already ahead of schedule. From

September 2009, over 19,000 (90 per cent) of schools were providing access to the Full Core Offer, which exceeds our target of 18,500 (85 per cent).

- 1.53** We have made available more than £1 billion of funding over 2008-11 to support the development and sustainability of extended services, and will fully roll out the Extended Services subsidy funding from April 2010. As a part of extended services, the subsidy can help schools looking to raise the attainment and aspirational levels of children eligible for free school meals, disengaged and other disadvantaged pupils, through the use of out-of-hours learning opportunities. Funding will also enable extended service co-ordinators to work in clusters of secondary and primary schools. Co-ordinators, with support from the Training and Development Agency for Schools, are helping to reduce the workload on head teachers by providing support to build the effective links with local agencies, businesses and other educational institutions on which a full menu of activities and services depends.
- 1.54** Schools also have an important role to play in supporting the work with those families facing significant challenges and disadvantages. The Think Family initiative aims to secure better outcomes for children and young people by co-ordinating the support that the whole family receive from children, adults and family services. Schools

<sup>6</sup> Subject to the will of Parliament.

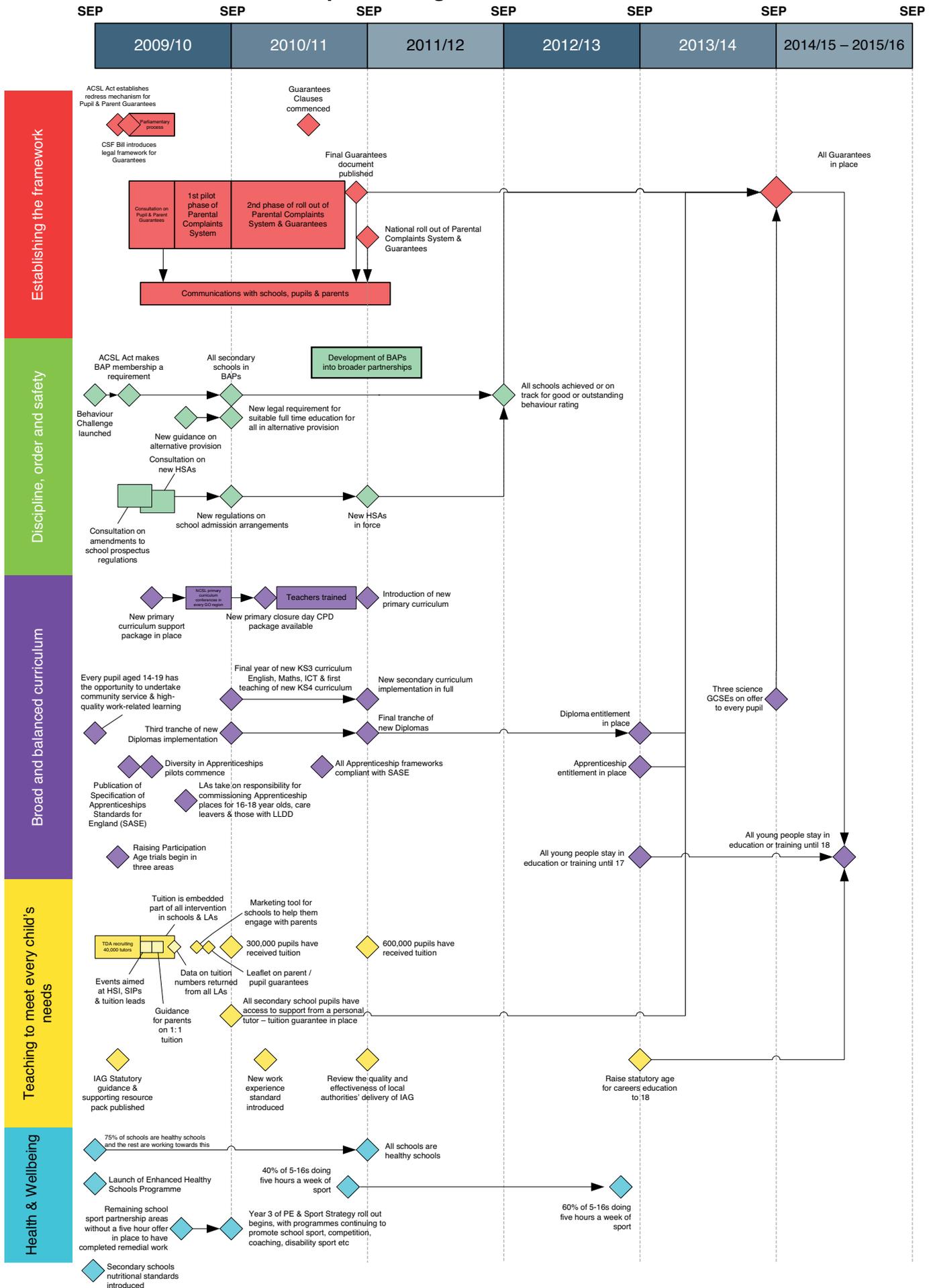
can help through referring families to a range of Think Family services, including:

- The Parenting Early Intervention Programme (PEIP) focused at improving the parenting skills of mothers and fathers of children at risk of poor outcomes; and
- Family Intervention Projects (FIPs) which provide intensive support to the families in greatest difficulty.

**1.55** Research evidence shows that children and young people in families supported by these programmes have improved education and learning outcomes and improved behaviour and attendance in school. We have therefore provided funding to every local authority for the delivery of a Parenting Early Intervention Programme, to improve parenting skills through increasing the delivery of evidence-based parenting programmes to parents of children aged 8-13 years old at risk of negative outcomes. We have also increased investment in Family Intervention Projects, which means that we will be able to increase the number of families they reach from 3,000 now to 10,000 families a year from 2011-12.

**1.56** We are developing new regulations to be in place from April 2010. These will require local Children's Trust Boards to set out in their Children and Young People Plans how services provided by Board partners for adults within a child's family should be co-ordinated to improve the wellbeing of children and young people.

## Implementing the Guarantees



# Chapter 2 – Every school working in partnerships: delivering a redesigned system of partnership and integrated services, because no school can do it alone

**2.1** Partnership working is not a new concept. But in order to deliver the broad offer set out in the Pupil and Parent Guarantees, maintain a relentless focus on continuous school improvement, and be better prepared to meet the financial challenges ahead, collaboration will become central to the future organisation of the school system. Schools will need to start thinking differently about their partnership arrangements. We expect them to work increasingly in:

- strong and consistent local clusters, with increasing alignment of partnerships into single partnerships with multiple purposes – with other schools and providers, and with wider children’s services within the Children’s Trust. These will form the basis of the new early intervention framework, to ensure that children, young people and families, as well as those working in schools, have access to the range of services they need, so that problems can be identified and addressed as early as possible; and

- formal partnerships with shared leadership and/or governance in federations and shared Trusts. These, in particular, will facilitate lateral learning, enabling the expertise and experience of the best school leaders, teachers and governors to be extended to more schools and more pupils.

**2.2** Local clusters, federation and shared Trusts all have the potential to extend opportunity and provide a broader and richer curriculum and qualifications offer for all pupils. They also provide significant opportunities to share professional development and practice, pool budgets and create efficiencies, whether that is through sharing specialist teachers; reconfiguring leadership teams; sharing other staff such as school business managers and caretakers; or in the procurement of shared services such as ICT, grounds maintenance, cleaning contracts or making home to school transport arrangements. This is already enabling schools to save money that they can reinvest to further improve teaching and learning.

**2.3** We know from recent research, such as that conducted through the National College into the Impact of Federation on Student Outcomes, that these models can have an impact on standards. And also that they can extend the curriculum offer and expertise, and make efficiencies which can be reinvested into teaching and learning. We therefore need to do more to raise awareness of the new models of leadership and partnership and to strengthen the support available to schools and local authorities so that more teachers and more children and young people can benefit from the opportunities these partnership arrangements can bring.

**2.4** To further support our evidence base, we will be undertaking a three year evaluation of the Trust schools programme, starting in early 2010, to examine the impact of the different trust models that are being implemented – including co-operative trusts. We are particularly interested in how the models impact on governance and how successful they are in engaging the wider community.

**2.5** We recognise that partnerships take time to build, and that they work best when they are built around existing strong relationships, take into account the needs of schools and reflect local contexts. That is why we will not mandate partnership arrangements from the centre, but look to local authorities and schools to plan for system change based on their local circumstances.

**2.6** In order to bring about a step-change in how partners work together in new ways to improve outcomes, there will be clear roles for DCSF, local authorities and schools.

### **The role of DCSF in supporting a new system of partnerships**

**2.7** DCSF will play a strategic role in putting in place the national framework which will:

- facilitate more formal partnerships between schools, including federations, shared Trusts, and executive headships;
- enable more good practice from the best education providers to be shared across the system, to support underperforming schools through formal leadership and partnership arrangements, such as Academies, majority Trusts, federations, and Accredited Schools Groups/ Accredited School Providers; and
- facilitate more personalised and joined-up services through partnerships with other providers and services, including new arrangements for working within the umbrella partnership of the Children's Trust.

**2.8** To do this we will ensure that the accountability and school improvement system, the role of local government, the school funding system, and workforce developments support partnership arrangements and remove existing barriers.

## We will support greater partnership working between schools and eliminate barriers

**2.9** We want the pupils, staff and wider community in every school to experience the benefits of partnership working. As outlined in the White Paper, to provide additional support to schools and local authorities, and remove some of the existing system-level barriers to partnership working, we will:

- support stronger partnerships between schools and FE Colleges, so that they can share staff, resources and teaching, and enable every child in an area to access a wide range of opportunities, different types of provision and personalised learning and support, irrespective of the school which he or she attends. Strong partnerships will share services and skills that support the early identification of additional needs of pupils and respond with specialist services when required;
- give a strengthened role to local authorities for commissioning high-quality school places which are responsive to parents' needs; driving school improvement; and supporting and brokering local partnerships and clusters, including with Sure Start Children's Centres and other early years settings;
- ensure the accountability system recognises and drives stronger partnership working by including a clearer assessment of a school's contribution to wider outcomes;
- ensure that there is a flexible funding system which supports the pooling of budgets and enables a partnership to be funded where appropriate, instead of individual schools;
- ensure that there is more effective partnership working between schools and other Children's Trust partners, to give schools a stronger voice in the commissioning of wider children's services; and
- ensure that the Building Schools for the Future programme strongly supports and promotes the development of federations, shared Trusts, and the co-location of schools and wider children's services, through aligning capital investment with strategic action to improve outcomes for young people.

**2.10** Work is already underway in many of these areas. The drive for stronger partnership working through the accountability system has continued this term, with Ofsted introducing a revised inspection grade which assesses the effectiveness of partnerships in promoting learning and wellbeing for pupils at the school and for those of partners, and more co-ordinated inspection arrangements for schools in federations and other partnerships. Ofsted will explore how this might be further rolled out for schools in soft federations. Similarly, when the new SIP programme is introduced from September 2011, we will ensure that there are more co-ordinated arrangements for schools in federations, so that where possible schools

with shared leadership and/or governance share the same SIP. As part of the ongoing development of the School Report Card, we will consult on how partnership working can be best reflected within it.

**2.11** We are also progressing our plans to support partnerships through: changes to funding arrangements, so that groups of schools can be funded as a single entity and so that all schools have wider powers in terms of what they can spend their funding on (see Chapter 4); and through establishing schools as statutory partners in the Children’s Trust, as outlined later in this Chapter.

### **We have commissioned the National College to take forward a national Leadership Models and Partnerships Programme**

**2.12** We have also begun to put in place additional support for schools and local authorities in exploring and setting up new partnership arrangements. Building on their succession planning work, we have commissioned the National College to take forward a national Leadership Models and Partnerships Programme. Its aim is to inspire and enable schools and localities to develop fit for purpose models of leadership that reflect their local context and circumstances. This will provide an umbrella approach for the various models of leadership and governance that are possible, helping to build capacity in local authorities and supporting schools with advice, signposting, workshops, practical tools and resources,

and connecting schools working on similar issues. The programme will also work to raise overall awareness of how new models of leadership and partnership add value, capture and disseminate innovative examples of practice and conduct and disseminate research.

**2.13** The programme will adopt a ‘local solutions’ approach by providing a national framework, within which local authorities and localities will be encouraged and supported to shape and take forward a local strategic approach. The National College has just finished delivering an initial series of nine regional seminars for schools and local authorities to identify and share good practice. They will begin work in January 2010, with roll out of the Leadership Models and Partnerships Programme from April 2010.

**2.14** Greater partnership working can also be supported through workforce solutions. Many schools are already employing trained School Business Managers as an integral part of supporting them to make better use of their resources and facilities, enabling head teachers and other leaders to focus on leading teaching and learning. Additionally, the National College will continue to support School Business Director demonstration projects to act as exemplars for other schools, and is undertaking research to explore the potential for further extension of the School Business Manager role and their deployment within schools and school clusters.

## We will put in place a system to enable the strongest schools, governing bodies and providers to support underperforming schools

- 2.15** A number of organisations are already driving improvement in more than one school through formal leadership and governance arrangements. We are developing a system to accredit providers who have the capacity, track record and school improvement experience, or the potential for this, to lead improvement in schools in this way, as Accredited Schools Groups or Accredited School Providers (ASGs and ASPs). This will enable the strongest institutions, including maintained schools, FE colleges and universities, as well as private sector organisations, to support underperforming schools. As accredited groups, schools can develop their model further, build their capacity and share their expertise and excellence across the system. We will work with stakeholders to develop a system where the amount of work required to become accredited will be proportionate to the scale of the responsibility.
- 2.16** To develop our thinking about primary ASGs we will look at the learning gained where formal partnerships have been established between strong schools and schools in the most challenging circumstances. Early next year we will begin developing supportive primary partnerships across the country, with a particular focus on those local authorities with a high number or proportion of primary schools that have been below the floor target for a number of years, where these partnerships will have a significant impact. We will provide £10m funding to support the highest quality projects and will expect local authorities to use their powers actively to ensure that this type of support helps improve their schools. We expect this funding to support up to 150 projects.
- 2.17** As this approach develops, we will expect it to be considered as an option for securing improvements in all primaries that are consistently underperforming and so encourage all local authorities to start considering using their strongest schools to lead these arrangements. We aim to extend the funding to support this model so that it is available to all local authorities who wish to use strong schools to support their weakest schools in formal partnerships. However, local authorities could also develop these strong partnerships by investing existing school improvement resources appropriately and we strongly encourage them to do so.
- 2.18** In October 2009 we launched our accreditation consultation on the proposals for the system, the proposed accreditation criteria and the sponsor selection process. This will run until January 2010. In spring 2010 we intend to launch the accreditation system and accredit the first group of new providers.
- 2.19** In support of the new accreditation system, we will also legislate<sup>7</sup> to extend and define

<sup>7</sup> Subject to the will of Parliament

the powers of governing bodies in England, so that certain designated (accredited) governing bodies can be involved in the establishment of new maintained schools and Academies. The new power will more readily allow for the sharing of proven good practice, without the need for governing bodies to set up a Trust or Schools Company. To further support the sharing of good practice we will legislate<sup>8</sup> to enable all governing bodies to directly provide advice and assistance to Academies (in the same way that they can already to the governing bodies of other maintained schools). We will also clarify that all governing bodies may become members of foundations of other maintained schools. In spring 2010 we will provide guidance to governing bodies on their extended powers<sup>9</sup>, which will come into effect from September 2011.

**2.20** We will continue to promote new school competitions as a way for new providers and strong education providers to enter the market and to establish brands and chains which can spread good practice. We will also continue to incentivise structural solutions led by accredited providers, including Academies, National Challenge Trusts or federations, Trust status for Gaining Ground schools, and also for primary or special schools, so that there will be a sound and sustainable legal footing for strong schools (from both the state and independent sector) and education providers to work with and support weaker schools.

## The role of local authorities in supporting a new system of partnerships

**2.21** Local authorities and Children's Trusts have a key strategic role in driving the local framework that will create the most effective partnership arrangements. This will need to meet the needs and individual circumstances of schools and other settings, and provide the link between schools and wider children's services. This is an intrinsic part of local authorities':

- existing strategic responsibilities to commission school places and other services;
- wider duty under section 10 of the Children Act 2004 to make arrangements to promote co-operation between themselves, 'relevant partners' and other appropriate bodies to improve the wellbeing of children and young people and support parents in the local area; and
- role in school improvement, in particular in driving partnership solutions such as Accredited Schools Groups, Academies, National Challenge Trusts, federations of high and lower performing schools, and in deploying key players such as National and Local Leaders of Education.

<sup>8</sup> Subject to the will of Parliament

<sup>9</sup> Subject to the will of Parliament

## Local authorities will play a key role as strategic commissioners of school places and services

- 2.22** With the transfer of 16-19 commissioning responsibility from the Learning and Skills Council in April 2010, local authorities will extend their key responsibilities for children's services from 0-19, and to 25 for learners with learning difficulties and/or disabilities. Within this framework, local authorities maintain the key responsibility for commissioning school places and children's services, including a diverse, high quality education based on what parents in the area want; and influencing schools to work in partnership to deliver it, particularly where individual schools are performing below expectations.
- 2.23** The key features of the new system will develop through local authorities understanding what local parents want and what local schools need, and then working with schools and other Children's Trust partners to deliver. To support schools at a local level, local authorities will need to draw on clear and costed local menus of support to bring improvement across all five Every Child Matters outcomes.
- 2.24** Partnership solutions should be a strong consideration for the local authority, in particular where a school has been identified as needing additional support and intervention. The local authority will be expected to broker partnerships between

schools and other services to support improvement priorities – federations and shared Trusts, short or longer term support through National Leaders of Education/ National Support Schools, and sometimes bringing in new partners and providers through Accredited Schools Groups and the assured suppliers market. We expect the brokering of school-to-school support and partnerships as part of the local authority role as commissioners of school places to increasingly replace the employment of local consultants and advisers, so that schools can access the most appropriate support and provider.

- 2.25** We recognise that for some local authorities this is a new role which will require additional expertise and training. We will support Lead Members in this role by providing commissioning training events in autumn 2009/spring 2010. Early next year we will also be establishing online communities of practice to support local authorities and schools in their commissioning role.

## Partnership through the Children's Trust and across children's services will tackle barriers to learning

- 2.26** We are moving towards the full engagement of schools (maintained schools, non-maintained special schools, Academies, City Technology Colleges, City Colleges for Technology of the Arts, and Pupil Referral Units/Short Stay Schools) in Children's Trust co-operation arrangements. This will give

schools a seat at the Children's Trust Board table, which will allow them to shape the local Children and Young People's Plan. The Plan is the joint strategy which sets out how the partners will work together to improve outcomes for children in the locality.

**2.27** Involvement in the Board will enable schools to ensure that services are being delivered in the right way, at the right time, and will impact on those that need them. Schools will be able to have a say in what help is on offer through local services, many of which are integral to a school's obligation to its pupils. Through the wider Children's Trust co-operation arrangements, schools will be able to pool and/or align budgets with other statutory partners in the Children's Trust, ensuring increased value for money. We are currently consulting on draft new Children and Young People's Plan regulations and draft new Children's Trust guidance, which we will publish in March 2010.

**2.28** As a result of the Apprenticeships, Skills, Children and Learning Act 2009, from January 2010 schools will become 'relevant partners' of the local authority. This will mean that they will be represented on the Children's Trust Board, which will be placed on a statutory footing from April 2010, and will have the opportunity to contribute to the development of a jointly owned Children and Young People's Plan. The first of these will have to be in place by April 2011.

**2.29** In early 2010 we will publish a consultation document which sets out proposals for bringing greater consistency, rigour and impact to the way Children's Trust Boards organise and deliver early intervention locally, based on the good practice developing in this country and abroad.

**2.30** Children's Trusts, as partners in the Local Strategic Partnership (LSP), will in turn represent the views of schools in the context of wider community priorities. The LSP informs and influences the strategic vision for a local area (the Sustainable Community Strategy) and in partnership with the local authority, agrees the priorities for improvement in the Local Area Agreement (LAA). The Comprehensive Area Assessment (CAA) will take the LAA as its starting point, but also draw on the wider set of national indicators and other evidence, such as regulation and inspection findings of schools and other local agencies in assessing the delivery of outcomes for local areas. Inspection will be triggered by risks identified by the inspectorates and the CAA. If there are concerns that priority outcomes are not being achieved, or if other major governance issues emerge, inspectorates may inspect further the partnership arrangements in a local authority area.

## The role of schools and colleges in establishing new partnerships

- 2.31** All schools and colleges will increasingly need to work together in local clusters to provide the broad and high-quality educational experience we want for every child and young person. This is already happening to deliver on areas such as the 14-19 curriculum, Diplomas, behaviour and attendance, PE and school sport, extended services and language teaching at Key Stage 2. Schools aligning these partnerships so that they collaborate on a range of programmes with a consistent group of schools will be able to minimise management time and maximise the opportunities to pool budgets and make efficiencies of scale. Within local clusters some schools will also be federated and members of shared Trusts.
- 2.32** We also expect schools and colleges to consider partnership opportunities as a central part of their drive for continuous improvement, as well as to address specific school improvement priorities. They should do this with the support of their SIP, working on behalf of the local authority, who can help identify solutions and additional support, and broker partnerships. This should include identifying where strong schools, leaders and teachers can support other local schools on specific areas, and as NLEs, LLEs, and Accredited Schools Groups. Formal partnerships such as federation and shared Trusts may also be a solution to sustainability issues, for example for small and rural schools.
- 2.33** In addition, from January 2010, when schools are represented on the Children’s Trust Board, they will need to be clear about the local arrangements for their involvement and ensure that they engage with and feed into those, and have regard to the contents of the Children and Young People’s Plan. This will enable schools to work closely with other children’s services and partners of the Children’s Trust to provide a strong system of early intervention to address their pupils’ additional needs.
- 2.34** Partnerships of schools will in future be able to receive funding as a group of schools rather than individually, so that they can more easily commission aspects of their own school improvement support to meet their individual needs (see Chapter 4). This will also enable them to maximise opportunities for efficiencies, such as shared services across a federation. Where there is strong leadership and governance, the local authority, through the Children’s Trust, may decide to devolve additional funding to the partnership to offer and/or commission their own services on behalf of the local authority.
- 2.35** We will ensure that schools and local authorities have access to practical help that will support them in being effective commissioners of such services, and plan to publish guidance in early 2010, supplemented by effective local practice on commissioning shared services by schools.

## **We will introduce a requirement on schools to consider executive headship and shared governance**

**2.36** We will encourage schools to take a considered and proactive approach to partnership working as part of their thinking on raising standards, succession planning and, particularly in the case of small rural schools, sustainability. We will therefore introduce a requirement in regulations for schools to consider shared headship and/or governance arrangements before appointing a new head teacher. We will consult on draft regulations and supporting guidance in spring 2010, with the duty on governing bodies coming into force from September 2011.

## **Secondary school partnerships**

**2.37** We already have an effective local cluster model developing at secondary level to deliver Diplomas and 14-19 reforms, through 14-19 Partnerships and local consortia of schools, colleges and providers. Partners have clear roles and responsibilities – for the local authority in commissioning excellent provision; for 14-19 Partnerships, as a sub-group of the Children’s Trust, to agree the local vision and strategy through the 14-19 Plan, and play a strategic role in supporting partnerships to deliver; and for schools and colleges within a partnership to collectively deliver a broader curriculum offer than any of them could alone. Once established, partnerships can be built on so that they

become stronger, maximise resources and save on valuable management time.

## **Primary school partnerships**

**2.38** The smaller and more varied nature of primary schools can mean they find it more challenging to identify the capacity and expertise to explore and introduce new formal partnership arrangements. Evidence shows that school-to-school collaboration can be a strong tool for school improvement, for delivering a broader curriculum and specialist teaching in primary schools, and more generally for the sharing of resources and expertise and the efficiencies this can deliver. Primary schools will be supported through a series of measures. At a local level, local authorities will be promoting partnership arrangements as part of their strategic responsibilities to commission school places and other services, as well as their wider duty to promote co-operation through the Children’s Trust. The National College’s new Leadership Models and Partnerships Programme will support local authorities and schools to understand, consider and explore different partnership arrangements. And primary schools themselves are encouraged to consider new support roles, such as trained School Business Managers, which can bring real benefits across a partnership of schools. Head teachers should also maximise opportunities to consolidate their existing partnerships, saving time and effort by

building strong relationships with a core set of partners.

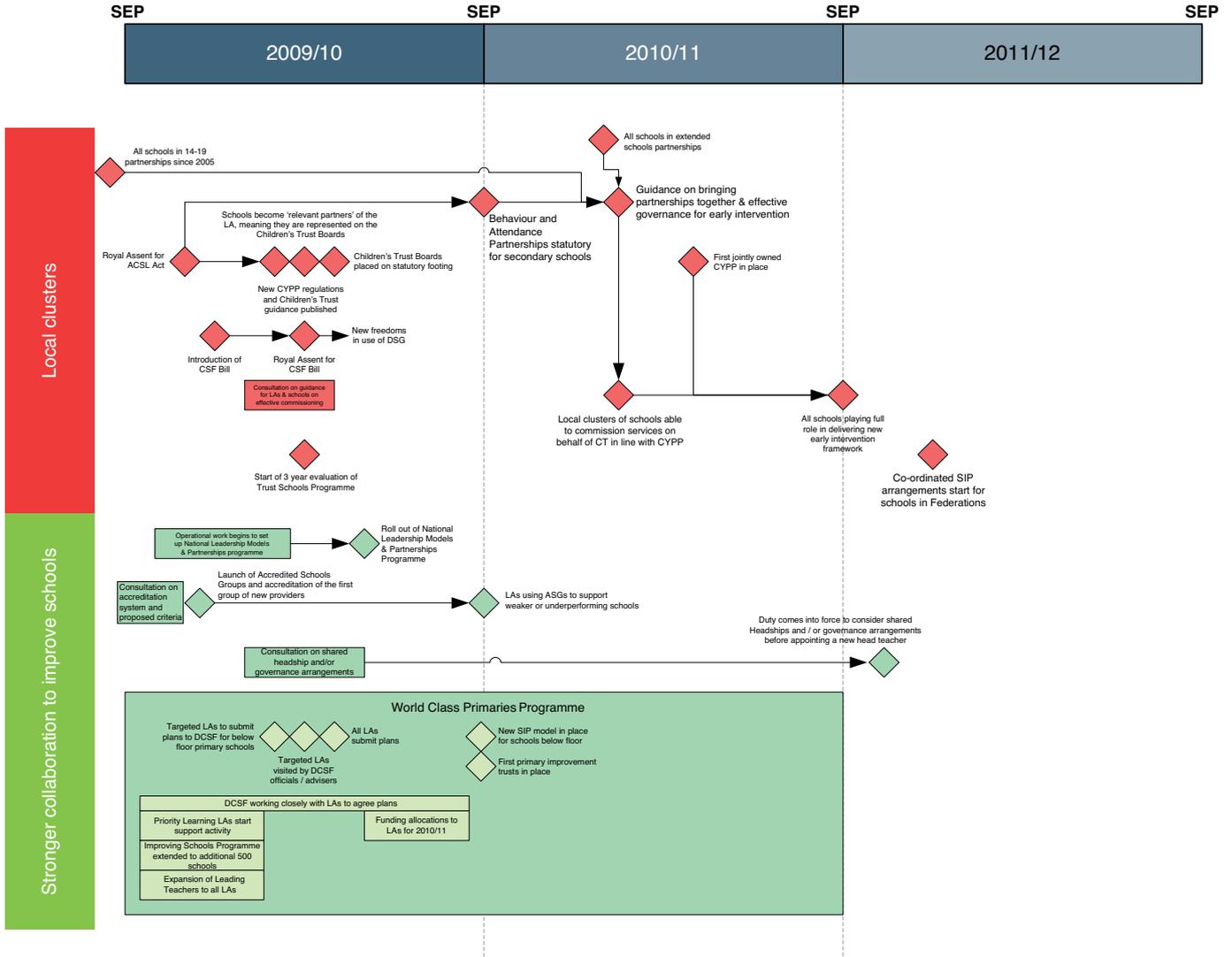
**2.39** In the three City Challenge areas we will work closely with schools and local authorities to promote the use of shared governance arrangements, federations and Trusts, in particular by supporting formal partnerships between strong schools, such as those led by National and Local Leaders of Education, and schools in the most challenging circumstances. Early next year we will also begin developing strong primary partnerships across the country, focusing on local authorities with a high number or proportion of primary schools that have been below the floor target for a number of years. These will build on existing cluster work between primary schools and develop it further using shared governance arrangements such as federations or majority Trusts. This will drive improvements by underpinning the relationship between strong providers and underperforming schools.

### The place of Academies in the local 'family of schools'

As state-funded schools with the same aims and purposes as other state-funded schools, Academies are a valuable and increasingly significant part of the local family of schools. Academies have greater freedoms in order to promote innovation, attract strong leadership and benefit from the new governance and ethos provided by sponsors, but with their autonomy there remains accountability.

We are preserving Academies' core freedoms, which can be a key lever to deliver results – independence from the local authority, the freedom to set their own pay and conditions for staff, the freedom to change the length of terms and school days and the freedom from following the national curriculum other than in English, mathematics, science and, in future, PSHE. But we will also ensure that in broad terms all Academies are meeting the fundamental core expectations of parents, such as those expressed in the Parent and Pupil Guarantees, and are playing a full role in bringing their experience and success in school improvement into raising standards across local areas (for example through involvement in Behaviour and Attendance Partnerships and Children's Trusts).

## Implementing the new partnership model



# Chapter 3 – Every school improving: delivering a new model of school improvement, strong accountability and rapid intervention when it is needed

**3.1** As set out in the White Paper, as our expectations of schools change, our systems of **accountability and school improvement** will develop too. Strong school accountability and an unrelenting focus on school improvement will remain central to the system. We will strengthen our systems so that parents can better compare the performance of schools, so that schools can better benchmark their own performance, and so that excellent practice can be shared with those schools whose performance is not yet good enough. This will support our drive on school improvement and standards, encouraging high expectations and aspirations. We will reward and support schools' successes in supporting their pupils' development across all five Every Child Matters outcomes.

**3.2** Externally validated pupil assessment will remain a vital measure of children's academic attainment, and of their progression, in both primary and secondary schools. There will be four main components

of our accountability and school improvement model, with a common approach and a consistent set of priorities running through them:

- the new **School Report Card** (and Framework for Excellence where appropriate) – providing clear, annual, external assessments of each school's performance across a range of outcomes, for the local community, parents, the wider public and prospective parents, local and central government, and Ofsted;
- **Ofsted inspection** – less frequent than the School Report Card; more in-depth, qualitative, professional judgement of the school's outcomes, provision, leadership and overall effectiveness, complementing the annual School Report Card;

- **School Improvement Partners (SIPs)** – appointed by the local authority, monitoring performance, providing high-quality support and rigorous challenge, ensuring issues are diagnosed and addressed through an effective school improvement plan, and helping to broker external support; and
- continual **self-improvement** – based on thorough and regular self-evaluation, which will feed into the rest of the accountability system – the School Report Card outcomes, Ofsted inspection judgements and discussions with the SIP.

**3.3** To take school performance to the next level we need to ensure that our systems and our support are tailored more closely to the specific challenges and issues faced by individual schools. In particular this will mean putting more of our resources directly into schools, so they can make local decisions which better respond to their individual circumstances. In doing this, schools will be challenged and aided by SIPs.

**3.4** The role of DCSF in school improvement will be focused on building capacity to enable local authorities and others to discharge their school improvement responsibilities effectively. This will be within a framework of support that schools, SIPs and local authorities themselves can draw on. To enable this, we will devolve to schools most of the school improvement resources currently held centrally, and many of our field forces, grants, and subject support programmes will be decommissioned to

fund self-improvement. Those that remain will be co-ordinated closely and we will explore the idea of using Government Offices to provide a focus for this work in each region and to provide a two-way flow of information between local authorities and the DCSF.

**3.5** This chapter sets out the progress and next steps on the four components; what this means for the different phases in our school system, and the overall local authority role.

### **The School Report Card will provide a more balanced annual view of a school's strengths and weaknesses and improvement priorities**

**3.6** Alongside the White Paper we published a School Report Card Prospectus which sets out our intention that the School Report Card (and the Framework for Excellence for post-16) will lie at the heart of our accountability system. The School Report Card will provide a key statement on the outcomes we expect of schools, and the balance of priorities between them. It will further strengthen the accountability system by ensuring more intelligent accountability across schools' full range of responsibilities.

**3.7** The School Report Card intends to report on outcomes across the breadth of a school's performance including:

- pupil progress, pupil attainment and pupil wellbeing;
- the school's success in reducing the impact of disadvantage; and

- parents' and pupils' perceptions of the school and the support they are receiving.
- 3.8** In developing the School Report Card we will consider how to place each school's outcomes in context, so that fair comparisons can be made between the performance of schools with different intakes and challenges. This is vital so that all schools, regardless of their background or intake, have the same opportunity to perform well and demonstrate high achievement.
- 3.9** The School Report Card is to be introduced from 2011 following a two year pilot, conducted in four phases. It will supersede the Achievement and Attainment Tables as the central source of externally-verified, objective information on the outcomes achieved by schools. Ofqual will have duties to review the allocation of values to qualifications and to regulate National Curriculum assessments, which will bring increased confidence in the data underpinning the School Report Card.
- 3.10** Since publishing the White Paper, we have:
- developed indicators which might be used in the Narrowing Gaps in Pupil Performance category;
  - developed data and calculations which might underpin the Pupil Progress and Pupil Attainment categories; and
  - continued working with Ofsted to explore how surveys of parents' and pupils' views can be collected and used for supporting Ofsted inspections and reporting in the School Report Card for the Pupil Wellbeing, Pupils' Perceptions and Parents' Perceptions categories.
- 3.11** This term we launched phase 1 of the pilot, working with around 700 schools to begin consulting on the detail of the School Report Card. We are exploring the data that will support it, as well as using schools' feedback to engage with wider stakeholders.
- 3.12** In phase 2 of the pilot, in spring 2010, we will build on the work with stakeholders to determine which indicators should be used in a 'basket of measures' for producing scores for pupil progress, pupil attainment and narrowing gaps. Schools will help us ensure that we get the methodology right and that it is presented in a format that can be easily understood by all stakeholders. We will also continue to consult on the need for a single overall grade to be published on the face of the School Report Card.
- 3.13** In pilot phases 3 and 4, from summer 2010 – summer 2011, we will:
- confirm Pupil Attainment, Pupil Progress, and Narrowing Gaps in Pupil Performance categories;
  - develop and test indicators to be used in Pupil Wellbeing and Pupils' and Parents' Perceptions categories;
  - develop and confirm design features of the School Report Card; and

- conclude consultation on the need for a single overall grade and, depending on the outcome, test and consult on how it will be constructed.

**3.14** Following piloting and consultation work, from autumn 2011 we will roll out the School Report Card nationally, alongside the Framework for Excellence.

### **Ofsted inspection will provide a strengthened professional judgement of the overall effectiveness of schools**

**3.15** Ofsted will continue to provide a complementary and different evaluation of the school's work from that in the School Report Card. Ofsted inspection reports provide an accessible, professional overview of a school's strengths and weaknesses. A new system of Ofsted inspection has already been introduced, starting in September 2009, further strengthening its focus. The new arrangements include:

- an increased emphasis on teaching and learning (including that of children with special educational needs), with more inspection time spent in the classroom;
- an increased emphasis on pupils' wider wellbeing, with additional time added to all inspections;
- a revised grade covering the effectiveness of partnerships in promoting learning and wellbeing;

- the continued use of limiting grades (on achievement, equality and diversity and safeguarding). Whilst there is an increased focus on attainment, it is achievement and not attainment which is the limiting grade, so that schools with strong learning and progress can still be recognised for their achievement even when attainment is low;

- a general raising of the bar in terms of expectations on schools, reflected in sharper grade descriptors and clearer and fuller recommendations setting out what schools need to do to improve;
- increased follow-up action on schools judged 'satisfactory', with up to 40 per cent receiving monitoring visits compared to 5 per cent under the previous system; and
- co-ordinated inspections of federations of schools, those with early years provision, and consortia such as those for schools' sixth forms, and where possible co-ordinated inspections of soft federations and other partnerships.

**3.16** As part of strengthening school level indicators for pupil wellbeing, the DCSF and Ofsted have been examining how views of parents could be gathered more routinely, not just at the point of inspection but possibly annually so as to inform when inspection takes place. This term Ofsted are using pupil surveys during inspection, to inform more regular surveying to gather

pupils' views, and will be piloting online parent, pupil and staff surveys.

**3.17** In response to the Lamb review, the Children, Schools and Families Bill (now before Parliament) includes a new duty on Ofsted, in reporting on a mainstream school, to consider in particular the needs of pupils with SEND when assessing how far the education provided by the school meets the needs of the range of pupils.

**3.18** It is important that Ofsted resources are focused according to how well schools are performing, with less frequent inspection for those schools achieving good and outstanding inspection grades and progressing well, and more concentrated support for schools judged as satisfactory or in an Ofsted category. To this end, from early 2010, Ofsted will introduce an interim assessment report for good and outstanding schools not inspected in the third year after their previous inspection. The interim assessment report will provide parents, carers and the local community with information about the school's performance, where the interval between inspection is extended.

**3.19** The latest Ofsted judgement on schools' overall effectiveness will be included on the School Report Card. As the development of the School Report Card continues, in spring/summer 2010 we will explore its use as a key part of Ofsted's risk assessment to determine when to inspect individual schools. In addition, we will explore the use of the

School Report Card in contributing to the annual rating of children's services.

### **School Improvement Partners will play a pivotal challenge and support role**

**3.20** We are developing the reforms started with the New Relationship with Schools further, by strengthening the role of SIPs as the single agent for challenge and support to schools across all Every Child Matters outcomes on behalf of local authorities, and by extension, central Government.

**3.21** The White Paper signalled a significant shift in the way in which SIPs will in future work with schools and local authorities, so that they provide challenge and advice to the governing body and head teacher about improving the school's outcomes, ensuring school improvement plans are ambitious and realistic. The SIP role will be to:

- support schools to improve all Every Child Matters outcomes for children;
- broker school improvement support;
- make decisions about schools' specialist status;
- sign off the school improvement plans of weaker and underperforming schools, making receipt of part of these schools' improvement funding contingent upon the SIP's decision, in order to increase their leverage over these schools; and
- act as the primary intermediary between schools and their local authority.

**3.22** SIPs will not be expected to be experts in every area of the school. Their role will be to support and challenge each school to develop effective plans which tackle the most important challenges that the school faces, including for any sixth form provision. To perform their wider role more effectively, the SIP will need to know the school well; to support the process of self-evaluation and improvement, using diagnostic skills to ensure areas for improvement are identified; and help to identify the solutions, being well-positioned to broker appropriate support. They should also signal where the school does not have the capacity to improve, and ensure underperformance is tackled swiftly.

**3.23** The current activities undertaken by the National Strategies will be maintained up to March 2011, when their contract ends. The National College will take responsibility for delivery of the SIP programme from April 2011, although it will undertake development work in the transition period, learning from the experience of the National Strategies in running the programme.

**3.24** The National College will be responsible for:

- reviewing and developing the accreditation process for SIPs to take account of the expanded role;
- over time, the accreditation and re-accreditation of all SIPs;

- providing or procuring continuing professional development training and support for SIPs, including guidance on multi-agency working;
- undertaking quality assurance arrangements of SIPs; and
- maintaining a national register which shows whether SIPs are best suited to work with particular types of school.

**3.25** We will focus on putting quality at the heart of SIP work through developing an approach to accreditation, re-accreditation, a licence to practise and Continuing Professional Development (CPD) which enhances the overall quality of SIPs and raises the status of the overall workforce. This new approach will aim to identify SIPs with particular strengths and this will help match SIPs to the type of school that would most benefit from their particular expertise and support. We will explore further in detail how to deliver our approach to quality assurance through our planned consultation.

**3.26** It is important that we work in partnership to develop a system that genuinely meets the needs of schools. We will work closely with schools (including governors), local authorities and Government Offices, including the new Children and Learners Strategic Advisers, as well as SIPs themselves. A formal consultation on the new SIP programme will take place in early 2010, and we will take final decisions on their future role in April 2010.

**3.27** We will publish a revised SIP brief and update and reissue guidance to local authorities by autumn 2010. We expect to introduce the new accreditation system from April 2011, and to ensure that all SIPs – starting with the secondary sector and followed by primary and special – are accredited or re-accredited by September 2012. The national database of accredited SIPs will be operated by the National College from April 2011, and will be updated regularly as new SIPs become accredited/re-accredited. From autumn 2009, SIPs will begin training for their new role in specialist schools’ designation. From spring 2010 SIPs will be responsible for making decisions on specialist schools’ designation and re-designation.

**Responsibility for improvement will be largely devolved to schools, which will be empowered to lead their own improvement**

**3.28** Within this new system, our central principle will remain that each school is responsible for its own improvement, based on their own informed and effective self-evaluation and the support of their SIP. In return for this increased freedom and responsibility, there will be a strong expectation that every head teacher, leadership team and governing body will seek continuous self-improvement and focus on raising standards, improving outcomes and delivering a broad and balanced curriculum for every child and young person.

**3.29** Once schools have identified their priorities, they need to set out their plans to secure the improvements required. They will need to use their resources to actively seek out and draw on any support, expertise and professional development they need, sharing their own good practice, and supporting their partners where they can. Our vision for school improvement support is one where schools:

- look in-house, so that good practice that is already within the school can be shared and applied consistently;
- draw on school-to-school support, with local authorities facilitating partnerships to spread expertise between schools;
- have free access to high-quality CPD and training products, through the internet; and
- can draw support from a varied, innovative, and competitive market of providers, which schools pay for from their delegated school improvement budgets.

**3.30** The White Paper was clear that school-to-school collaboration and support will become an ever more central feature of the school system. Peer-to-peer learning and lateral learning between institutions, particularly those in similar circumstances or facing similar issues, is a very effective means of spreading good practice around the system. To encourage this type of interaction between schools, we will extend the Families of Schools approach, currently being used in

City Challenge areas - through which schools can identify similar schools with strong performance – to a national level. Our aim is to do so, starting with 2010 data, and to ensure close alignment with other sources of data, on school performance, including RAISEonline and the new School Report Card.

- 3.31** We will be developing further the National Strategies' web offer over the next 16 months to ensure that the rich resources of effective pedagogic and school improvement intervention programmes; good practice guidance; and professional development materials remain as a high-quality legacy and a free offer to all schools and practitioners, as set out in Chapter 4.
- 3.32** Rather than the DCSF commissioning support which is then provided to schools, resources will be delegated to individual schools for them to use to commission the specific support they need, to meet their individual challenges. We will support schools to do so, by establishing a "market place" that:
- identifies a diverse market of school improvement services and suppliers; and
  - includes central quality assurance, so that schools can feel confident in the services they commissioning.
- 3.33** Across the range of curriculum support and development, and school improvement activities, the DCSF will invite providers to identify products and services to meet schools' needs and secure coverage of gaps

in the market. The focus will be on developing arrangements that facilitate engagement by a range of providers, and allow schools to commission support with ease, by establishing user-friendly 'commissioning' arrangements, including using a single portal to access a common support Directory. This will be accompanied by guidance and good practice training for all users.

- 3.34** We will also develop arrangements to quality assure these providers, with different levels of accreditation from a light touch 'health check' to be a member of the market, to a more rigorous process to identify, for schools, those providers who have a proven record of securing strong improvement. In developing the role of the SIP, we will ensure that they are trained to help schools to operate within these new arrangements, helping to identify and broker the support that schools require.
- 3.35** DCSF will maintain a role to ensure that there is adequate school improvement support focused on national needs which cannot be met in a devolved system, and to centrally fund products and services in areas where there is a gap in the market that cannot be met locally and where we need to 'market-make'. Central support for the curriculum and specific subjects, such as PE, music, languages and science, will therefore continue where there is a national need which cannot be met locally. This will include supporting system-wide reform for implementing the new primary curriculum

and building capacity such as ensuring a sufficient supply of specialist science and maths teachers. Curriculum and pedagogical innovation will also be supported centrally to allow the development of models of effective practice and establishing providers in new or neglected areas. Central communications campaigns about the value of subjects such as languages and to combat stereotypical perceptions will also continue where deemed necessary and cost-effective.

**3.36** As outlined in Chapter 2, DCSF will also establish a system of accreditation for those high performing providers who want to lead improvement in schools which are underperforming, as Accredited School Providers and Accredited Schools Groups. This builds on existing formal school improvement partnerships specifically to support rapid and sustainable improvement in schools which are underperforming, through National Leaders of Education/ National Support Schools and/or where a lead partner drives improvement through majority governance models – Academies, majority Trusts (including National Challenge Trusts) and federations.

### **We will manage a smooth transition to the new version of School Improvement**

**3.37** There will be 18 months of transition to this new model of School Improvement in which we will reconfigure our existing resources to mirror the draw-down offer envisaged from April 2011, and to construct School Improvement packages which will serve after

transition. We are working with local authorities to ensure that from 2011 they are equipped to continue the performance monitoring and support role for schools, commissioning services for their underperforming schools as appropriate, brokering support when groups of local schools co-fund assistance, and supporting SIPs to identify suitable providers and packages. The new model is a natural progression from existing policies which support self-improvement in all schools, school autonomy, and where local authorities have strong powers to challenge and support significantly underperforming schools:

- *up to March 2010* – support to underperforming schools will be marshalled as packages of support for schools in different circumstances such as schools in National Challenge, Gaining Ground and the Behaviour Challenge. The National Strategies Annual Plan for 2010-11 will reflect the new improvement support arrangements by offering: tailored support to local authorities to reflect their schools needs; less compliance monitoring, targeted at fewer programmes; and a National Strategies Prospectus offering greater flexibility of the improvement support offer to match local needs;

- *by autumn 2010* – existing (free) School Improvement resources such as the National Strategies will be reconfigured and redesigned to mirror the draw-down model of school-driven self-improvement. Web resources will be launched to support schools, incorporating a rich legacy of National Strategy products;
- *between April 2010 and April 2011* – the National Strategies, working with partners, will support the development of supportive networks, hubs and practice-sharing mechanisms, which will be operational after April 2011. Providers will be inducted into the new support arrangements for providing School Improvement services to schools. Local authorities will prepare themselves for their new roles, for an increase in SIP days, and a decrease in consultancy previously associated with certain subjects. New systems for sharing best practice will begin to operate across a range of improvement services;
- *from April 2011* – new improvement support model for local authorities/ Children’s Trusts, aligned to improvement support model for schools, with far fewer centrally driven national field forces and greater flexibility for local areas to draw down support tailored to local and regional needs; and
- *after April 2011* – funding changes will take effect and the new model will be operational.

### **We are already driving improvement in secondary schools**

- 3.38** The White Paper detailed how we have already started to support secondary schools based on local authorities’ identification of schools’ need rather than schools’ level of underperformance.
- 3.39** For those schools where less than 30 per cent of pupils are achieving good GCSEs (at least 5 grades A\* – C including English and mathematics) the National Challenge programme is providing robust and comprehensive support. Any schools that fail to meet the 30 per cent benchmark in the summer of 2011 will be subject to structural change – closure, an Academy or National Challenge Trust (NCT). Our expectations of Academies and NCTs will be no less than for any other school, but there may be some newly opened Academies or NCTs which are below the 30 per cent benchmark in 2011. We will expect these schools to be on a strong and rapid trajectory to rise above the benchmark within three years of opening or will take further action. So, the National Challenge is not simply based on a cycle of closing and reopening schools, rather it is a serious and sustained intervention to support schools to meet a minimum threshold and to give them the springboard for further improvement. Further, if a school falls below this minimum threshold after 2011, then we will expect local authorities to take decisive action to address the situation. In effect, from 2011, we will maintain the 30 per cent benchmark as a minimum standard

for all our secondary schools, within the context of the wider measures of performance captured by the School Report Card.

**3.40** As we secure minimum academic standards in all our schools, we will broaden the focus of our attention to their contribution across the full range of Every Child Matters outcomes, including their progression in learning, wider wellbeing, and success in narrowing gaps. We have already started to support local authorities to use this broader approach to identify and challenge different types of underperformance, for example in those schools where attainment is well above the National Challenge benchmark, but large numbers of pupils fail to make the expected levels of progress. In these school, where pupils, despite entering secondary school with satisfactory and/or good levels of attainment, are failing to reach their potential by the end of Key Stage 4, the Gaining Ground programme allows schools to draw down from a menu of support. This includes academic focused study support to work to re-enthuse gifted and talented pupils or those that may be falling behind, outside the classroom in the form of extra-curricula activities. The programme also allows schools to obtain consultant support from another school where the teaching practices or the effectiveness of a department may be an issue.

**3.41** In the White Paper we set out how, going forward we will build on these programmes to ensure that support is available to meet

all schools' needs. We are developing new approaches to addressing volatility in schools, significant dips in overall attainment year-on-year and reducing in-school variances in attainment, where a group of pupils are doing well in one subject but not another. This autumn we brought together a group of schools which have recently overcome significant variance of both kinds, building on previous work and resources developed by the National College and TDA. Learning from their experience, we intend to work with local authorities and other delivery partners to develop well-focused guidance on the specific actions likely to deliver greater consistency.

**3.42** Additionally we want to continue to harness the expertise and experience of the strongest schools. Improving and good schools should work to become outstanding and both good and outstanding schools should support the rest of the system. In order to achieve this we are not necessarily looking to develop new initiatives, but will bring together opportunities for schools under the proposals which are part of the Good and Great strategy. We will shortly be consulting on proposals to build on the success of the High Performing Specialist Schools programme and will be appointing a contractor to develop and implement a school-to-school visits programme. Schools will receive support from NLEs and LLEs via Advanced Skills Teachers leading professional outreach and effective practice will be disseminated. We will work with

National Support Schools, led by National Leaders of Education, to understand how outstanding schools put the leadership of teaching and learning at the heart of their improvement strategy and the impact this has on standards.

- 3.43** We will work with existing delivery partners to ensure that we develop an appropriate knowledge and support base as we move from a centrally-driven to a devolved approach to school improvement. Throughout the spring and summer of 2010 we will conduct ongoing stakeholder meetings and workshops to share learning and evaluate all of our School Improvement strategies. We will encourage the formation of strong local partnerships where poorly performing schools are supported to become part of Accredited Schools Groups and we will continue to open Academies and encourage structural solutions as appropriate.

**Building on the successes already seen in primary schools, we will renew our focus on primary standards to bring about further improvements**

- 3.44** Primary schools have made very substantial progress in raising standards over the past twelve years. We saw record results for the Early Years Foundation Stage (EYFS) in 2009, with 23,000 more children achieving a good level of development. However, the 2009 Key Stage 2 results show that 72 per cent of pupils achieved the expected Level 4 in both English and mathematics – a one percentage

point dip from last year. If we are to achieve our target of 78 per cent of pupils achieving Level 4 or above in both English and mathematics at Key Stage 2 by 2011, and secure the best education possible for our children, we must take a renewed approach to raising standards in primary schools.

- 3.45** We recognise that the primary phase is very different to secondary – primary schools are much more varied in their size, often serving smaller communities and utilising a modest workforce to deliver a high-quality education for their children. In that context, it is not appropriate to try to replicate what we know works in secondary schools. The nature of primary schools’ needs is different, and so the nature of any support must also be different.
- 3.46** We are therefore introducing a more comprehensive approach to primary school improvement, the World Class Primaries Programme, building on programmes that have been proven to have a positive impact on school performance, and harnessing policies that we believe can bring about further improvement. Our approach reflects the transition set out in the White Paper on school improvement, firmly lodging accountability and responsibility for improvement at a local level.
- 3.47** We are writing to local authorities asking them to support the continuous improvement of all primary schools and to set out how we will provide funding for a range of tested programmes. It will be for local authorities, in discussion with their SIPs

and governing bodies, to consider the circumstances facing their primary schools and how these can be best addressed in order to make further improvements. We are not dictating how this should take place but instead providing a framework which local authorities may choose to use in order to differentiate support. Alongside this we expect local authorities will put in place strong plans for schools whose performance is below the floor target and/or schools in Ofsted categories. We will be asking local authorities to submit plans to the Department by the end of March 2010. For those schools that have been performing below the floor for a number of years we will expect faster and more radical solutions. In a small number of cases we will be asking the local authorities to submit their plans to a tighter timescale early in 2010.

**3.48** These plans could involve replacing the governing body with an Interim Executive Board, establishing a majority Trust, federating with another school or in due course becoming part of an Accredited Schools Group. We are clear that, where a school or local authority fails to bring about the necessary improvements, the Secretary of State will use his formal powers to intervene. This is fully in line with what we set out in the White Paper; namely that timely and effective action will be taken when schools are not good enough. The first responsibility is with schools themselves to improve. Where the school's performance is stalling, stuck or declining we would first

expect the local authority to take action. Where this does not happen we have emphasized that the Secretary of State will not hesitate to use his powers.

**3.49** Thirty Priority Learning Local Authorities have already begun the process of modelling how the new approach to primary school improvement will work in practice, and the experiences of those authorities will be shared widely from early 2010 onwards. The National College is also working with these local authorities to explore ways in which leadership development activity including local solutions to succession planning, the development of school business managers and middle leader development can be better aligned to sustain school improvement.

**3.50** By early 2010 we expect all local authorities to have identified schools' needs, begun phased implementation of targeted school improvement support, and to be on track to produce a coherent authority-wide strategy that makes best use of the support available. Local authorities should also have planned rigorous and robust analysis of schools' 2009 results to inform support and plans to ensure all schools set targets in the autumn which are ambitious and show a trend of improvement in line with DCSF guidance.

**3.51** By January 2010 all local authorities should be on track to achieve the reduction in the number of primary schools below the floor – particularly those that have been below the floor for a number of years – and schools in Ofsted categories in line with their 2010

targets. All targeted schools will have tracking systems based on a reasonably secure understanding of levels with increased use of Assessing Pupils' Progress (APP) informing teacher assessments. Priority Learning Local Authorities should have individual school action plans and differentiated support in place to each targeted school, and learning will begin to inform regional practice.

### *Primary schools working together to make a difference*

- 3.52** As outlined in Chapter 2, collaborative working will be key to making a reality of our vision, and should be considered as a strong tool to support school improvement and extend opportunity, resources and expertise. We want more primary schools to maximise the benefits that partnerships can bring, for example sharing expertise and subject specialist teachers to support the introduction of the new primary curriculum; spreading good practice in areas such as Early Years, SEN and behaviour management; and coordinating ICT support across a group of schools.
- 3.53** We know that where local authorities and schools understand and buy in to formal collaboration as a model of school improvement, with shared governance and sometimes with shared leadership too, the result is a growing number of federations and shared Trusts, with primary schools, their staff, and pupils reaping the benefits. And the dividends can be realised for all schools involved. National Leaders of Education and National Support Schools, which provide support to schools facing challenges, have experienced real benefits in their involvement – with their own exam results often improving at a faster rate than the national average.
- 3.54** We will enable local authorities and schools to develop their own collaborations within their localities, ensuring that these locally determined solutions are responsive to locally defined needs. The National College's Leadership Models and Partnerships Programme – which aims to develop local structures to secure excellent leadership in every school and maximise efficiency and effectiveness through sustainable, high performing partnerships – will support local authorities to actively consider and explore partnership solutions.
- 3.55** In the three City Challenge areas – London, Greater Manchester and the Black Country – we will work closely with schools and local authorities to promote the use of shared governance arrangements, federations and Trusts, particularly by supporting formal partnerships between strong schools, such as those led by National and Local Leaders of Education, and schools in the most challenging circumstances. Where these partnerships prove effective and have sufficient capacity, we will support them to work with an increasing number of schools. The learning from these areas will be used to develop our thinking about primary Accredited Schools Groups.

**3.56** Early next year we will also begin developing primary partnerships focusing on local authorities with a high number or proportion of primary schools that have been below the floor target for a number of years. These will build on existing cluster work between primary schools and develop it further using shared governance arrangements such as federations or majority Trusts to underpin the relationship between strong providers and underperforming schools to drive improvements.

*A new curriculum – changing what and how children learn*

**3.57** The advent of the new primary curriculum from September 2011 provides an excellent mechanism to facilitate more collaborative working between schools. The new curriculum will have greater flexibility and emphasis on embedding, throughout the broader curriculum, the essential skills of literacy and numeracy alongside ICT capability and personal skills. New statutory components such as languages and understanding physical development, health and wellbeing will ensure that children are getting a broad and balanced education. The embedding of Assessment for Learning and APP materials will guarantee that children's learning remains at the heart of all that primary schools do.

**3.58** Schools will want to consider how best to tailor the curriculum to meet their needs. Preparing for introduction will allow primary schools to think about their whole

curriculum design and planning, and tailor it to their local circumstances. In order to ensure that all children's needs are being met, this preparation should be undertaken alongside the provision of one-to-one tuition that is continuing to support children who are falling behind. We know that such tuition can help improve pupil progression rates. Funding is currently available for up to 300,000 pupils across the primary and secondary phases to benefit from this support, and this figure will double to 600,000 in 2010/11. We are introducing, from September 2010, an entitlement to additional tuition to all Key Stage 2 pupils who are behind in their learning and not making expected progress.

**3.59** The new curriculum changes will also enable schools to think about the quality of their teaching and learning. Given their size, few primary schools are able to have dedicated teachers who are subject specialists. It will therefore be increasingly important that schools share expertise for the professional development of staff and share teachers for better quality teaching and learning, to ensure that primary children have access to subject specialists. We have already begun supporting these developments – trained specialist languages teachers have been working in primary schools since 2004, bringing their deep subject knowledge and specialised pedagogical approaches to the classroom to give children a broader learning experience. The first cohort of

mathematics specialist teachers will begin two years of training in January 2010.

- 3.60** Alongside these measures, the introduction of the Masters in Teaching and Learning will transform the culture of professional development and equip teachers to deal with the challenges of teaching in the 21st century.

### **The local authority will be a commissioner, a broker and a facilitator for schools**

- 3.61** The local authority has the key responsibility of performance managing schools to ensure continuous improvements through its SIPs, by ensuring SIPs are well-informed about the resources and packages available, and by keeping SIPs appropriately matched to schools and updated. Where schools are unable to respond to the challenge, the local authority should make timely use of their intervention powers, as described in more detail later in this chapter. It is important that local authorities recognise that all, not only underperforming schools, can improve. We will continue to expect the local authority to ensure that all maintained schools are effectively challenged and supported to improve, providing differentiated and sustainable support to schools dependent on local context, the schools' identified priorities and their capacity to address these issues.

- 3.62** Local authorities will use a combination of the School Report Card and Ofsted inspection, and the Framework for

Excellence where appropriate, to produce an overall school improvement assessment for each of their schools. This will consider the overall performance of the school, recent year-on-year changes, and its capacity to improve further. This school improvement assessment will determine the degree of direction and challenge that any school should experience, so that high-performing schools are free to take the actions that they identify, while poorer-performing schools receive close attention and support from their SIP to ensure that effective, tailored plans are in place and being acted upon.

- 3.63** We will encourage local authorities to further champion high school standards and be intolerant of complacency or low expectations, regardless of the disadvantages children face. Disadvantage will not be an acceptable excuse for failing to ensure that all children succeed. Local authorities are expected to do this by:

- a. ensuring that their schools and SIPs are using clear and costed menus of support for school improvement across all five outcomes from which schools and their SIPs can draw, building on the school improvement support offers that have been quality assured and accredited by DCSEF;
- b. changing the way they deploy SIPs, ensuring that:
  - they are the main intermediary between schools and their local authority;

- they are maintaining an effective independent scrutiny of their schools;
  - they are making best use of the support available including from specialist schools, including High Performing Specialist Schools; and
  - they have access to continuous professional development and their positive impact is maximised (for example by ensuring federations and schools with an executive head teacher have a single SIP wherever possible);
- c. completing an overall school improvement assessment to inform the degree of direction and challenge that any school should experience;
- d. intervening in the case of poorly performing schools or schools requiring Ofsted categories, including with structural solutions such as Academies or use of an Accredited Schools Group; and
- e. staying 'close' to the schools in their area.

**3.64** The local authority will be a commissioner for their underperforming schools, and a broker and a facilitator of School Improvement services to ensure that appropriate support is available for schools, but will not provide support directly, other than through the SIP. Consultancy currently operated by the local authority will be radically reduced and refocused on coordinating and commissioning support for underperforming schools which do not

demonstrate a capacity to improve on their own.

**3.65** We recognise that primary schools in particular may have more limited experience and expertise in commissioning services. It will therefore be important to ensure that they are supported in this role. We expect the local authority and SIPs to provide key commissioning support roles, particularly for underperforming schools causing concern. Our current trials with Priority Learning Local Authorities are exploring how the new approach to school improvement can work, how local authorities can lead system change, and how effective practice can be shared widely. This will include developing regional school improvement hubs, linking local authorities, and providing regional training and professional development.

### The Department's support for local authorities

**3.66** A key part of the Department's role in this system will be to performance manage local authorities and to provide advice and support to those local authorities which need it. We will expect local authorities to solve problems themselves and will only become directly involved as a last resort. The Department's priority will be to ensure that local authorities have the skills and capacity that they need to carry out effectively their role. However, when local authorities are not successful in this role the Department will act swiftly and robustly to protect children's outcomes in schools.

**3.67** We will explore how Government Offices can co-ordinate work in each region so that support for local authorities is coherent and streamlined. This will ensure that local authorities can access support from a single source. We will also build on Government Offices' role as a link between local authorities and the Department. This link will help to ensure that the Department has a deep understanding of the issues faced by local authorities and across regions. The Department will also develop a thorough understanding of the whole school system in each area and of the strategies and techniques that local authorities are using to drive school improvement and their effectiveness. Together these will ensure that the Department has a clear understanding of school improvement practice which will be used to develop coherent policies for all parts of the schools system, which will support schools and local authorities to improve and remove identified barriers to success.

**3.68** Where concerns over the performance of a local authority develop, we expect that the support co-ordinated by the Government Office will help that local authority to identify the problem and tackle it quickly and robustly. As we expect schools to be responsible for their improvement, so we will expect local authorities to be responsible for developing and improving their own performance in managing the local education system. In the rare cases where a local authority cannot drive improvement

itself then the Department will intervene to ensure that schools receive the support and help that they need. We hope and expect that this will be an increasingly rare occurrence and expect that local authorities will be robust and resilient in the face of such challenges, supporting each other where this will help or where there are commonly shared issues which must be tackled.

### **Where schools are underperforming, they should expect swift intervention and support**

**3.69** We are confident that the new approach to school improvement and accountability will lead to significant improvements in many schools. However, there will always be the risk that a minority of schools will not have the capacity to make sufficient improvements without more direct intervention. Where this is the case, local authorities must use their existing intervention powers early and effectively to ensure that failure is prevented and/or does not become entrenched. Local authorities are currently able to intervene in primary or secondary schools that are underperforming, by issuing Warning Notices that clearly outline their expectations and timeframe for the school to improve its performance. Where schools fail to deliver, further, more formal interventions may be set in train including: replacing the governing body with an Interim Executive Board; removal of the school's delegated budget; requiring the

school to enter into a formal contract/ partnership or, if the school is in special measures, closure. SIPs will be able to advise the local authority to hold back the school improvement element of the school's budget unless and until the SIP is confident about the school's plans.

**3.70** Where a school is causing concern either on standards of pupil achievement or behaviour we expect local authorities to act quickly and effectively to ensure adequate improvement measures are put in place. However, where this is not the case we must be able to act quickly and effectively from the centre using existing and proposed intervention powers. We announced in September a series of actions that will be taken where a school that has been rated satisfactory on behaviour is still only satisfactory at its next inspection. These include the local authority considering whether the school's failure to improve behaviour, taken with other evidence, would justify issuing a Warning Notice to the school; the Secretary of State as appropriate using his new powers to direct the local authority to issue a Warning Notice; and Ofsted being asked to re-inspect the school within one year.

**3.71** We have legislated, in the Apprenticeships, Skills, Children and Learning Act 2009, to allow the Secretary of State to intervene where a local authority is deemed to have a disproportionate number of low performing schools and does not appear to have the

capacity to improve standards in these schools or schools that may perform poorly going forward. In these circumstances the Secretary of State may require the local authority to obtain Advisory Services to support educational improvement. The Secretary of State will also be able to direct a local authority to consider issuing a Warning Notice.

**3.72** We will introduce additional intervention powers through the Children, Schools and Families Bill:<sup>10</sup>

- where a school is causing concern because the level of performance in the school is low in relation to its context, circumstance or attainment. i.e. schools that are not formally in Ofsted categories of concern and therefore do not require significant improvement or special measures – the Secretary of State may direct the local authority to issue a Warning Notice to the school. Should the school fail to comply with the Warning Notice the Secretary of State may direct the local authority to require maintained schools to enter into extended/additional formal partnerships/contracts with accredited schools and/or education providers through a majority Trust or a federation. The Secretary of State may also direct the local authority to effect closure of a maintained school;

<sup>10</sup> Subject to the will of Parliament

- the Secretary of State may also use these intervention powers where the local authority has issued a Warning Notice, the school has failed to comply, and the local authority has not intervened quickly or effectively; and
- where a school is deemed by Ofsted to be performing inadequately and therefore been issued with a Notice to Improve (requires significant improvement) – the Secretary of State may direct the local authority to effect closure of a maintained school.

**3.73** To support this we are reviewing our broader approach to supporting and challenging schools that are underperforming, particularly those at risk of being placed in an Ofsted category of concern. We are currently conducting a snap shot review of six local authorities that have used Warning Notices and Interim Executive Boards to address underperformance in a range of schools. We are looking at the perceived effectiveness and barriers associated with these interventions and will, based on findings and recommendations, consider a broader evaluation of the impact of the full suite of existing intervention options.

**3.74** Following Royal Assent of The Apprenticeships, Skills, Children and Learning Act 2009, we are now in discussions with delivery partners and other stakeholders to take forward proposals to revise guidance for Schools Causing

Concern. We expect to publish this in spring 2010. We anticipate additional Children, Schools and Families Bill powers will be operational from summer 2010<sup>11</sup>.

### **Improvement support and accountability in the early years sector**

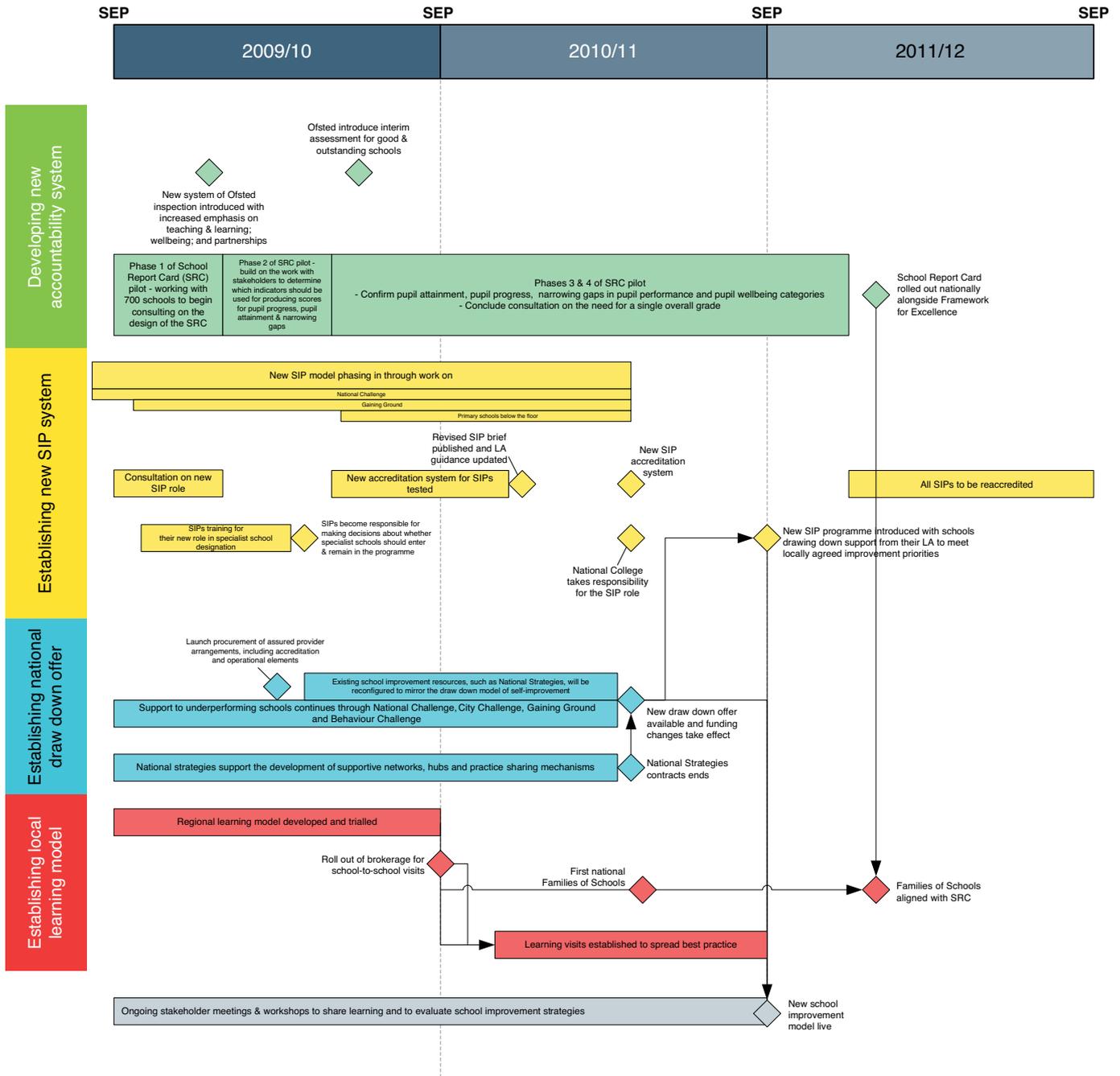
**3.75** The early years sector is at a much earlier stage of development than schools. Since 1997 we have secured a huge expansion in early years provision, doubling the number of childcare places and establishing over 3,000 Sure Start Children’s Centres. We have recently seen record levels of achievement in the EYFS profile results with the percentage of children who achieved a good level of development increasing from 49 per cent in 2008 to 52 per cent in 2009, and the gap between the 20 per cent lowest achieving children and the rest narrowing from 36 per cent in 2008 to 34 per cent in 2009. Our approach to supporting this real improvement needs to be owned by the sector and aligned with the schools model. However, we recognise that the early years sector has distinct needs and will continue to need access to expert advice and support to build leadership and capacity in the short term.

**3.76** Local authorities will take the lead on embedding quality, building capacity and promoting access across the early years sector as a whole. To ensure we maintain momentum, we will develop a new model

11 Subject to the will of Parliament

for offering a single improvement support service from April 2011, bringing together the support across the 0-5 agenda for local authorities to draw upon and to continue to support recent progress. We are considering options for children's centre delivery support between October 2010 and March 2011, until the new arrangements commence. Improvement support for early years will also be part of the SIP role, with SIPs providing support and challenge to primary schools on their EYFS profile outcomes and brokering bespoke support with input from local authority Early Years Consultants.

## Implementing the new improvement and accountability framework



# Chapter 4 – Every school and school leader supported: delivering the right roles for local and central government

**4.1** Central and local government have important roles in leading the system and providing schools with the support they need. DCSF and NDPBs will continue to play a strategic leadership role, ensuring that our reforms are supported by: a National Curriculum and qualifications system that is fit for purpose (as set out in Chapter 1); an accountability system that provides consistent and accessible information on performance (as set out in chapter 3); a fair and predictable funding system; and regulation to ensure minimum standards and fair access to school places. This chapter sets out more detail on how we will put in place the infrastructure to underpin the new system.

## We will reform school funding

**4.2** We will introduce a funding system which is fairer, more transparent and more closely aligned to need at school level. A system which ensures that deprivation is targeted more closely, and which creates incentives for collaboration and formal partnerships. And we will develop a new 14-19 national funding system over the longer term.

**4.3** To achieve this we are developing a system that:

- is fairer, more transparent and closely aligned to need at school level;
- ensures that deprivation is targeted more closely, so that deprivation funding reaches pupils needing it;
- creates incentives for collaboration in line with the policy set out in the White Paper; and
- is introduced with suitable transition arrangements to ensure that school budgets remain stable while achieving the funding policy objectives.

**4.4** At the same time we are:

- encouraging more strategic and efficient use of resources in all schools, thereby delivering better value for money in public funds committed;
- introducing an Early Years Single Funding Formula which will improve fairness and transparency in the way that funding is allocated to early years providers who deliver the free entitlement; and

- Developing a new 14-19 national funding system.

### **We will ensure that revenue funding is deployed to support effective delivery and target deprivation more closely**

**4.5** We are currently carrying out a review of the distribution methodology for the Dedicated Schools Grant (DSG) and other grants paid to schools via local authorities. The review is seeking to ensure that any barriers to collaboration are removed. We will remove barriers in existing regulations so that:

- federations of schools can be funded as a single institution; and
- it is clear that governing bodies can allocate funding to provide facilities and services to pupils at other schools as well as others who live and work in the locality.

**4.6** In January 2010 we will undertake a consultation on the review of the DSG, including proposals on how best to target funding at children from deprived backgrounds. We expect to have a funding settlement in November 2010, with a new funding system implemented in April 2011.

### **We will remove obstacles to delivery in schools**

**4.7** We are rightly setting out ambitious expectations of schools. But we need to be equally ambitious in making sure that the way we implement policy helps schools to deliver, and does not get in their way. We

have therefore asked the Implementation Review Unit (IRU) to undertake a thorough audit, from a frontline perspective, of how our policies and priorities are implemented and to identify any obstacles which prevent effective delivery. The results of the IRU Review of Obstacles will be published in spring 2010, along with practical solutions to dealing with obstacles that adversely impact on delivery.

**4.8** We will continue to focus on ways of enabling schools to deliver, through reducing unnecessary bureaucracy and facilitating efficient and effective delivery of government policy. The IRU will continue to work with DCSF and other partner bodies to ensure that the bureaucratic implications of both new and existing policies are kept under rigorous review, and to advise on how red tape and bureaucracy can be minimised. One example of how we are already supporting more efficient delivery is our active management of the planning and production of secondary legislation. Here we are ensuring that all Statutory Instruments are commenced in September and that there is at least one full term's lead time, unless there are exceptional circumstances.

### **We will invest in school buildings and infrastructure, with every child learning in fit-for-purpose buildings with the right facilities**

**4.9** We have invested very significant sums in capital funding for school buildings and facilities. A total of £21.9 billion across the

three years from 2008-09 to 2010-11 has been allocated to local authorities, and we will continue to implement the primary and secondary school refurbishment and rebuilding programmes to develop and improve the school infrastructure that local communities need.

**4.10** We want every child to be learning in a good building with the right facilities. We want schools to be in buildings that:

- create an environment where children are inspired to learn and feel safe;
- are designed to allow services to be brought together around the child;
- are adapted to cope with climate change and which minimise carbon emissions; and
- are a resource and an asset for the whole community.

**4.11** As part of the infrastructure for schools and their communities, we also want to ensure that every child has the opportunity to access high-quality ICT provision and learning support. This aspiration comes in two parts: that there will be access at home to technology for learning for all those who want it; and a uniformly high level of competence in all schools to exploit the full potential of ICT in supporting personalised learning, engaging parents effectively and running their own affairs efficiently.

**4.12** We will continue to use Building Schools for the Future (BSF) as a key driver for change across the secondary school estate. Eighteen

authorities are entering the programme or will have a next phase of work rolled out over the current financial year. Subject to the outcome of the spending review, we want to maintain that pace of projects in the future, so that all local authorities will be within the BSF programme by the end of 2012. At current rates, we are forecasting that 500 schools will be open in 2011/12, 1,000 schools by 2013/14, 2,000 schools by 2017/18; and all schools will have received BSF investment by the end of 2023. Of these schools we expect about 35–40 per cent to be completely new schools.

### We will support co-location of services

**4.13** We are investing £200 million over two years to encourage local partners to join up services locally through co-locating them. The projects we are funding will serve as exemplars of what can be done, and be disseminated widely so that they can inform future plans for BSF, the Primary Capital Programme and other programmes across the public sector.

**4.14** The fund is supporting over 100 projects which have drawn in a wide range of partners, from many parts of health and children's services and with strong third sector participation. Some projects involve building work, while others are delivering additional services through providing new transport routes in rural communities, virtual networks, and outreach work to increase engagement in areas such as sport.

## We want school buildings to support sustainability

**4.15** We expect that all schools should be Sustainable Schools by 2020. A Sustainable School delivers its core business of school improvement and children's wellbeing in a way that supports wider sustainable development such as efforts to reduce carbon emissions and mitigate climate change. We have established a National Framework to help schools understand what they need to do to achieve this aim. We have also established a Task Force to advise on how we can make all new school buildings zero carbon from 2016 and on how we might reduce further the carbon footprint of the existing estate. The Task Force is due to report by the end of 2009. We have just finished consulting on a carbon management strategy for the school sector which considers transport emissions and the environmental impact of goods and services purchased by schools. These will inform a fully developed Carbon Management Strategy which we will produce in Spring 2010.

**4.16** To ensure that we get the maximum return from the strategic programmes and wider capital investment, we are taking a number of other steps. We are:

- continuing to ensure school leadership teams have the skills necessary to take advantage of significant capital investment through support from the National College;

- supporting young people whose schools are going through BSF to get involved in and influence the design of their building;
- introducing a minimum design standard in BSF supported by the Commission for Architecture and the Built Environment; and
- building exemplar personalised learning spaces to showcase for others what can be achieved.

**4.17** Ofsted's new inspection framework takes account of a school's use of its building(s) in assessing the effectiveness with which the school deploys its resources.

## We will ensure that as many young people as possible have access to the internet at home

**4.18** We want to ensure that as many young people as possible have access to the internet at home. By March 2011, over 270,000 households will benefit from the Home Access Programme. The programme will be rolled out by Becta across England from the end of 2009. Initially it will target learners in years 3 to 9 inclusive (Key Stages 2 and 3) with a maximum of one grant per household enabling purchase of a compliant computer and internet package.

**4.19** The families of learners and young people who would be eligible to apply will need to meet the underpinning eligibility criteria for free school meals. Looked After Children and children with special needs are being

provided for through a separate direct route of funding through the Home Access Grant Administration Service. Local authorities will apply on behalf of Looked After Children and their eligibility spans Years 1 to 13. Pilots run by Becta in Oldham and Suffolk have demonstrated a very strong appetite for the home access offer and immediate benefits in the engagement of parents as a result.

- 4.20** The Parent Guarantee includes an entitlement for parents to have access to online reporting – in secondary schools by 2010 and primary schools by 2012. Becta’s *Harnessing Technology: Next Generation Learning Strategy 2008-2014* describes a wider service offer for children and families which will deliver efficiencies and savings through collaborative procurement of technology, improving energy efficiency in ICT and helping make school technology systems fully interoperable. It will support schools to use technology to improve outcomes and deliver better value for money, and ensure that learners can access learning materials and wider services safely through technology. In parallel it supports teachers in improving their skills and confidence in the use of technology. The strategy also includes measures to increase the number of local authorities, 14-19 consortia and providers using technology effectively to deliver Diplomas and Apprenticeships and to meet the needs of those not in education, employment or training.

## **Local authorities have a key role in school improvement and commissioning services**

- 4.21** The White Paper set out the roles and responsibilities of the Department, Government Offices and local authorities in relation to school improvement, in the context of the decision not to renew the National Strategies’ contract which comes to an end in March 2011. We set out in detail the role of local authorities in school improvement and commissioning in Chapter 3.
- 4.22** The agreement to move decisions about designation and redesignation of specialist schools from a national team of assessors to SIPs effectively gives local authorities responsibility for the operation of this programme at local level. Together with other changes to the programme, this means that subject specialism will become more obviously a school improvement tool than has been the case until now.

## **We will legislate to give a greater say to parents about the schools in their local area and require local authorities to act where a significant proportion of parents are unhappy**

- 4.23** Parents make a critical contribution to their children’s success at school and it is important that they have a strong voice at all levels of the system. The Parent Guarantee, parental representation on governing bodies, and in due course the

inclusion of parental satisfaction in the School Report Card will provide a range of opportunities. We also want to give parents greater say over the overall range and quality of secondary schools in their local area and ensure that if a high proportion of parents are dissatisfied with existing secondary provision, the local authority takes action.

**4.24** To this end, as set out in the White Paper, we will require local authorities to ask parents of children in Year 6 for their views at the time they apply for a secondary school place. If a sufficient proportion of parents are dissatisfied we will require local authorities to consult with parents further and develop an action plan that aims, as far as possible, to address the specific concerns raised. This may include improving the choice, range, governance and type of locally-available schools, which they should set out in a published plan. Parents will have a right of appeal to the Schools Adjudicator if they are unhappy with the local authority's response.

**4.25** We have been trialling this new parental responsiveness duty in five local authorities this autumn with a further five involved as 'sounding boards'. Local authorities have distributed the survey form to parents of Year 6 pupils and we are now discussing the responses with the pilot authorities. The trial will establish where we set the trigger for action by the local authority – action to consult and work with a wider group of parents to identify what would meet parents'

concerns. The plans could include the creation of a federation of schools, the use of an Accredited Schools Group, and, depending on the availability of capital – the expansion of good schools or the establishment of entirely new schools. In summer 2010 we will consult on regulations and guidance setting out the detail of how the duty will operate. The new duty on local authorities will commence in September 2011.<sup>12</sup>

### **We want to move to a position in which the relationship between the DCSF and local authorities mirrors that between local authorities and schools**

**4.26** The White Paper set out a system where the relationship between DCSF and local authorities (as the leaders of Children's Trusts) mirrors the relationship which we would like to see between authorities and schools. The procurement of a cadre of new specialist advisers – Children and Learners Strategic Advisers (CLSAs) - is now almost complete. Working as an integral part of Government Office Children and Learners Teams, CLSAs will from April 2010 take on negotiation of the statutory education and early years' targets from the National Strategies.

**4.27** This will bring together responsibility for all local authority targets relating to children and young people in the regions. CLSAs will also lead and co-ordinate strategic support and challenge to local authorities and

<sup>12</sup> Subject to the will of Parliament

Children's Trusts across all five Every Child Matters outcomes and broker packages of tailored support, in the same way that SIPs will support and challenge individual schools.

**4.28** We are currently piloting the new CLSA role in six local authorities. Learning from the pilot will inform the transition to the CLSA service from next April. We will shortly award a contract to run from April 2010 to March 2013, and agree on-going support from National Strategies on statutory target setting in 2010-11.

**4.29** From December 2009, the first new-style annual rating of local authority children's services is being published, drawing on whether local schools are of good or higher quality. As the development of the School Report Card continues, we will explore how they might contribute to the annual rating of children's services.

**4.30** Where there is 'significant or enduring underperformance' the Secretary of State will intervene, just as local authorities are expected to intervene where schools are seriously underperforming. The Secretary of State will issue an improvement notice if a local authority is failing to fulfil its statutory duties or is not carrying them out to an acceptable standard. We intend to legislate to give the Secretary of State the power to direct a local authority to issue a Warning Notice to a school if it is not taking adequate steps to address its poor performance (see chapter 3 for more detail).

**4.31** We are working to develop a common understanding between DCSF, Government Offices, local authorities, social and national delivery partners of the roles and responsibilities for school improvement. We will set up a small working group of local authority and other stakeholder representatives to clarify the new system, covering a number of strands, to include:

- roles and responsibilities of the Department, Government Offices, local authorities and SIPs;
- local menus of support;
- the school improvement assessment and its relationship with local authorities' intervention powers (existing and proposed); and
- the transition from the National Strategies and other national programmes.

**4.32** We will also arrange meetings with social partners and other stakeholders to inform them of, and involve them in, policy development and the progress of the Apprenticeships, Skills, Children and Learning Act 2009 and the Children, Schools and Families Bill.

**4.33** The White Paper set out our intention, on a longer timescale, to develop a new system of improvement support for local authorities and Children's Trusts which will provide a better balance between centrally – commissioned support for national programmes and more targeted and differentiated packages of support to meet

local and regional needs. High performing authorities will be encouraged to build capacity in others and lead cross-authority learning. In spring 2010 we will publish updated guidance on improvement support arrangements for children's services.

### **Schools will increasingly review, improve, develop and share emergent and effective classroom practice**

- 4.34** The decentralisation of school improvement funds will in future enable schools to take more responsibility for their own continuing improvement. We expect schools to increasingly review, improve, develop and share emergent and effective classroom practice, through partnership working and CPD networks, and drawing on the rich legacy of National Strategy materials.
- 4.35** The drive toward greater personalisation and to supporting all young people to continue in education and training until at least 18, will demand new pedagogical skills of teachers, and interventions now being piloted will eventually extend to more schools and teachers (e.g. the *Every Child a...* suite of interventions). The need to expand and enhance pedagogical skills is therefore central to the future quality of education.
- 4.36** A self-improving system will benefit from light touch national support to help it find, define, visit and share best practice, using the best schools to support the rest of schools. A self-improving system will also need similar light touch support to identify, cultivate and share new and emergent

practice, evaluate innovations and encourage local development of imaginative and effective classroom practice. To inform this we have asked the National College to focus on what excellent learning and teaching looks like in the March 2010 Fellowship Commission. This will involve a group of National Leaders of Education spending a focused week working with the best experts and evidence from around the world, and then presenting their conclusions and recommendations to the DCSF.

### **We will secure and build on the legacy of the National Strategies**

- 4.37** We will review, edit, and re-design the offer as a Strategies of Choice, which will go live in autumn 2010, and be maintained when the National Strategies' work ceases in 2011. We will also secure the progress made on pedagogy and school improvement through the National Strategies, and define what should be integrated into the new improvement support arrangements for assured providers. We will also consider how the evidence, emergent and promising pedagogical practice can be disseminated where appropriate. We will support partners, schools, HE and other specialists to develop local practice and hubs to collect good teaching and learning practice to encourage the sharing and co-ordination of research, development work and field work findings.

## **DCSF will continue to play a critical role, driving innovation through research and development**

**4.38** DCSF remains committed to the continuous development of teaching and learning based on evidence drawn from inspection, field work, evaluation and research, as well as from close engagement with stakeholders, experts, professional organisations and those in the field. High-quality teaching and learning will remain central to school improvement, as will behaviour, wellbeing and other aspects of classroom delivery.

**4.39** Policymakers will need ongoing external input to keep informed of current and best practice and of the benefits and limitations of current policy and practice. They will also need advice to assist in policy development, and a good understanding of the statistical and research evidence relating to government policy, old and new. This will include rapid advice on professional matters such as subject pedagogy, classroom practice and professional issues such as behaviour management, assessment practice and management skills.

**4.40** We will work with our partners and research organisations to disseminate evidence-based pedagogical research to the teaching and advisory communities. This will include revamping and doubling circulation of our popular Research Newsletter, and supporting the development of more rigorous filtering of robust evidence-based educational research. We will also utilise the School Standards Advisers to secure a rapid, current

source of professional advice after the end of the National Strategies contract. They will be deployed to make rapid light-touch assessments of current and best practice and share findings with practitioners.

## **We will establish a system for identifying and sharing best classroom practice across schools as part of the Good and Great strategy**

**4.41** In doing this we will:

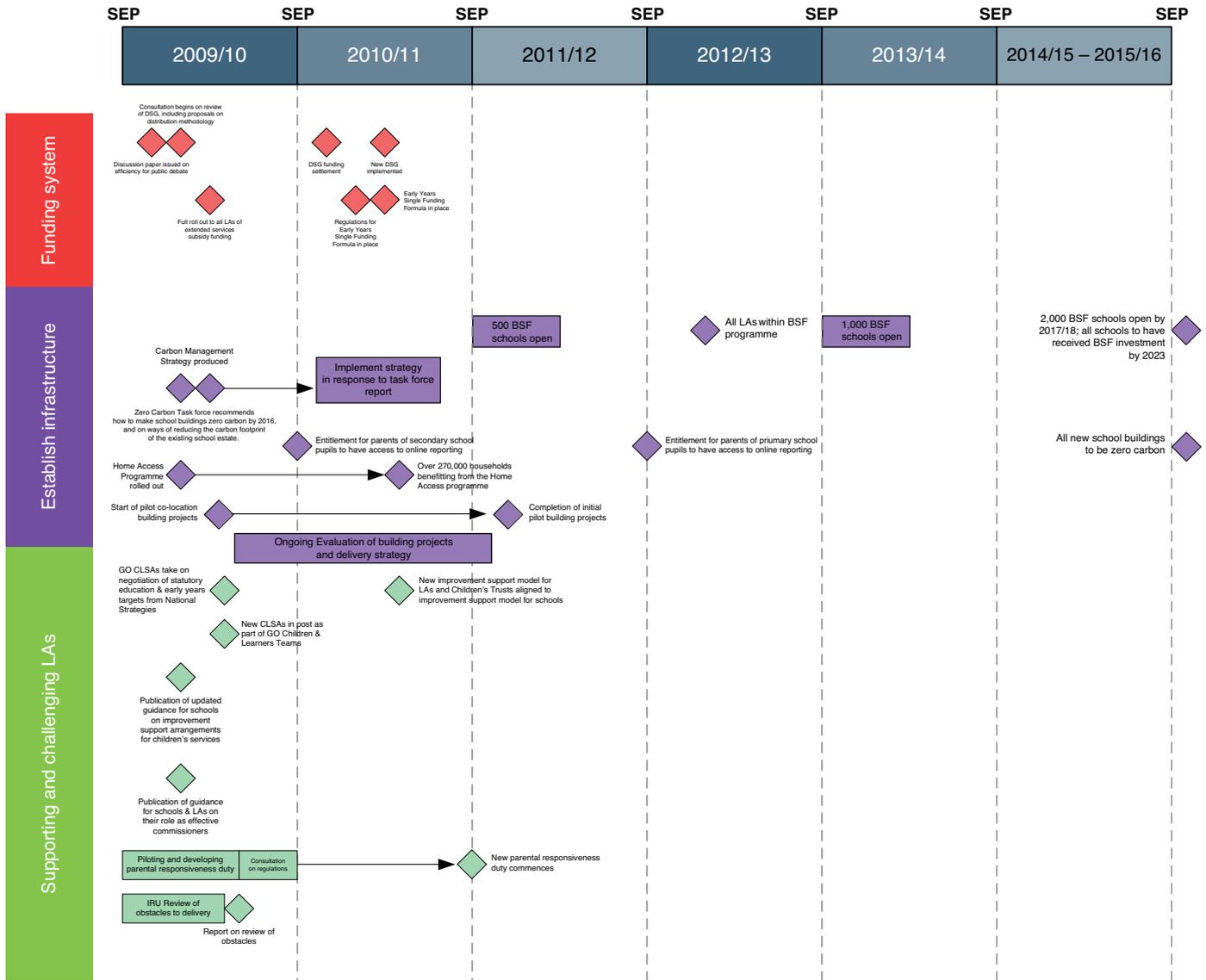
- establish a school-to-school learning visits programme;
- build on the High Performing Specialist Schools programme to identify the best schools and reward them for supporting improvement across the system;
- secure the support of the very best schools to help the rest by contributing NLEs, LLEs, AST leading professional outreach, becoming an open-door school etc; and
- work with National Support Schools, led by National Leaders of Education, to understand how outstanding schools put the leadership of teaching and learning at the heart of their improvement strategy and the impact this has on standards.

## **We will enhance our capacity to promote and support classroom and pedagogical development priorities**

4.42 To enhance our capacity to promote and support classroom and pedagogical development priorities, we will:

- introduce frameworks to support School Improvement providers to deliver well-designed, evidence based and high priority packages to support schools, particularly well defined in the case of programmes for underperforming schools;
- appoint a single pedagogical specialist to lead on-line conferences, organise seminars, co-ordinate research and field work findings, collect good practice etc, on our top pedagogical priorities;
- support partners, schools, HE and other specialists to develop local practice and hubs to share and co-ordinate development work; and
- engage teachers as researchers of their own practice, along the lines of the Teaching and Learning Research Programme (TLRP).

### Developing underpinning support



# Chapter 5 – In every school: delivering a well-led and highly-skilled workforce

- 5.1** As the White Paper set out, we are clear that we cannot achieve our ambitions without the hard work, dedication and commitment of everyone working in schools. This means building on, recognising and sharing success – at the same time as continuing to invest in and focus on enabling everyone in the children’s workforce to play their full part in allowing all children to succeed. By securing fair terms and conditions for all staff, continuing to invest in training and development opportunities and by working with our Social Partners, as well as, crucially, sticking firm to the underlying principles of workforce reform and remodelling, we will secure the well-led and highly-skilled workforce that is the essential bed-rock of a high-quality school system.
- 5.2** We want to drive up, still further, the quality and status of the profession; and to maximise the reach of our best leaders, teachers, support staff and governors. To those ends we will ensure proper rewards for school leaders who take on wider system leadership roles; and will transform the culture of professional development through the introduction of the new Masters in Teaching and Learning and the License to Practice, alongside a new professional development entitlement for teachers. We will also continue to seek to recruit the highest quality entrants to the school and children’s workforce; effectively develop and deploy them; and further support school governors.
- 5.3** We know that improving the quality of the early years’ workforce is crucial in this context. The strong correlation between achievement in the Early Years Foundation State Profile (EYFSP) and at Key Stage 1 highlights the case for this: pupils who start off in the bottom 20 per cent of attainment in EYFSP are six times more likely to be in the bottom 20 per cent at Key Stage 1 than their peers. We are therefore investing to professionalise the early years, and aiming for a graduate-led workforce, where everyone working with children has at least a Level 3 qualification by 2015. At the same time, we are continuing to invest in and focus on enabling everyone in the school and early years’ workforce to play their full part in enabling children to succeed.
- 5.4** This chapter sets out how we will take forward work on key areas.

## We will recognise new ‘system leadership’ roles for the strongest leaders

- 5.5** Many of our strongest leaders already take on leadership and management roles beyond their own schools. We will ensure these new extended or shared roles, leading partnerships, federations or broader service delivery are formally recognised and defined; and that school leaders are appropriately rewarded, supported and developed to take on these roles.
- 5.6** We have already introduced interim changes to the School Teachers’ Pay and Conditions Document (STPCD), which became effective from September 2009. They reflect emerging leadership models through:
- provision for determining the appropriate salary of heads responsible for running more than one school (on a permanent or temporary basis);
  - new provision to allow employers to make additional payments (including to the head teacher) for additional responsibilities related to the provision of services by the head teacher, associated with raising educational standards in one or more additional schools; and
  - a new discretion for the employer to take into account, in setting the head teacher’s Individual School Range (and therefore the appropriate salary), circumstances where the head teacher takes on significant additional responsibilities for which they are directly accountable to the local authority or Children’s Trust.
- 5.7** Through the National College, we have commissioned further research into different models of leadership, particularly executive head teachers and their roles and responsibilities. The College is also piloting new provision for heads of primary federations, and those who aspire to this role. The first cohort will engage with this provision in January 2010.
- 5.8** We are also pursuing important longer-term matters relating to leadership roles that build on earlier work on roles, professional responsibilities and conditions of employment. We have asked the School Teachers’ Review Body (STRB) to make recommendations by early March 2010 on what criteria should be established for leadership roles and progression which provide a consistent, transparent and fair national framework for the establishment of deputy head teacher and assistant head teacher posts.

**5.9** As we take this work forward we will ensure that:

- proposals are worked through in proper consultation with the profession, including in discussion with our social partners;
- changes to terms and conditions of employment are reflected in updates to the STPCD;
- legislation supports appropriate recognition and rewards for leadership in the full range of partnership models in schools; and
- our work with the STRB paves the way for sustainable and appropriate long-term arrangements from September 2011.

**We will ensure that in every school there is a well-led and highly-skilled workforce**

**5.10** We have made great strides in driving up the status, reputation and quality of the teaching profession in England – but as we know that the quality of the system cannot exceed the quality of its teachers, we are determined to continue to support improvement in the quality and consistency of classroom practice. We will therefore continue to seek to attract and support high-quality new teachers; ensure that the most experienced teachers are encouraged to stay in the profession; and encourage teachers to work in the schools that need the best teachers most. Earlier this year we launched a programme to encourage new teachers to teach in challenging secondary schools in

return for a package of personal and professional incentives, including £10,000 for remaining in the challenging school for three years.

**5.11** For school leaders, we will continue to support the National College work programme, and have invested £30 million (2008-11) in their succession planning work. This is helping local authorities and schools to develop local solutions to develop and retain great school leaders.

**5.12** We will continue to work with the Training and Development Agency for Schools (TDA), to raise the quality of new recruits to the teaching profession, and develop innovative routes into teaching by:

- piloting diagnostic tests to complement academic qualifications in order to help initial teacher training providers to establish which candidates have the tendencies likely to make them good teachers;
- drawing in high-quality candidates wishing to enter teaching as a second career, through ensuring that employment-based routes, such as the Graduate Teacher Programme, are as accessible and well-publicised as possible;
- seeking to attract the most capable graduates as teachers, by expanding the Teach First programme which recruits into challenging urban secondary schools;

- encouraging highly-qualified graduates to join the teaching staff of schools in challenging circumstances, by providing well-supported placements throughout their training;
  - ensuring the best training providers build strong relationships with the most challenging schools, by incentivising innovative and effective partnership work;
  - providing high-quality resources for teachers in challenging schools to help them to continuously improve their own performance; and
  - encouraging trained teachers who have left teaching to return through the Return to Teaching programme.
- 5.13** For school support staff, we will provide the basis for a more systematic approach to professional development, through the wider opportunities offered by the 21st century school. We will also build on the commitments to develop the youth support workforce set out in the 2020 Children and Young People’s Workforce Strategy.
- 5.14** As part of our continuing investment in young people, as learners, and in schools, as institutions that support the learning of their pupils and their staff, we are committed to expanding apprenticeship opportunities in schools. These are now being delivered through the National Apprenticeship Service, with support to schools available through Government Office regional contacts.

**5.15** The National College will also continue to support effective School Business Manager demonstration projects to act as exemplars for other schools. In addition, the National College is undertaking research which includes a cost benefits analysis to explore the potential for further extension of the School Business Manager role with the aim of expanding effective School Business Manager/Director deployment within schools and school clusters.

### **We will raise the status of the profession and transform the culture of professional development**

**5.16** The White Paper set out two key proposals to raise the status of the profession and to transform the culture of professional development in teaching. We want to equip schools and teachers to deal with the challenges of teaching in the 21st century by making teaching a Masters-level profession and by introducing a new renewable ‘Licence to Practise’. The ‘Licence to Practise’ for qualified teachers will raise the quality of teaching across the board by creating a new learning culture which puts professional development at the forefront, enabling and providing teachers with a greater incentive to keep their skills and practices up-to-date. It will also put teachers’ professional status on a footing with other professions such as lawyers and doctors. Teachers will need to renew their ‘Licence to Practise’ every five years by demonstrating that they have the skills and learning to be effective in the

classroom. We will consult on draft regulations for a Licence to Practise in spring 2010 and introduce the arrangements to schools from September 2010, starting with newly-qualified teachers and returners to the profession.

- 5.17** Enrolment for the Masters in Teaching and Learning begins in January 2010, with courses starting in April 2010. Year 2 of the programme will roll out in September 2010, and we will finalise plans for a national rollout by September 2011.
- 5.18** We intend to support these changes by supporting ongoing training and development through both the early years of teaching and throughout a teacher's career by ensuring a continuing professional development (CPD) entitlement for every teacher. The entitlement will be set out in the STPCD, and introduced alongside the new Licence to Practise by September 2011.
- 5.19** We will deliver the CPD entitlement by:
- asking social partners to look at the entitlement for teachers;
  - reviewing the TDA's National Occupational Standards for Teaching and Learning, underpinned by National Occupational Standards; and
  - considering how an entitlement to professional development might be introduced for the wider children's workforce in schools.
- 5.20** Following on from commitments in the *New Opportunities* and *Your child, your schools, our*

*future White Papers*, we have asked TDA and the National College to work together to consider how existing resources supporting Training Schools, Teaching Schools and Leadership Development Schools can be used to develop better access to high-quality professional development, delivered through a comprehensive sustainable network. They will provide advice shortly outlining how this could be achieved. TDA and the National College are currently conducting 63 pilot projects around the country to explore rigorous approaches to quality and accreditation of CPD.

- 5.21** We will continue to support the National College's work programme for leaders of schools and children's services, broadening the scope of programmes supporting management and leadership in schools. We will also work closely with the National College to ensure that their programmes remain relevant, and are flexed to meet the emerging leadership needs of new partnership and federation models.

### **The wider school and children and young people's workforce will be effectively developed and deployed**

- 5.22** Support staff provide the backbone of our schools, freeing up teachers' time to teach. It is essential that we invest in and support their unique roles in schools through ongoing professional development. We have now formally established the School Support Staff Negotiating Body, which will be responsible for developing a pay and

conditions framework for all school support staff that balances the need for national consistency with local flexibility. The Body will submit its proposals to the Secretary of State by the end of May 2010. We also expect it to set new and stronger expectations for support staff development, including an element of flexibility so that schools can choose individual roles for their support staff and deploy them in a way which best meets their individual needs.

**5.23** We have also committed £25 million over three years to March 2011 to the Young People’s Workforce Reform Programme whose scope extends to those who work within and alongside schools, often providing specialist support to young people. The programme seeks clearer entry and progression for those wanting to work with young people and a more consistent set of training and qualifications, in order to successfully deliver outcomes for young people, including supporting the 14-19 agenda and the raising of the participation age.

**5.24** For the whole school workforce:

- TDA will work with all our partners to draw up a strategy for the professional development of the wider children’s workforce in schools; and will bring together the training and development of teachers with other professionals working in schools and with young people;
- TDA will also review the professional standards for teachers, the Higher Level Teaching Assistant Standards and the National Occupational Standards for Teaching and Learning to ensure that they fit with the review of the Common Core and are fit for the 21st century school; and
- we will encourage clusters of schools to work in partnership to deliver CPD effectively and efficiently to meet local needs.

## **We will support and strengthen the role of governing bodies**

**5.25** Strong governance is a vital part of the education system. Governors play a key role in holding to account the school’s leadership for the performance of the school, and in challenging and supporting them to improve. They also ensure that tax payers get good value for money and that public money is used properly and to the best effect.

**5.26** We want more highly-skilled governing bodies, better training, and support from a trained clerk. And we want the best governing bodies to spread their experience and expertise by federating with other schools, and extending their powers to be providers of education. We also expect governing bodies to give careful thought to partnership solutions, in particular to support school improvement and maximise resources, including new leadership models, such as executive headship.

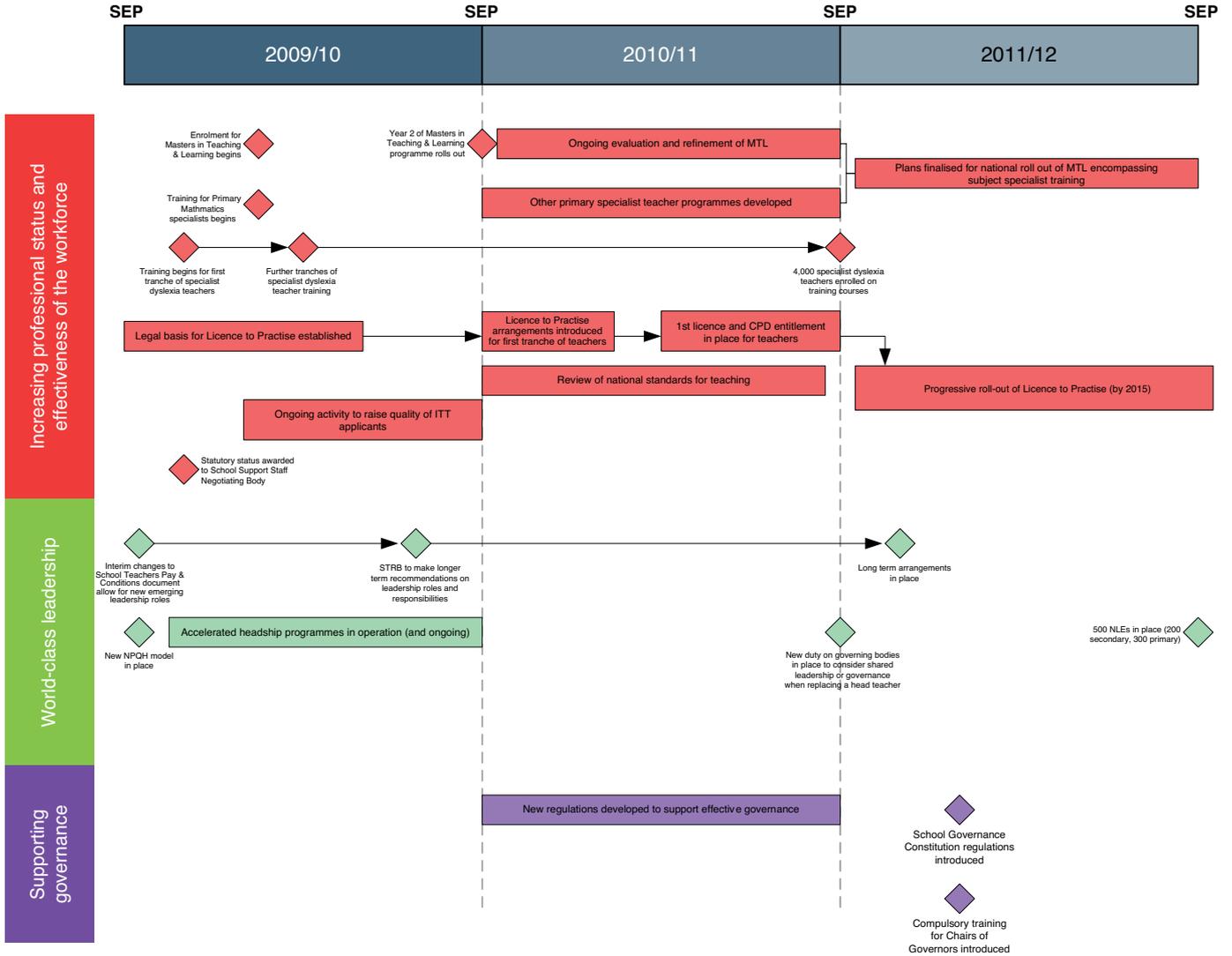
**5.27** A ministerial working group is currently carrying out a review of governance and, subject to the outcomes of the review, we intend to simplify regulations around governing bodies. School Governance Constitution regulations will be consulted on and amended following the publication of the report, for introduction from September 2011. This will mean that governing bodies have greater flexibility over their composition, to enable them to address skills gaps. We will provide guidance to governors on addressing skills gaps and these will accompany the revised regulations in September 2011.

**5.28** To ensure that Chairs of Governors are well prepared and have the right knowledge and information to carry out their role, we will introduce compulsory training for Chairs of Governors from September 2011 and better training on using data. This will require a change to the School Governance regulations.

**5.29** To better prepare governors for their role, we will also revise, as soon as possible, the initial training for governors to include more information on holding senior leadership teams to account and on using and understanding data. This will enable governors to have more informed discussions and provide challenge to schools on the interpretation of their data where appropriate. If governors are concerned that a school is underperforming or if it is at risk of failing, and that has not been picked up by the head teacher or local authority, they

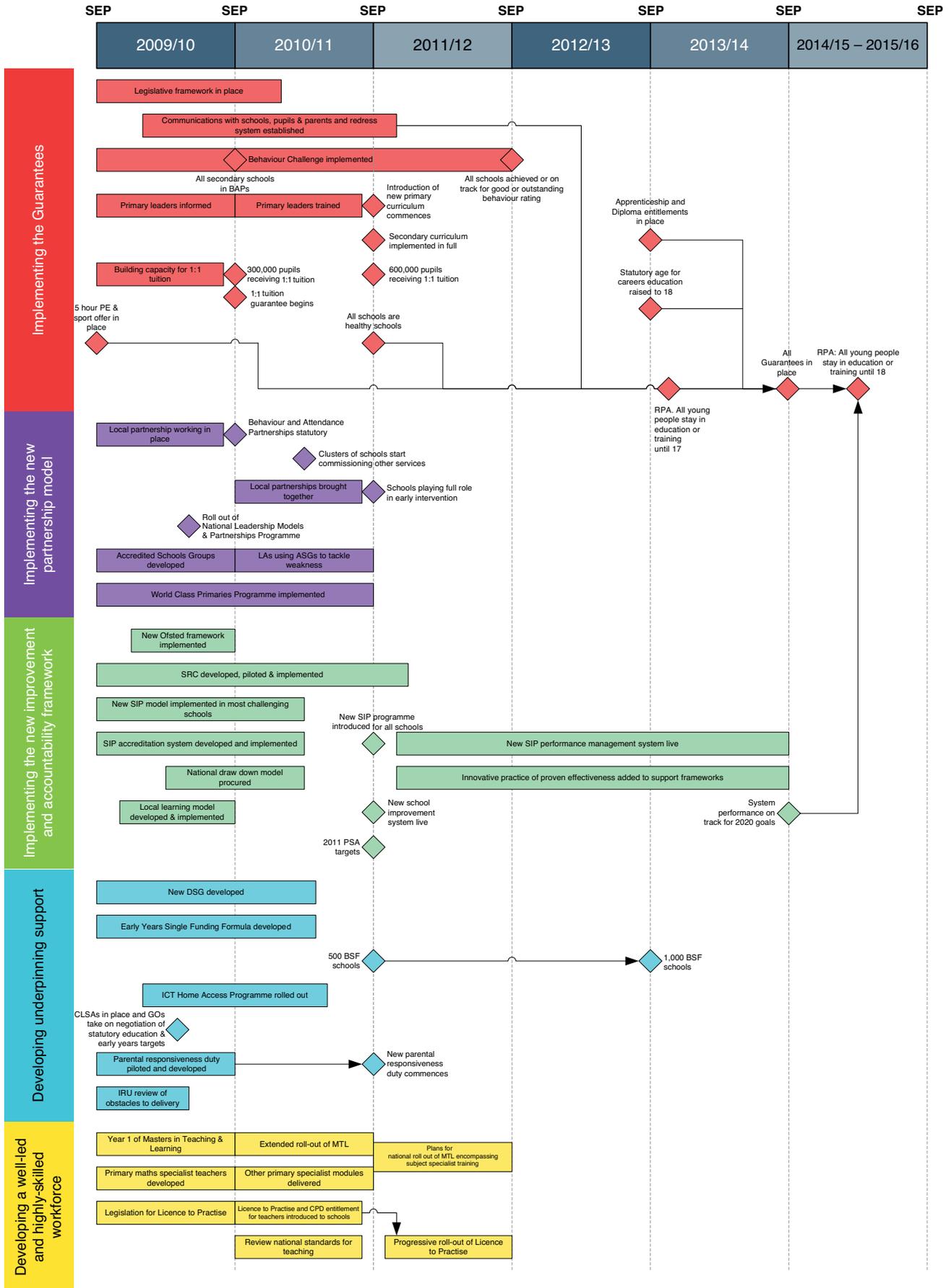
can ask Ofsted to carry out an inspection of the school. We will remind governors of this power through guidance.

## Developing a well-led and highly-skilled workforce



# Annex A

## Implementing the White Paper: key milestones



# Annex B

## Consultation planner: current and upcoming consultations

<b>White Paper policy area</b>	<b>Subject of consultation</b>	<b>Format of consultation</b> <b>Consultations available online at <a href="http://www.dcsf.gov.uk/consultations">www.dcsf.gov.uk/consultations</a></b>	<b>Timeline</b>
<b>School and local authority commissioning</b>	Consultation on two documents: (i) practical guidance for local authorities on commissioning of schools; and (ii) practical guidance for schools on commissioning.	Full public consultation. Will be consulting relevant stakeholders, including local authorities, schools and representative bodies.	Consultation documents will be published early 2010 and consultation will last between 6 and 12 weeks.
<b>Accredited Schools Groups / Trusts</b>	Consultation on proposals for the accreditation system and the proposed criteria by which providers would be accredited.	Full public consultation. Those consulted will include possible accredited providers, existing Academy sponsors, educational institutions, and local authorities.	Consultation launched on 21 October 2009 and will finish on 22 January 2010.
<b>High Performing Specialist Schools / Good and Great Schools</b>	Consultation on High Performing Specialist Schools and their role within the Good and Great programme. It will focus on the best way to identify, reward and then utilise good and great schools as part of the upper end of the school improvement spectrum.	Full public consultation.	12 week consultation planned to begin in January 2010.

<b>White Paper policy area</b>	<b>Subject of consultation</b>	<b>Format of consultation</b> <b>Consultations available online at <a href="http://www.dcsf.gov.uk/consultations">www.dcsf.gov.uk/consultations</a></b>	<b>Timeline</b>
<b>Pupil and Parent Guarantees</b>	Consultation on draft Guarantee documents and the proposed redress system.	Full public consultation.	12 week consultation planned to begin in early 2010.
<b>Home School Agreements</b>	Consultation on statutory guidance for Home School Agreements.	Full public consultation.	12 week consultation to take place in spring 2010.
	Consultation on amendments to school prospectus regulations (commitment to give parents a package of information to support their choice of school).	Full public consultation.	Consultation launched on 9 November 2009 and will finish on 11 January 2010.
<b>Children's Trusts and Children and Young People's Plan</b>	Consultation on the new Children's Trust statutory guidance and new Children and Young People's Plan regulations.	Full public consultation. Will consult with relevant groups such as schools, local authorities and Primary Care Trusts.	Consultation launched on 13 November 2009 and will finish 29 January 2010.  Final versions of the statutory guidance and regulations expected to be published in March 2010.
<b>Early Intervention Framework</b>	Consultation on proposals to bring greater consistency, rigour and impact to the way Children's Trust Boards organise and deliver early intervention locally.	Full public consultation. Will consult with local leaders, local service commissioners and local practitioners.	12 week consultation will be launched early 2010.

<b>White Paper policy area</b>	<b>Subject of consultation</b>	<b>Format of consultation</b> <b>Consultations available online at <a href="http://www.dcsf.gov.uk/consultations">www.dcsf.gov.uk/consultations</a></b>	<b>Timeline</b>
<b>School Report Cards</b>	Consultation on School Report Card proposals: categories, indicators, design features and the need for a single overall grade.	No further formal written consultation, but a two year pilot began in September 2009 and will be supplemented by a series of conferences with stakeholders.	Initial conferences with schools and local authorities in late 2009; second phase of conferences to be held in March 2010.
<b>School Improvement Partner (SIP) programme</b>	Consultation on the SIP role, the accreditation and de-accreditation process, the SIP licence to practise; how SIPs can be badged to support different types of schools; quality assurance of SIPs and their professional development.	A joint National College and DCSF consultation which will include an online questionnaire; focus group meetings and three mixed-audience conferences.	12 week consultation planned to begin in January 2010.
<b>Licence to Practise</b>	Consultation on detailed proposals and draft regulations.	Full public consultation.	12 week consultation will be launched in early 2010.
<b>Alternative Provision</b>	Consultation on guidance on information passports, personal learning plans, and the core curriculum entitlement for pupils in alternative provision.	Full public consultation.	12 week consultation will be launched in December 2009.

<b>White Paper policy area</b>	<b>Subject of consultation</b>	<b>Format of consultation</b> <b>Consultations available online at <a href="http://www.dcsf.gov.uk/consultations">www.dcsf.gov.uk/consultations</a></b>	<b>Timeline</b>
<b>Behaviour &amp; Attendance Partnerships (BAPs)</b>	Consultation on the draft Behaviour and Attendance Partnerships statutory guidance.	Consultation will involve key stakeholders with an interest in BAPs, including teacher unions, governing body and parent representative groups, Unison and the Local Government Association.	12 week consultation planned to begin in December 2009 / January 2010.
<b>School Governance</b>	Consultation on revised regulations. Will explore mandatory training for chairs of governing bodies, relaxation of the stakeholder model and set points to consider partnerships, federation, and executive headship.	Full public consultation.	To be confirmed in early 2010.

<b>White Paper policy area</b>	<b>Subject of consultation</b>	<b>Format of consultation</b> <b>Consultations available online at <a href="http://www.dcsf.gov.uk/consultations">www.dcsf.gov.uk/consultations</a></b>	<b>Timeline</b>
<b>End of National Strategies / School Improvement</b>	Discussions with stakeholders about the National Strategies improvement support offer in 2010-11, supporting the transition to the new improvement support arrangements.	National Strategies will consult with a range of stakeholders, including faith organisations, local authorities, school and teacher representatives about its new direction, prospectus of improvement support for 2010-11, and supporting the transition to the new model of support.	During autumn 2009, and through termly network arrangements throughout 2010.
	Consultation on the development and engagement with a market of ‘approved’ suppliers of improvement support.	Consultation with a range of stakeholders, e.g. schools, local authorities, potential providers of ‘assured services’, through visits, workshops, one-to-one dialogue, and online engagement.	12 week consultation will begin in January 2010.
<b>School Funding</b>	Consultation on the review of the distribution methodology for the Dedicated Schools Grant and other local authority administered grants to schools.	Consultees will be local authorities, schools, early years groups and other interested parties (including representative bodies and head/teacher/support staff unions).	12 week consultation will begin in January 2010.

<b>White Paper policy area</b>	<b>Subject of consultation</b>	<b>Format of consultation</b> <b>Consultations available online at <a href="http://www.dcsf.gov.uk/consultations">www.dcsf.gov.uk/consultations</a></b>	<b>Timeline</b>
<b>School Funding</b>	Consultation on regulations that clarify the purposes on which schools can spend their delegated budgets to ensure fit with 21st century school policies; and on regulations that enable local authorities to fund federations of schools as a single entity rather than having individual budgets for each school.	Full public consultation – to be confirmed.	Autumn 2010.
<b>Pupil Voice</b>	Consultation on draft regulations that will prescribe the matters on which schools and Governing Bodies will have a duty to invite and consider pupils' views.	Full public consultation.	12 week consultation will take place in spring 2010.
<b>Curriculum</b>	Statutory consultation on revised primary curriculum programmes of study.	Full public consultation run by QCDA.	12 week consultation will take place in summer 2010.
	Statutory consultation on KS3 and 4 programmes of study within PSHE.	Full public consultation run by QCDA.	12 week consultation will take place in summer 2010.
	Statutory consultation on compulsory cooking.	Full public consultation.	12 week consultation will take place in summer 2010.

<b>White Paper policy area</b>	<b>Subject of consultation</b>	<b>Format of consultation</b> <b>Consultations available online at <a href="http://www.dcsf.gov.uk/consultations">www.dcsf.gov.uk/consultations</a></b>	<b>Timeline</b>
<b>New models of school leadership</b>	Statutory consultation on the annual update to the School Teachers' Pay and Conditions Document which may include provisions for new models of school leadership and how heads are rewarded.	Statutory consultation with teacher unions and employers.	4 week consultation will take place in spring / summer 2011.
<b>Parental Responsiveness Duty</b>	Consultation on draft regulations and draft guidance which will prescribe the administrative and technical detail for the implementation of the new duty on local authorities to collect and act upon views of parents in relation to school provision in their area.	Full public consultation.	12 week consultation planned to begin autumn 2010.
<b>Information, Advice and Guidance</b>	Consultation on directions and statutory guidance for local authorities on the commissioning of local Connexions services.	Full public consultation, specifically consulting with local authorities and careers education and youth workforce.	12 week consultation will take place in spring 2010.
<b>Testing: Year 7 progress check</b>	Arrangements for Year 7 Progress Check	Full public consultation	12 week consultation planned to begin in spring 2010.

# Annex C

## Summary of relevant outcomes of the Apprenticeships, Skills, Children and Learning Act 2009

Policy area	Legislative change	Outcome
<b>Children's Trusts</b>	<p>Schools, colleges and Jobcentre Plus become new statutory 'relevant partners' in the Children's Trust along with existing partners which include the local authority, health and the police. All under a duty to cooperate to improve children's wellbeing (which includes 'enjoy and achieve'), have representation on the Children's Trust Board and power to share resources.</p> <p>Children's Trust Boards put on a statutory footing with responsibility to develop, monitor and review the Children and Young People's Plan – the joint strategy for cooperation between the partners to improve wellbeing.</p>	<p>Schools are empowered to influence strategic decision making through their representation on the Children's Trust Board, which will help ensure services better meet schools' needs. Working more closely with partner agencies will also facilitate better support for schools when they identify children with additional needs at an early stage.</p>

Policy area	Legislative change	Outcome
<b>Safeguarding Children</b>	Strengthens the challenge role of Local Safeguarding Children Boards (LSCBs) and clarifies the relationship between Children’s Trusts and LSCBs; appoints two members of the general public to every LSCB in the country; and introduces new statutory targets for safeguarding and promoting the welfare of children.	<p>Statutory targets will help create a shared safeguarding priority amongst safeguarding partners and drive improved services for children and young people.</p> <p>Child protection system opened up to greater public scrutiny and stronger public engagement through the introduction of lay members on each LSCB.</p> <p>LSCBs will have to publish annual reports which will be a clear and honest analysis of the local area safeguarding context, recognising the achievements and highlighting the challenges to overcome.</p>

Policy area	Legislative change	Outcome
<b>Sure Start Children's Centres</b>	Gives Sure Start Children's Centres a specific statutory basis, and places new duties on local authorities to establish and maintain sufficient numbers to meet local needs.	<p>Future of Sure Start Children's Centres secured as an established part of universal services for young children and their families. Children's centres are now a long-term statutory commitment for local authorities.</p> <p>Children's centres defined in law – as a place, or group of places that is managed or arranged by a local authority, through which early childhood services are made available, and at which activities for young children are provided.</p> <p>Statutory requirement on local authorities to arrange sufficient children's centres to meet local need.</p> <p>Local authorities, Primary Care Trusts and Jobcentre Plus required to consider whether each of their early childhood services should be provided through children's centres; and requirement placed on Ofsted to inspect children's centres.</p>
<b>Wider School and Children's Workforce</b>	Creation of a body that will negotiate on, and agree, a framework for all schools in England to use when determining school support staff pay and conditions.	The work done by the new body will contribute to the effective deployment of a school support staff workforce to help realise the vision of the 21st century school.

Policy area	Legislative change	Outcome
<p><b>School Warning Notices</b></p>	<p>The Secretary of State will be given powers to direct a local authority to consider the use of a Warning Notice when the standards of pupil performance at a school are unacceptably low; and the definition of unacceptably low widened to include pupils’ progress in relation to expected levels.</p> <p>The Secretary of State also given powers to appoint additional governors or replace a governing body with an Interim Executive Board once the local authority has issued a Warning Notice.</p> <p>The Secretary of State also given a power to require local authorities to take advisory services where they have a disproportionate number of schools where standards are unacceptably low and the local authority has been ineffective in remedying these low standards.</p>	<p>Taken together, the ASCL Act 2009 and the powers proposed in the Children, Schools and Families Bill give a comprehensive suite of powers to local authorities and the Secretary of State to enable them to intervene in poorly performing schools.</p>
<p><b>School Complaints Service</b></p>	<p>The Local Government Ombudsman acts as the single point of redress for all complaints that parents or pupils have been unable to resolve with maintained schools, or other providers.</p> <p>In schools, complaints will always be handled by the governing body, and so will often be resolved at that level.</p>	<p>The Ombudsman becomes the single point of redress in matters pertaining to complaints about injustice to individual pupils or parents at a school, and will be the redress mechanism if any complaints about Pupil and Parent Guarantees cannot be resolved at school level.</p>

Policy area	Legislative change	Outcome
<b>School Improvement and Accountability</b>	Enables Ofsted to publish and distribute a 'health check' statement after three years for those schools judged 'good' and 'outstanding' which will be inspected once within five or six years instead of once within three years.	<p>A new system of Ofsted inspection was introduced from September 2009, further strengthening its focus and placing an increased emphasis on teaching and learning and on pupils' wider wellbeing, with additional time added to all inspections.</p> <p>Ofsted inspection reports provide an accessible, professional overview of a school's strengths and weaknesses, so it is important that in schools inspected less frequently, parents and others are provided with up-to-date information through the 'health check'.</p>
<b>Behaviour and Attendance</b>	Behaviour and Attendance Partnerships made statutory.	98 per cent of secondary schools are already in Behaviour and Attendance Partnerships. Making this a legal requirement emphasises the need for strong discipline, order and safety in our schools, which will be reinforced by the Pupil Guarantee.

# Annex D

## Summary of relevant content in the Children, Schools and Families Bill

White Paper policy area	Legislative change	Outcome
<b>Pupil and Parent Guarantees</b>	The Bill will establish a Pupil Guarantee and a Parent Guarantee – detailing what all pupils and parents can expect from their schooling experience. Some of this will be new; other areas will be restating existing entitlements and commitments. There will be forms of redress if and when a school or parent does not deliver on either guarantee.	<p>The Pupil Guarantee will mean that every pupil will go to a school where there is good behaviour, strong discipline, order and safety, where they are taught a broad and balanced curriculum and where teaching is personalised to meet their needs. The school will promote their health and wellbeing, and they will be given the chance to express their views.</p> <p>The Parent Guarantee will mean every parent will have the opportunity, information and support they need to be involved and engaged in their child’s learning and development.</p>
<b>Home School Agreements</b>	Home School Agreements will be strengthened to clarify the roles and responsibilities of parents, schools and pupils in each child’s learning, development and behaviour.	This will secure better engagement between parents and schools and where necessary deal with disruptive behaviour.

White Paper policy area	Legislative change	Outcome
<b>Alternative Provision</b>	Local authorities will be required to provide full-time education for children and young people, who, for medical, social or emotional reasons, or because they are waiting for a place in a maintained school, are not in a mainstream school but in alternative provision.	This will mean that those children who are not in a school environment do not miss out on a full-time education.
<b>Special Educational Needs and Disability (SEND) Inspection</b>	Ofsted Inspectors will be required to give particular consideration to pupils with SEND when reporting on how far the education provided at a mainstream school meets the needs of the range of pupils.	This will ensure Ofsted school inspection focuses on SEND and provide reassurance that this focus will remain in any future school inspection arrangements.
<b>School Improvement Partner (SIP)</b>	The role of the SIP will be widened to include supporting and challenging the school on all Every Child Matters outcomes and brokering in the support required, agreeing an ambitious but achievable school improvement plan.	Development and widening of the SIP role will allow SIPs to provide a more holistic service to schools. It will ensure that schools have the ability and the capacity to provide all of their pupils with the best possible education across all five of the Every Child Matters outcomes, increasing the life chances of all of its pupils.
<b>School Report Cards</b>	New powers to obtain information about schools will be introduced to facilitate the creation of the new School Report Card.	School Report Cards will provide parents with information that will present a broader and clearer picture of each school's performance.

White Paper policy area	Legislative change	Outcome
<b>Warning Notices</b>	This legislation will give the Secretary of State the power to direct a local authority to issue a performance standards and safety Warning Notice to a school where standards are unacceptably low. It will extend the Secretary of State's powers to close a school where it is eligible for intervention as a result of failing to comply with a Warning Notice given for performance standards and safety, or where it is in an Ofsted category of requiring significant improvement.	This will help to drive up standards and contribute to eradicating failure in our schools. Enabling the Secretary of State to intervene and direct the local authority to issue a Warning Notice should mean action is taken earlier to address school underperformance, before failure becomes entrenched.
<b>Primary Curriculum</b>	A revised primary curriculum will be implemented in 2011, as recommended by the Independent Review of the Primary Curriculum (Rose 2009).	The new curriculum will be based on areas of learning, so schools will have greater freedoms to concentrate on literacy, numeracy and ICT while not abolishing subjects.
<b>Personal, Social, Health and Economic (PSHE) Education</b>	PSHE education will be made statutory in the National Curriculum (Key Stages 1-4). The parental right of withdrawal of their child from Sex and Relationships Education will only apply up to a child's fifteenth birthday.	This will mean all children and young people are equipped with the knowledge and skills they need to lead healthy and successful lives.
<b>Licence to Practise</b>	The Bill will introduce a licence to practise for teachers, renewable every five years, providing teachers with a greater incentive to keep their skills and practices up to date.	This will raise the quality of teaching across the board by creating a new learning culture which puts professional development at the forefront.

White Paper policy area	Legislative change	Outcome
<p><b>Parental Responsiveness Duty</b></p>	<p>The Bill will introduce a new duty on local authorities in England to seek and analyse parents’ views annually on school places in their local area. Where high levels of dissatisfaction are evidenced, local authorities will be required to consult parents and produce a response plan.</p>	<p>The duty will give local authorities the benefit of access to regular and representative information which will sharpen their accountability to parents and inform their role as commissioners of high-quality school places.</p> <p>Over time dissatisfaction should decline as local authorities become more responsive to parental wishes and deliver school places which meet parents’ needs and aspirations.</p>
<p><b>Powers for Governing Bodies to establish new schools</b></p>	<p>The Bill will extend and define the powers of governing bodies of maintained schools in England, so that: certain designated governing bodies can be involved in the establishment of new maintained schools and Academies; all governing bodies can provide advice and assistance to the proprietors of Academies (in the same way that they can already to the governing bodies of other maintained schools); and all governing bodies (and those of maintained nursery schools) may become the members of foundations of other maintained schools.</p>	<p>This will contribute to improved outcomes for children, young people and families by making it more straightforward for the right education providers to contribute to improving education provision across an area.</p> <p>It will more readily allow for the sharing of proven good practice, by removing the existing barrier that might well act as a disincentive in some cases.</p> <p>Linking to the system of accreditation will mean that only the right providers are designated and allowed to influence education provision across an area.</p> <p>In the medium to longer term we expect it to be the norm that existing designated governing bodies are involved in establishing Academies and new schools – e.g. by submitting bids for new school provision in a new school competition.</p>

White Paper policy area	Legislative change	Outcome
<p><b>Powers of Governing Bodies to provide community facilities</b></p>	<p>The governing body of every maintained school in England will be required to consider at least once in every school year whether, and if so how, they should use their powers under Section 27 of the Education Act 2002.</p> <p>The restriction in Section 50 of the School Standards and Framework Act 1998 will be removed so that expenditure on community facilities in this way will be regarded as part of spending on the purposes of the school.</p>	<p>Schools will increasingly provide a vital community resource, offering wider opportunities for children, young people and their families, access to extended services and contribute to local cohesion and regeneration.</p>

# Annex E

## Secondary legislation planner

### Regulations already changed

White Paper policy area	Summary of what the policy changes will mean in practice	Regulations that have been changed	Date new regulations came into effect
<b>Testing: Science sample test</b>	(i) Discontinuation of statutory Key Stage 2 tests in science, apart from those schools taking part in the sample.	Key Stage 2 Assessment Arrangements Order 2003.	1 Sept 2009.
	(ii) Schools no longer required to report results of the science test to parents.	Pupil Information Regulations 2005.	1 Sept 2009.
<b>Testing: Single level tests</b>	Schools in the sample take maths Single Level Test instead of National Challenge Test as an accountability measure.	Key Stage 2 Assessment Arrangements Order 2003.	1 Sept 2009.

**Regulations to be changed or introduced**

<b>White Paper policy area</b>	<b>Summary of what the policy changes will mean in practice</b>	<b>Regulations that will be changed or introduced</b>	<b>Will there be a consultation?</b>	<b>Date new regulations will come into effect</b>
<b>Testing: Year 7 progress check</b>	(i) Schools have a duty to undertake Year 7 progress check for eligible pupils.	KS3 Assessment Arrangements Order 2003.	While not specifically required in legislation, we will be consulting with schools and other stakeholders on arrangements for the progress checks.	1 Sept 2010.
	(ii) Schools have a duty to report Results of check and nature of the intervention to parents.	Pupil Information Regulations 2005.	Yes – as part of Parent Guarantee Consultation.	1 Sept 2010.

White Paper policy area	Summary of what the policy changes will mean in practice	Regulations that will be changed or introduced	Will there be a consultation?	Date new regulations will come into effect
<b>School Funding</b>	<p>Local authorities will have to use an Early Years Single Funding Formula (EYSFF) to distribute funding for the free entitlement to early years provision.</p> <p>Funding for private voluntary and independent providers in the Schools Budget for a local authority will move from the Centrally Retained Budget to the Individual Schools Budget.</p>	<p>School Finance (England) Regulations 2008.</p> <p>School Finance (England) (Amendment) Regulations 2009.</p>	Yes.	January 2010 – local authorities will be required to implement by April 2010.
	(i) Clarifying the purposes on which schools can spend their delegated budgets to ensure fit with 21st century school policies.	The School Budget Shares (Prescribed Purposes) (England) Regulations.	Yes.	1 April 2011.
	(ii) Local authorities to be able to fund federations of schools as a single entity rather than there being individual budgets for each school.	New regulations to be made under section 24(3)(b) of the Education Act 2002.	Yes.	1 April 2010.

White Paper policy area	Summary of what the policy changes will mean in practice	Regulations that will be changed or introduced	Will there be a consultation?	Date new regulations will come into effect
<b>Accredited Schools Groups (ASG)/Trusts</b>	(i) Adding a new requirement for proposals to acquire a foundation / Trust published pursuant to s63 Education and Inspections Act 2006 (as amended by the Children, Schools and Families Bill) to be referred to the Adjudicator to determine.	Prescribed Alterations Regulations (2007).	Yes – as part of ASG package.	Expected to be September 2011.
	(ii) Adding a new requirement for proposals to remove a foundation / Trust published pursuant to s63 Education and Inspections Act 2006 (as amended by the Children, Schools and Families Bill) to be referred to the Adjudicator to determine.	School Organisation (Removal of Foundation, Reduction in Number of Foundation Governors and Ability of Foundation to Pay Debts) (England) Regulations (2007).	Yes – as part of ASG package.	Expected to be September 2011.

<b>White Paper policy area</b>	<b>Summary of what the policy changes will mean in practice</b>	<b>Regulations that will be changed or introduced</b>	<b>Will there be a consultation?</b>	<b>Date new regulations will come into effect</b>
<b>New models of school leadership</b>	<p>These changes will allow us to establish the status and responsibilities of executive heads and to set appropriate levels of reward based on these. Changes to the 2011 School Teachers' Pay and Conditions Document (STPCD) will be needed and, we may have to make a change in primary legislation to underpin the new status.</p> <p>Research to inform these decisions is in hand and completes next March.</p>	<p>Changes to the STPCD and, possibly, changes to the Education Act 2002 through primary legislation are dependent on final results of research and decisions that are made as a result of it.</p>	Yes.	<p>Research will be completed in March 2010, and legislative changes will follow as needed. New arrangements related to the STPCD would come into effect from September 2011.</p>

<b>White Paper policy area</b>	<b>Summary of what the policy changes will mean in practice</b>	<b>Regulations that will be changed or introduced</b>	<b>Will there be a consultation?</b>	<b>Date new regulations will come into effect</b>
<b>Licence to Practise</b>	<p>The Licence to Practise will:</p> <ul style="list-style-type: none"> <li>(i) improve teachers' access to high-quality continuous professional development and create an active professional development culture in every school;</li> <li>(ii) impact on teaching quality across the board and improve outcomes for children and young people;</li> <li>(iii) raise the status of the teaching profession.</li> </ul>	We are currently working on new regulations and finalising the details of those that may need amending.	We intend to hold a full public consultation on draft regulations in spring 2010.	<p>Precise dates for new or amended regulations will be finalised following the full public consultation on draft regulations.</p> <p>Likely to be January 2011 to give schools one term of notice.</p>

White Paper policy area	Summary of what the policy changes will mean in practice	Regulations that will be changed or introduced	Will there be a consultation?	Date new regulations will come into effect
<b>School Governance</b>	Relaxation of the stakeholder model regarding composition of maintained school governing bodies; compulsory training for chairs of governors; improved training for governors; all governing bodies to have a trained clerk.	School Governance (Constitution) (England) Regulations 2007, School Governance (New Schools) (England) Regulations 2007, School Governance (Federations) England Regulations 2007, School Governance (Procedure) (England) Regulations 2003, Education (School Government) (Terms of Reference) (England) Regulations 2000.	Yes.	September 2011.
	A new requirement for governing bodies to consider shared leadership and governance when a head teacher vacancy arises.	School Staffing (England) Regulations 2009, Education (School Government) (Terms of Reference) (England) Regulations 2000.	Yes.	Expected to be September 2011.

<b>White Paper policy area</b>	<b>Summary of what the policy changes will mean in practice</b>	<b>Regulations that will be changed or introduced</b>	<b>Will there be a consultation?</b>	<b>Date new regulations will come into effect</b>
<b>Home School Agreements</b>	School prospectuses and local authority composite prospectuses will carry more uniform information on school behaviour and other policies so parents are better informed when applying to schools.	The Education (School Information) (England) Regulations 2008.	Yes: consultation started 9 November 2009.	September 2011.
	Parents will be expected to sign up to school behaviour policies at admission. They will sign the Home School Agreement when their child joins the school and it will be renewed each year, and they will face consequences if they fail to meet their responsibilities.	The School Admissions (Co-ordination of Admission Arrangements) (England) Regulations 2008.	Yes.	1 April 2010.

<b>White Paper policy area</b>	<b>Summary of what the policy changes will mean in practice</b>	<b>Regulations that will be changed or introduced</b>	<b>Will there be a consultation?</b>	<b>Date new regulations will come into effect</b>
<b>Children's Trusts and Children and Young People's Plan (CYPP)</b>	Children's Trust Boards will have to set out the joint strategy of the Board partners, and include key actions to improve outcomes for children with Special Educational Needs and Disabilities. They also specifically require a workforce development strategy, arrangements for early intervention and prevention, safeguarding, behaviour and attendance, and reducing child poverty. The new regulations will require the Board to review and revise the CYPP as part of its monitoring role, and publish an annual progress report.	The new regulations will be called Children and Young Persons, England: Children's Trust Board (Children and Young People's Plan) (England) Regulations 2010.  Will take the place of the existing regulations The Children and Young People's Plan (England) Regulations 2005 and The Children and Young People's Plan (England) (Amendment) Regulations 2007 which will remain in force until March 2011 to allow a period of transition.	Yes.	From April 2011 all Boards must have a new style CYPP in place.

<b>White Paper policy area</b>	<b>Summary of what the policy changes will mean in practice</b>	<b>Regulations that will be changed or introduced</b>	<b>Will there be a consultation?</b>	<b>Date new regulations will come into effect</b>
	Will require local Children's Trust Boards to set out in their Children and Young People Plans how services provided by Board partners for adults within a child's family should be co-ordinated to improve the wellbeing of children and young people.	Children's Trust Board (Children and Young People's Plan) (England) Regulations 2010.	Yes: consultation commenced November 13 2009 and will finish 29 January 2010.	April 2010.
<b>Parental Responsiveness Duty</b>	This is a new duty on local authorities to seek and act upon views of parents in relation to school provision in their area.	New regulations will be made which will prescribe the administrative and technical detail for implementation of the new duty.	Yes.	1 Sept 2011.

# Annex F

## Pupil and Parent Guarantees

Your child, your schools, our future:  
building a 21st century  
schools system –

### The Pupil Guarantee



The 21st Century School Pupil Guarantee will ensure that there are high aspirations for all pupils and that each and every pupil is given the opportunity to do the best they possibly can and succeed in school and in adult life.

To make this happen:

- a. every pupil will go to a school where there is good behaviour, strong discipline, order and safety;
- b. every pupil will go to a school where they are taught a broad, balanced and flexible curriculum including skills for learning and life;
- c. every pupil will go to a school where they are taught in a way that meets their needs, where their progress is regularly checked and where additional needs are spotted early and quickly addressed;
- d. every pupil will go to a school where they take part in sport and cultural activities; and
- e. every pupil will go to a school that promotes their health and wellbeing, where they have the chance to express their views and where they and their families are welcomed and valued.

#### 1. Good behaviour, strong discipline, order and safety

##### Schools are already expected to:

- have effective policies in place to promote good behaviour and discipline;
- have effective policies in place to prevent and tackle all forms of bullying;
- involve pupils in developing and reviewing the school behaviour policy;
- engage with parents when a pupil fails to attend school regularly, persistently misbehaves, or is excluded; and
- maintain a safe environment and take measures, where appropriate, to keep weapons out of school.

##### The new Pupil Guarantee will now also ensure:

- that pupils know what behaviour is expected of them and the consequences of misbehaving, from September 2009;
- that all pupils have the opportunity to have their say about standards of behaviour in their school, from spring 2010; and
- that pupils who need support for their behaviour outside the ordinary classroom have access to high-quality learning opportunities.



## 2. Taught a broad, balanced and flexible curriculum including skills for learning and life

### Schools are already expected to:

- provide a balanced and broad-based curriculum which gives opportunities to learn and achieve and which prepares all pupils for the opportunities, responsibilities and experiences of later life, and promotes pupils' spiritual, moral, cultural, mental and physical development.



### The new Pupil Guarantee will now also ensure:

- that the curriculum is tailored to every child's needs so that, from September 2011, every primary pupil receives the support they need to secure good literacy, numeracy and ICT skills, learn another language and about the humanities, science, technology and the arts, such as learning to play a musical instrument;
- that every 11-14 year-old enjoys relevant and challenging learning in all subjects and develops their personal, learning and thinking skills so that they have strong foundations to make their 14-19 choices. This will be phased in by September 2010;
- that every learner from 14-19 has the choice of learning route and qualifications from Apprenticeships, Diplomas, the Foundation Learning Tier and GCSEs/A-Levels; this will ensure that they have the opportunity to gain functional skills and increase opportunities to progress to higher education. This will be phased in by 2013;
- that every pupil understands they have, and are encouraged to take up, the opportunity to study at least two science GCSEs and, by September 2014, those who would benefit from a more stretching science curriculum have the opportunity to study triple science GCSE (physics, chemistry and biology);
- that every pupil aged 14-19 has the opportunity to undertake community service and high-quality work-related learning, by September 2009; and
- that every young person is participating in education or training up to the age of 17 from 2013 and up to the age of 18 from 2015.



### 3. Taught in a way that meets their needs, where progress is regularly checked, and where additional needs are spotted early and quickly addressed

#### Schools are already expected to:

- ensure teachers are appropriately qualified and receive training so that they can teach well;
- encourage teachers to tailor their teaching to the needs of each individual pupil;
- have teachers who are trained to effectively assess and monitor each pupil's progress; and
- work with the National Strategies, the Every Child a Chance Trust and those local authorities delivering Every Child a Reader (ECAR) and Every Child Counts (ECC) to identify and support Key Stage 1 pupils who are significantly falling behind in literacy and numeracy.

#### The new Pupil Guarantee will now also ensure:

- that every secondary school pupil, from September 2010, receives personalised support from a Personal Tutor who knows them well, has an overview of their progress, and ensures any learning needs or issues are quickly addressed;
- all secondary school pupils have access to high-quality careers education and information, advice and guidance so they can make informed choices about learning, work and lifestyles and are well supported during transitions;
- that every pupil goes to a school that identifies their additional needs quickly and is linked up to health and other specialist services, so they can access the help they need swiftly and easily;
- that every pupil, aged seven to eleven who has fallen behind national expectations and is not making good progress, receives one-to-one tuition in English or mathematics to get them back on track, from September 2010;
- that every pupil beginning secondary school behind national expectations in English and mathematics receives one-to-one or small group tuition and their learning is assessed through a progress check, which is reported to parents, from September 2010;
- that every pupil identified as gifted and talented receives written confirmation by their school of the extra challenge and support they will receive, by September 2010; and
- that every pupil has an opportunity to have a say on how well their school is doing and how it can be improved.



#### 4. Take part in sport and cultural activities

##### Schools are already expected to:

- deliver two hours high-quality PE and sport as part of School Sport Partnerships; and
- promote pupils’ spiritual, moral, social and cultural development.



##### The new Pupil Guarantee will now also ensure:

- that every 5-16 year-old has access to five hours, and every 16-19 year-old has access to three hours, of high-quality PE and sport per week, in and out-of-school, by September 2009;
- that every pupil should have access to regular competitive sport, coaching to improve their skills and enjoyment, a choice of different sports, pathways to club and elite sport, and opportunities to lead and volunteer in sport;
- that through partnerships between schools and other external providers (such as libraries, museums, and performing arts organisations), every pupil should have access to high-quality cultural activities in and out-of-school, with an aspiration that, over time, this will reach five hours a week for all;
- that every primary school pupil should have access to childcare in response to the local pattern of demand, by September 2010; and
- that every pupil should have access to activities out-of-school hours, which may include study support, play/recreation, sport, music clubs, arts and crafts and other special interest clubs, and business and enterprise activities, by September 2010. And every young person should have access to a range of positive activities in their local area.



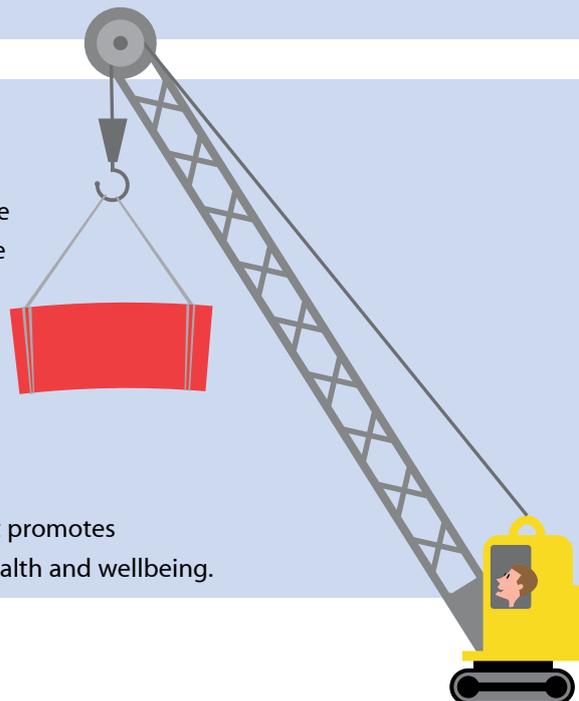
#### 5. Health and wellbeing is promoted

##### Schools are already expected to:

- promote the five Every Child Matters outcomes of: be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic wellbeing.

##### The new Pupil Guarantee will now also ensure:

- that every pupil receives personal, social, health and economic education (PSHE) from September 2011;<sup>1</sup> and
- that every pupil should go to a Healthy School that promotes healthy eating, an active lifestyle and emotional health and wellbeing.



1 Subject to consultation

## Your child, your schools, our future: building a 21st century schools system – The Parent Guarantee



The 21st Century School Parent Guarantee will ensure that every child goes to a school that has high aspirations for them and is given the opportunity to do the best they possibly can to succeed in school and in adult life.

In addition, the Parent Guarantee will ensure that schools work with mothers, fathers and other carers as full partners in their child's learning and wider development.

To make this happen:

- a. every parent will have opportunities, information and support to exercise choice with and on behalf of their child;
- b. every parent will have a Home School Agreement outlining their rights and responsibilities for their child's schooling;
- c. every parent will have the opportunity, information and support they need to be involved and engaged in their child's learning and development; and
- d. every parent will have access to extended services including support and advice on parenting.

### 1. Have opportunities, information and support to exercise choice with and on behalf of their child

#### Parents can already:

- have confidence that the Admissions Code will ensure that there is a fair process in place to allocate a school place to their child;
- get help and support from choice advisers;
- have their views on extended services, behaviour, the curriculum and travel listened to and acted upon by the school;
- have their views listened to by Ofsted during school inspections and in decisions about when to inspect;
- be confident that the Government will take action where schools or local authorities are not delivering a high-quality education;
- access information on school policies including on SEN and usually covering behaviour and uniform expectations; and
- become involved in school governance.



**The new Parent Guarantee will also ensure:**

- parents get a package of information on every school in which they are interested that includes the School Report Card, giving information on school performance, and its prospectus, giving information on its policies, including expectations of behaviour;
- parents get high-quality information and advice on the career and subject choices open to their child as outlined in the forthcoming Information, Advice and Guidance Strategy;
- parents will be asked for their views on how the school is doing and their views will be included on the School Report Card; and
- local authorities will seek and listen to parents' views on the quality of the schools in their local area.

**2. Have a Home School Agreement outlining their rights and responsibilities for their child's schooling****Schools are already expected to:**

- have a Home School Agreement that outlines the school's and family's responsibilities.

**The new Parent Guarantee will also ensure:**

- that the new Home School Agreement will make clear to every parent their particular responsibilities, especially around the behaviour of their child;
- schools will understand that they have new and stronger powers to enforce the new Home School Agreement where parents are not fulfilling their responsibilities around behaviour; and
- that all parents understand the expectations of them and their child and the consequences of not acting to support the school in addressing their child's behaviour issues.



### 3. Have the opportunity, information and support they need to be involved and engaged in their child's learning and development

#### Schools are already expected to:

- provide parents with annual reports on their children's progress; and
- provide parents with access to their children's school record when requested.

#### The new Parent Guarantee will also ensure:

- parents can contact and meet a member of staff who knows their child well – a named Personal Tutor in secondary schools or their child's teacher in primary schools;
- all parents understand their child's individual learning and development priorities and their child's particular needs;
- all parents understand their responsibilities to help their child progress and develop and understand how to support them;
- parents have information on their child's behaviour, attendance, SEN, progress and attainment online in secondary schools by 2010 and in primary schools by 2012;
- Parents receive information about catch-up support for pupils starting secondary school behind national expectations plus information on their child's progress, including the results of a new progress check during year 7; and
- parents receive written confirmation of the extra challenge and support their child will receive if they are identified as gifted and talented and a clear understanding of what they should do to help them.



### 4. Have access to extended services including support and advice on parenting

#### Schools are already expected to:

- Work with local authorities to offer support for parents, including Parent Support Advisers or other similar professionals who work with parents who need additional support.

#### The new Parent Guarantee will also ensure:

- that parents have access to a range of extended services by 2010 including: information and support on parenting skills and advice on parenting issues; childcare; activities; and opportunities to enhance their own learning and to learn with their child; and
- that parents' views of the additional needs of their child are taken into account when the child joins the school and if problems occur.





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