

## Summary: Intervention & Options

Department /Agency:  
DCSF

Title:  
Pupil and Parent Guarantees – National Consultation

Stage: Consultation

Version:

Date: January 2010

Related Publications: CSF Bill Impact Assessment; Your children, your schools, our future: building a 21st century schools system, Rose Primary Curriculum Review, Macdonald PSHE Review

Available to view or download at:

<http://www.dcsf.gov.uk>

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What is the problem under consideration? Why is government intervention necessary?

A number of measures in the 21st Century Schools White Paper strengthen system-side accountability in the schools sector. The Pupil and Parent Guarantees provide a way to balance this with demand-side accountability for users. The Guarantees tackle information failure, whereby pupils and parents are unaware of the entitlements they have and about which they are entitled to complain if they do not receive them. Improved information will stimulate demand from pupils and parents for the delivery of entitlements and the legal status of the Guarantees will also make clear to users and providers that they must be delivered. The Guarantees also create some new entitlements, which include interventions specifically designed to ensure children reach their full potential—in particular 1-to-1 tuition for children who are behind and falling further behind, and personal tutoring for all secondary school pupils, designed to identify need and signpost children towards the right interventions.

What are the policy objectives and the intended effects?

- Bring together, and raise awareness about what schools should be delivering, and what children and parents can expect to receive in a consistent entitlement, so that all children are supported to enable them to succeed
- Clarify what pupils or parents can do to seek redress where an element of the guarantee is not delivered
- Spread best practice, by driving all schools to implement tried and tested practices
- Drive improvement through demand – making parents and children clearer about what they should be experiencing through their school career will give them the confidence and basis to question their school if an element is not delivered, thereby encouraging the school to improve their practices

What policy options have been considered? Please justify any preferred option.

The Impact Assessment for the Children Schools and Families Bill (DCSF, November 2009), indicated that we had selected the Pupil and Parent Guarantees as policy. This is the more detailed IA for them.

When will the policy be reviewed to establish the actual costs and benefits and the achievement of the desired effects?

As the Parental Complaints Service and the Guarantees are piloted, we will review costings.

**Ministerial Sign-off** For SELECT STAGE Impact Assessments:

*I have read the Impact Assessment and I am satisfied that, given the available evidence, it represents a reasonable view of the likely costs, benefits and impact of the leading options.*

Signed by the responsible Minister:

*Vernon Coaker*

Date:

*4/1/10*



## Summary: Analysis & Evidence

Policy Option: 2

Description: Introduce a duty on the Secretary of State to issue a Pupil Guarantee, which schools and local authorities must comply with

COSTS	ANNUAL COSTS		Description and scale of key monetised costs by 'main affected groups'
	One-off (Transition)	Yrs	
	£ 2-3m		
	Average Annual Cost (excluding one-off)		
	£ 2.2m		Total Cost (PV) £ -
<b>Other key non-monetised costs by 'main affected groups'</b>			
Communications exercise to raise awareness of the Pupil and Parent Guarantees			
BENEFITS	ANNUAL BENEFITS		Description and scale of key monetised benefits by 'main affected groups'
	One-off	Yrs	
	£ N/A		
	Average Annual Benefit (excluding one-off)		
	£ N/A		Total Benefit (PV) £ -
<b>Other key non-monetised benefits by 'main affected groups'</b>			
Increased parental engagement and confidence, demand-led school improvements, clarity about what should be provided and by whom, greater collaboration between schools			

### Key Assumptions/Sensitivities/Risks

Sensitivity: Data will be significantly improved by phased pilots and data gathering exercise. We will revise costings at a later point based on the results of these.

Risk: rise in the number of complaints as pupils and parents are more aware of the route to make a complaint, resulting in increased costs of redress.

Price Base	Time Period	Net Benefit Range (NPV)		NET BENEFIT (NPV Best estimate)	
		£	N/A	£	N/A
What is the geographic coverage of the policy/option?					
England					
On what date will the policy be implemented?					
Sept 2011					
Which organisation(s) will enforce the policy?					
LGO					
What is the total annual cost of enforcement for these organisations?					
£ N/A					
Does enforcement comply with Hampton principles?					
Yes					
Will implementation go beyond minimum EU requirements?					
No					
What is the value of the proposed offsetting measure per year?					
£ N/A					
What is the value of changes in greenhouse gas emissions?					
£ N/A					
Will the proposal have a significant impact on competition?					
No					
Annual cost (£-£) per organisation (excluding one-off)		Micro	Small	Medium	Large
		N/A	N/A	N/A	N/A
Are any of these organisations exempt?		N/A	N/A	N/A	N/A

Impact on Admin Burdens Baseline (2005 Prices)

(Increase - Decrease)

Increase £ N/A Decrease £ N/A Net Impact £ N/A

Key: Annual costs and benefits: Constant Prices (Net) Present Value



### The Pupil and Parent Guarantees – Impact Assessment at Consultation, January 2010

#### Context

The last 12 years have seen an unprecedented transformation of our school system. We have invested in our school workforce – with teacher numbers rising from 400,300 in 1997 to 442,700 in 2009 and support staff numbers from 133,900 to 345,900. We have invested in our school buildings so that in the three years to 2010-2011, we will have invested over £21.9 billion in schools through Building Schools for the Future, the Academies programme and wider capital programmes. We now spend £6,350 on each pupil annually compared to £3,030 in 1997.

The Children's Plan published in 2007 and the White Paper *Your child, your schools, our future: building a 21st century schools system* set out our plans to build further on these achievements. In all that we have done, we have been concerned to do the best for every child in the country. Because we believe that every child matters, we are determined to provide support for children when they face setbacks or difficulties in their learning. We are also committed to challenging and stretching those capable of achieving most, and determined that we will break the link between disadvantage and poor educational achievement.

It is no longer enough to have a schools system that meets the needs of most children most of the time. The world is changing fast and this means that we must ensure that every young person completes their education having achieved to their full potential and equipped to go on learning throughout life. The Pupil and Parent Guarantees are at the heart of our drive to deliver the best education for every child—including those children who face difficulties in learning, such as those with special educational needs (SEN), those who are looked after by local authorities and those from disadvantaged backgrounds. Defining the Guarantees in terms of what pupils and parents can expect is an important reform—it brings the focus from the system to the user, and defines a level of service rather than a set of supply-side activities. Nevertheless, the Guarantees build on the wide range of good practice already in evidence in our schools system.

Reflecting their importance, we are creating the Pupil and Parent Guarantees in legislation through the Children Schools and Families Bill (introduced to Parliament in November 2009), and consulting on the detailed content of the Guarantees in parallel (this Impact Assessment is for that consultation). The Guarantees are a mixture of existing and new entitlements for pupils and parents (the full list is printed at the end of this document), and must contribute to 9 overarching ambitions on the face of legislation:

At present, most pupils and parents receive most of the things to which the Guarantees set out their entitlement. But the pupils and parents who disproportionately fail to benefit are those from less advantaged backgrounds. These children will benefit from improving the information available on what they are entitled to in their education, and encouragement from Government that they should press schools and other providers for their entitlements.

#### The Pupil Guarantee ambitions:

- Every pupil will go to a school where there is good behaviour, strong discipline, order and safety;
- Every pupil will go to a school where they are taught a broad, balanced and flexible curriculum including skills for learning and life;
- 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 particular needs are spotted early and quickly addressed;
- Every pupil will go to a school where they take part in sport and cultural activities; and
- Every pupil will go to a school which promotes their health and well-being, where they have the chance to express their views, and where they and their family are welcomed and valued.

#### The Parent Guarantee ambitions:

- For all parents to have opportunities to exercise choice with and on behalf of their children, and to have the information and support they need to help them do so;



- For there to be, for all parents, Home School Agreements outlining their responsibilities, and those of the school, for their children's schooling;
- All parents to have opportunities to be engaged in their children's learning and development, and to have the information and support they need to help them do so;
- All parents to have access a variety of activities, facilities and services, including support and advice with regard to parenting.

## **Benefits**

The Pupil and Parent Guarantees fit into the context of the 21<sup>st</sup> Century Schools White Paper which refreshes system-side accountability mechanisms like Ofsted inspection, the School Report Card and SIPs. The Guarantees are a demand-side measure, and have the following benefits:

- The Pupil and Parent Guarantees establish a structured and defined accountability of providers (schools, local authorities) to users of the system.
- Clear statement of entitlements in a single place will make it easier for pupils, parents and schools to know what to expect of each other.
- A redress service provided by the Local Government Ombudsman will support the entitlements.
- Most importantly, the possibility of effective Ombudsman redress will drive more and more complaints to be resolved satisfactorily and cheaply at the school level.

The Pupil and Parent Guarantee will drive schools to deliver a common offer, so that where previously some pupils have not been benefitting from the policies and provisions that the majority of the school population experiences, they will do so in the future.

Parents will be more aware of what their child should be experiencing at school, which may encourage them to become more engaged in their child's education, which research shows to positively affect achievement. Research has shown the home-school relationship has significant associations with child outcomes. Elements of the Parent Guarantee will also ensure that parents receive the support to help them engage with their children's learning and development, strengthening that positive impact on children's outcomes.

The Guarantees will give pupils and parents the confidence and basis to approach their school if they do not feel that an element is being delivered. This way, increasing awareness about what every child should experience at school will lead to demand-led improvements as well as 'top down' improvements as a direct result of the legislation.

The Pupil and Parent Guarantee document is framed with the clarity to ensure that schools, governing bodies and local authorities can be fully aware of what they must deliver, who is responsible for each element, and where there are dependencies between these bodies (for example a LA may be responsible for funding something, while the governing body may be responsible for the delivery).

We know that, at present, most pupils and parents receive most of the things to which the Guarantees set out their entitlement. But the pupils and parents who disproportionately fail to benefit are those from less advantaged backgrounds. The Guarantees give these individuals the right to claim their entitlements, and DCSF will be working especially hard in its communications strategy to reach and engage these groups so that they can hold the system to account for them.

An assessment of the benefits of the main individual policies which together form the Pupil and Parent Guarantees can be found in the White Paper Evidence Document, published alongside the 21<sup>st</sup> Century Schools White Paper.

## **Costs**

### **1. Redress**

Where pupils or parents do not think they are receiving any element of the Guarantees we would expect them to discuss this with their school / Headteacher or even governing body. In the unlikely event that it



is not resolved at that stage there is a further recourse to the Local Government Ombudsman under the parental complaints system established in the ASCL Act 2009.

In the Impact Assessment for the ASCL Act 2009, we said:

“2200 cases per annum [...] currently come to DCSF. On the basis of the LGO’s estimated cost of £750 per complaint we estimate that the full Service would cost around £1.65m p.a. The costs for the transition from legislation through the pilot stage to full rollout: we expect to be in the region of £2m, this includes start up costs for the pilot.”

All costs and figures given below include both the ASCL Parental Complaints Service and the Pupil and Parent Guarantees

#### Volumes – at least 2,200

The ASCL Act 2009 gives pupils and parents the right to complain about any act or omission by the Governing Body of a school—this is an extremely broad field. The Pupil and Parent Guarantees combine elements which will be subject to complaint under the ASCL Act 2009 with a few new areas where pupils and parents will be able to complain. This will not have an appreciable effect on the volume of complaints.

However, the Pupil and Parent Guarantees will be accompanied by some publicity, which will be bound to raise awareness of the routes of complaint, and will raise volumes by an unpredictable amount.

Given that we cannot predict this volume now, we are planning to include the Guarantees in the phased rollout of the ASCL Parental Complaints System. We are also spending up to £200,000 on a data collection exercise to enable us to predict demand. The data we gather from both of these exercises will lead us to revisit our costings.

#### Unit Cost – £750 to £1,000

- The prediction of unit cost in the ASCL Act 2009 Impact Assessment was £750, a figure reached during early modelling carried out by DCSF and the LGO.
- The current unit cost of Local Authority-related cases handled by the LGO (not including complaints where no action is taken) is in the region of £1,000. We will therefore be using £1,000 as the figure in this Impact Assessment.

#### Set up costs – £2-3 million

- The one-off costs for set up of the scheme described in the ASCL Act 2009 Impact Assessment were in the region of £2m.
- Following Royal Assent for ASCL, we have funded the Ombudsman with £470,000 for 2009-10 in order to get the first phase of implementation underway.
- Given our revised assumptions about unit cost and the potential (but unpredictable) effect of the Guarantees on volumes, we believe that the cost of the joint rollout of the Parental Complaints Service and the Pupil and Parent Guarantees from 12 November 2009 (when the ASCL Act 2009 received Royal Assent) to September 2011 will be between £2m and £3m in total.
- In order to prevent costs escalating beyond what we have predicted, we will retain some control over the volume of complaints by retaining flexibility around the size of the second wave of the pilots (starting in September 2010). We may need to alter the size of this wave based on what we learn about volumes from the first pilot wave which begins in April 2010, as well as the evidence obtained from the data collection exercise noted above.

#### Ongoing costs – £2.2 million p/a

- The assessment of the ASCL Act 2009 predicted annual costs of the parental complaints system as being £1.65 million p/a, based on a unit cost of £750 and a volume of 2,200 complaints investigated by the Ombudsman.
- Given the revised unit cost and the introduction of the Guarantees, we will now use the assumption that the ongoing cost will be in the region of £2.2 million (up to £1,000 unit cost \* 2,200 complaints investigated).



- As we pilot the service, we will gain a clearer picture of the actual cost of the service, and will revise our costings accordingly.
- We should note that we also have some power to control costs, because our policy intention is that the Guarantees and the possibility of effective Ombudsman redress will drive more and more complaints to be resolved satisfactorily and cheaply at the school level. The better we can enable schools to improve the way they handle the complaints they receive already, the lower the utilisation of the Ombudsman redress service.

## **2. The individual guarantees making up the Pupil and Parent Guarantees**

Funding is available in school budgets to fulfil the Guarantees. The majority of Guarantees are existing policies or requirements, or are introduced in other parts of the Children Schools and Families Bill (and therefore have their own Impact Assessments). We set out the key new costs, and how they are funded, under the Guarantee ambitions below.

- Where something is an existing legislative commitment, or has already been rolled out as a policy, we do not mention it below.
- Where a new guarantee is a “must”, we have highlighted it under the ambitions below, and indicated the manner in which it is funded.
- Where a Guarantee is a “should” rather than a “must”, we do not cost it. While we are clear that schools cannot simply decide not to deliver a Guarantee because they do not wish to spend the money, they may consider whether or not to deliver a “should” element in the context of their other priorities and their overall budget. These Guarantees are therefore not additional in schools budgets.

Schools are in the second year of a three year settlement which gives them nationally a per pupil increase of 13.1 per cent over the three years, on top of unprecedented increases over the last ten years. With the partial settlement for DCSF at the Pre Budget Report, we know that core schools budgets will continue to grow, but at a much slower rate. We expect schools to be working in partnership to use existing resources in a more effective and efficient way –bringing together funding and resources from different partners to deliver the Guarantees to all children across different schools. By bringing services together and identifying potential problems early, children will benefit from interventions (where they are necessary) and schools and services will save money in the long run.

We have, over recent years, introduced greater flexibility in how schools’ budgets are spent, in particular through the use of the Dedicated School Grant. This is being taken further in the Children Schools and Families Bill which creates the Guarantees, with relaxations on school budgets with regards for community use and the relaxation of current restrictions to how schools can spend their budgets.

### The Ambitions

#### *Ambition 1 - Good behaviour, strong discipline, order and safety*

- There are no Guarantees under this ambition where there is a new “must” element.

#### *Ambition 2 - A broad, balanced and flexible curriculum including skills for learning and life*

- The majority of the new elements under this Ambition relate to the reformed National Curriculum and the Raising the Participation Age agenda, both of which are legislated for elsewhere.
- The Guarantee that all pupils “who would benefit from a more stretching science curriculum have the opportunity to study triple science GCSE” is a new must, created by the Pupil Guarantee. It will be offered by schools in partnership using existing staff, buildings and curriculum time.
- In order to support schools to start offering triple science, a DCSF support programme is in place, under which we are spending £3m per annum. All spending from 2011-12 is subject to the budgetary allocations process following the Pre Budget Report, and the future CSR, but this will be a priority programme.

#### *Ambition 3 – Pupils taught in a way that meets their needs, where their progress is regularly checked and where particular needs are spotted early and quickly addressed*

- This ambition contains the key new “musts”:
- The total funding for 1-to-1 tuition is £315 million in 2010-11, and this will ensure that we fully fund the following guarantees:
  - 1-to-1 tuition for children in Key Stage 2 who are behind and falling further behind:



- o 1-to-1 or small group tuition for Year 7 pupils who are behind and falling further behind.
- Personal tutors—the additional identified funding available within the Dedicated Schools Grant to support personalised learning and special educational needs increases significantly between 2009-10 and 2010-11, from £535m to £912m. Schools are free to use this funding to support personal tutoring or any other aspect of personalised learning, and we would expect them to allocate funding as necessary to support personal tutoring. Many of them offer this model of support already.

*Ambition 4 - Taking part in sport and cultural activities*

- The key new “must” is access to 5 hours of quality sport. This has been in place since September 2009. Over the course of 2003-2011, the Government is investing £2.4 billion in youth sport (this number includes Lottery funding), which creates the framework for access.
- It is worth noting that we are asking schools to provide 2 hours (within the National Curriculum, already a requirement), 1 further hour outside school hours, and the other 2 hours are to be provided by the community through sports clubs, etc.

*Ambition 5 - Every pupil will go to a school which promotes their health and well-being*

- There are no Guarantees under this ambition where there is a new “must” element.

*Ambition 6 - parents have opportunities, information and support to exercise choice with and on behalf of their child*

- Local authorities were under a duty to deliver Choice Advice prior to the guarantee. However, the Government has provided £6 million for Choice Advice in each of the five financial years 2006-2007 to 2010-2011.

*Ambition 7 - parents have a home-school agreement outlining their rights and responsibilities for their child's schooling*

- There are no Guarantees under this ambition where there is a new “must” element.

*Ambition 8 – parents have the opportunity, information and support they need to be involved and engaged in their child's learning and development*

- Parents able to contact their child's personal tutor (in secondaries), see ambition 3 above. In primary schools they will contact the class teacher, as now.

*Ambition 9 - 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*

- There is an expectation that all schools should offer access to a range of extended services by 2010. To this end, the DCSF has provided funding of £297.5/401/439 over the period 2008-11.

### **3. Costs of Publicising the Guarantee**

There may also be cost incurred to raise awareness of the Guarantees, in order that some of the benefits listed below are fully realised. It is likely that this would include web-based communications and the production and distribution of written material, and costs would be minimised by using existing channels of communication where appropriate. It is not possible to quantify this cost definitively at this stage, as a communications strategy will not be produced until the actual content of the Guarantee is finalised.



## **The full list of Pupil and Parent Guarantees**

### **Pupil Guarantee**

#### **Ambition 1: Good behaviour, strong discipline, order and safety**

*Schools are already expected to...*

- 1.1 Have effective policies in place to promote good behaviour and discipline
- 1.2 Have effective policies in place to prevent and tackle all forms of bullying
- 1.3 Involve pupils in developing and reviewing the school behaviour policy
- 1.4 Engage with parents when a pupil fails to attend school regularly, persistently misbehaves, or is excluded
- 1.5 Maintain a safe environment and take measures, where appropriate, to keep weapons out of school

*The new Pupil Guarantee will now also ensure...*

- 1.6 That pupils know what behaviour is expected of them and the consequences of misbehaving
- 1.7 That all pupils have the opportunity to have their say about standards of behaviour in their school

#### **Ambition 2: Taught a broad, balanced and flexible curriculum including skills for learning and life**

*Schools are already expected to...*

- 2.1 Provide a balanced and broad curriculum

*The new Pupil Guarantee will now also ensure...*

- 2.2 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
- 2.3 ... such as learning to play a musical instrument
- 2.4 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
- 2.5 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
- 2.6 ... this will ensure that they have the opportunity to gain functional skills and increase opportunities to progress to higher education
- 2.7 That every pupil understands they have, and are encouraged to take up, the opportunity to study at least two science GCSEs...
- 2.8 ... 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)
- 2.9 That every pupil aged 14-19 has the opportunity to undertake community service and high-quality work-related learning
- 2.10 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

#### **Ambition 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...*

- 3.1 Ensure teachers are appropriately qualified and receive training so that they can teach well
- 3.2 Encourage teachers to tailor their teaching to the needs of each individual pupil
- 3.3 Have teachers who are trained to effectively assess and monitor each pupil's progress
- 3.4 Work with 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...*

- 3.5 That every secondary school pupil 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
- 3.6 All pupils in Years 7 to 11 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
- 3.7 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
- 3.8 That every pupil, aged seven to eleven who has fallen behind the national expectations and is not making good progress, receives one-to-one tuition in English or mathematics to get them back on track
- 3.9 That every pupil beginning secondary school behind national expectations in English and mathematics receives one-to-one or small group tuition and that their learning is assessed through a progress check, which is reported to parents
- 3.10 That every pupil identified as gifted and talented receives written confirmation by their school of the extra challenge and support they will receive
- 3.11 That every pupil has an opportunity to have a say on how well their school is doing and how it can be improved



## **Ambition 4: Take part in sport and cultural activities**

*Schools are already expected to...*

4.1 Deliver two hours high-quality PE and sport as part of School Sport Partnerships

4.2 Promote pupils' spiritual, moral, social and cultural (SMSC) development.

*The new Pupil Guarantee will now also ensure...*

4.3 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

4.4 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

4.5 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

4.6 That every primary school pupil should have access to childcare in response to the local pattern of demand

4.7 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 and every young person should have access to a range of positive activities in their local area

## **Ambition 5: Health and wellbeing is promoted**

*Schools are already expected to...*

5.1 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...*

5.2 That every pupil receives personal, social, health and economic education (PSHE)

5.3 That every pupil should go to a Healthy School that promotes healthy eating, an active lifestyle and emotional health and wellbeing

## **Parent Guarantee**

### **Parent Ambitions:**

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

6.1 be confident that the Government will take action where schools or local authorities are not delivering a high-quality education;

6.2 local authorities will seek and listen to parents' views on the quality of the schools in their local area

6.3 have confidence that the Admissions Code will ensure that there is a fair process in place to allocate a school place to their child;

6.4 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;

6.5 get help and support from choice advisers;

6.6 have their views on extended services, behaviour, the curriculum and travel listened to and acted upon by the school;

6.7 access information on school policies including on SEN and usually covering behaviour and uniform expectations;

6.8 become involved in school governance.

6.9 have their views listened to by Ofsted during school inspections and in decisions about when to inspect;

6.10 parents will be asked for their views on how the school is doing and their views will be included on the School Report Card;

6.11 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;

#### **2. Have a Home School Agreement outlining their rights and responsibilities for their child's schooling**

*Schools are already expected to...*

7.1 Have a Home School Agreement that outlines the school's and family's responsibilities.

*The new Pupil Guarantee will now also ensure...*

7.2 that the new Home School Agreement will make clear to every parent their particular responsibilities, especially around the behaviour of their child;

7.3 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

7.4 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...*

8.1 provide parents with annual reports on their children's progress

8.2 provide parents with access to their children's school record when requested.

*The new Pupil Guarantee will now also ensure...*

8.3 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

8.4 all parents understand their child's individual learning and development priorities and their child's particular needs

8.5 all parents understand their responsibilities to help their child progress and develop and understand how to support them

8.6 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

8.7 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

8.8 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 a variety of activities, facilities and services, including support and advice on parenting**

*Schools are already expected to...*

9.1 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 Pupil Guarantee will now also ensure...*

9.2 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

9.3 that parents' views of the additional needs of their child are taken into account when the child joins the school and if problems occur.