

DfE White Paper Opportunity for all March 2022

Schools Bill May 2022

Schools Bill Policy Statements

<https://www.gov.uk/government/publications/schools-bill-policy-statements>

Inter-related policy changes

- **Levelling Up WP** - improving cross government working, regional development, devolution
- **Skills and Post-16 Education Act** – employers at the heart of technical education/training, quality, support for adult training, more apprenticeship, rolling out T Levels, ‘retiring’ some qualifications
- **SEND and Alternative Provision GP** – improve pupil outcomes, the SEND system and value for money
- **Independent Review of Children’s Social Care**
- **Opportunity for all: Strong schools with great teachers WP; Schools Bill**

WP- Creating a fair and cohesive system, levelling up the country by 2030

Two guiding principles

- A rigorous commitment to using, building and sharing evidence so that every school knows ‘what works’ for all of their children; and
- A focus on enabling collaboration between teachers, schools and wider children’s services so that every child is supported to realise their full potential.

Two ambitions by 2030

- 90% of primary school children will achieve the expected standard in reading, writing and maths, (and an ambition to increase the national GCSE average grade in both English Language and maths from 4.5 to 5)
- The percentage of children meeting the expected standard in the worst performing areas will have increased by a third.

Change at a classroom level

- Improving the quality of teaching & the curriculum, promoting evidence-based practice (Education Endowment Fund), extensive professional development programme, increasing teacher salaries
- A combination of academic and pastoral provision to help children thrive. Identifying children at risk of missing out & targeted interventions including
 - English and maths support if a child falls behind
 - Up to 6 million tutoring courses by 2024
 - Specialist support and wider children's services

Change at a school level

- Richer, longer average school week (32.5 hours)
- Better behaviour and higher attendance through more effective use of data, including an annual behaviour survey and a national data system to drive up attendance and make it easier for agencies to protect vulnerable children
- A new arms-length curriculum body (Oak Academy) that works with teachers across the country to co-create free, optional, adaptable digital curriculum resources to deliver a rigorous, high-quality

curriculum

Change at a system level

- 'The current legal and regulatory system for trusts, based around individual contracts, was designed for a small group of disruptor schools. This has become increasingly unsuited to ensuring quality and fairness in a system that already educates more than half of all children.'
- Introduction of statutory 'trust standards'
- Introduction of a single regulatory system for trusts
- LAs have a role in establishing MATs

The rationale for 100% academization

- The Government believes that all schools can benefit from being part of a strong multi academy trust
- MATs create the conditions for deep collaboration and a shared strategic vision across multiple schools, enabling clear accountability for pupil outcomes
- By working in partnership, schools within a trust can share curriculum expertise and effective teaching practices to deliver the best outcomes based on the needs of each individual school

Trust standards

The success of multi academy trusts will be judged against these standards including providing a basis for transparent assessments of their potential for growth

- **High Quality and Inclusive Education** – high quality education across their academies, including for disadvantaged children and children with SEND, and operates fair access. Effective central and school leadership teams, strong teaching, evidence-based curriculum design and implementation
- **Collaboration**- a new standard to be introduced

Trust standards cont...

- **Financial Management** – strong and effective financial management, prioritising the use of resources, including the estate, to deliver the best educational experience for children
- **Strategic Governance** – effective and robust governance that involves schools and **exemplifies ethical standards**. Utilises expertise and skills on its boards to oversee the strategic direction of the trusts and hold leaders to account. **A strong local identity, effective engagement with parents & community**

Trust standards cont...

- **School Improvement** – works quickly to improve standards within all their schools, maintaining appropriately performing schools and transforming previously under performing schools
- **Workforce** – trains, recruits, develops, deploys, retains great teachers and leaders throughout their careers, including Initial Teacher Training. Provides evidence-based professional development and opportunities to progress. Deploys the best staff in the schools where they are needed most and prioritises staff wellbeing

The Education Bill

Academy Trusts

- Trust standards
- Intervention Powers
- Faith protections
- Grammar school protections
- Local Authority Academization powers
- Transfer of land by Local Authorities

Other

- National Funding Formula reform
- Children not in school
- School attendance
- Registration, investigation & enforcement in independent institutions
- Teacher misconduct

‘Enabling’ the LA

- To plan and co-ordinate the move of maintained schools into strong multi academy trusts
- To consult governing bodies and/or obtain consent from trustees to join a multi academy trust
- To apply to the Secretary of State for an academy order
- To ‘free up’ LA resources used to maintain schools to deliver statutory duties (special educational needs and disabilities, for pupil place planning, school admissions and home to school transport)

Direction of travel...

- It would be entirely up to individual LA to decide whether to make use of this opportunity
- We expect local authorities to develop their plans with their schools and to take account of schools' preferences as to **which** trusts to join
- Where agreement cannot be reached with individual schools, whether the LA includes such schools ... will depend upon whether **the LA is prepared to continue to maintain individual schools**