A commitment from
The Children's Plan

Your child, your schools, our future:

building a 21st century schools system

department for
children, schools and families

Building
Britain's Future

Department for Children, Schools and Families

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

Presented to Parliament
by the Secretary of State for Children, Schools and Families
by Command of Her Majesty

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

Every parent wants their child to go to a great school, and every young person deserves a great education. That is why improving school standards is one of the proudest achievements of this Government. Many more young people leave primary school secure in the basics, achieve good qualifications in secondary school, and stay on in education and training than a decade ago.

Because we have made really significant progress over the last 12 years, and because we have prioritised investment in education, we can now aim even higher. My ambition is for this country to have the best school system in the world.

We want every child to succeed, and we will never give up on any child. These convictions underpin our Children's Plan vision to make this the best place in the world to grow up, and all of the proposals in this White Paper. Ensuring every child enjoys their childhood, does well at school and turns 18 with the knowledge, skills and qualifications that will give them the best chance of success in adult life is not only right for each individual child and family, it is also what we must do to secure the future success of our country and society.

We have made tough choices so that we can continue our investment in education, and with more staff, better pay and renewed school buildings and facilities, we can now expect more from our schools system. This is right for children and young people, and it is more and more important in the modern economy. Every young person, not just some, now needs good skills and qualifications. That is why this White Paper is so ambitious.

Parents tell us they want their children to learn in an orderly school, with a head teacher who won't tolerate bullying, and who sets clear boundaries for behaviour and high expectations for everyone. They tell us they want their children to get a solid grounding in the basics, and good qualifications whether their strengths are practical or academic or both. They want to know that if their children face barriers such as a disability or a special educational need like dyslexia, they will immediately get the help they need.

We have given heads and teachers new powers to enforce discipline and good behaviour. We will now build on Home School Agreements, giving schools new and stronger powers to enforce parents' responsibilities to support the school in maintaining good behaviour. In applying for a school place, every parent will agree to adhere to

the school's behaviour rules. Once their child is in school, the parents will be expected to sign the agreement each year and will face real consequences if they fail to live up to the responsibilities set out within it, including the possibility of a court-imposed parenting order.

Young people need to be ready to learn right from the start of secondary school. But it would be wrong to hold children back in primary school. Instead, we will introduce new entitlements for one-to-one and small group catch-up tuition, and develop a new progress check for pupils at the end of their first year in secondary school, with the results reported to parents.

The best schools already deliver a great education for all their pupils, working with parents, local communities and other children's services. More and more schools are now working together, to offer their pupils better curriculum and qualification choices, access to more specialist teaching and facilities, to improve behaviour and attendance, and to achieve better efficiency and value for money. That is why this White Paper emphasises schools working together.

We will now make more use of the best head teachers so they can run more than one school, with better pay, and develop more federations. Building on the successful Academies and specialist schools programmes, our plans will create new not-for-profit groups of state schools, run by the best education providers and executive heads. These Accredited Schools Groups will be run with joint management and governance, and a shared ethos and identity. A new accreditation scheme will single out the strongest providers of school management and leadership.

All of this will be underpinned by a major reform to the school accountability system, with a new report card for each school providing clear information about its performance, a higher bar for school inspection grades, and more focus by Ofsted on higher risk schools. Schools will lead their own improvement, whilst being held strongly accountable for their own performance, and we won't stand back if young people are being let down.

We now have better teachers, head teachers and support staff working in our schools than ever before. A well led, highly skilled workforce is the key to all our plans. So we will raise the quality and status of the teaching profession and support staff in schools still further. We will introduce a new licence to teach, linked to entitlements to professional development and training, and look to establish new and stronger expectations for the development of support staff.

These reforms, building on our progress of the last decade, mean that we can now take the historic step of setting out in law our new Pupil and Parent Guarantees. For each young person, this will mean a school where:

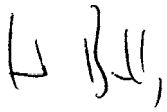
- there is good behaviour, strong discipline, order and safety;
- they are taught a broad, balanced and flexible curriculum including skills for learning and life;
- they are taught in a way that meets their needs, where their progress is regularly checked and where additional needs are spotted early and addressed quickly;
- they take part in sport and cultural activities;

- their health and wellbeing is supported; and
- they have the chance to express their views, and they and their families are welcomed and valued.

And for each parent, as well as ensuring that each school delivers the Pupil Guarantee for their child:

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

Schools are central to our Children's Plan vision to make this the best place in the world to grow up. They exist to give a great start in life for every child, not just for some. That is why teachers join the profession, why school leaders take on their challenges every day, and why we are taking the radical and ambitious steps set out in this White Paper.



Ed Balls
Secretary of State for Children, Schools and Families

Executive Summary

Chapter 1 – Our ambition for every child: an education that prepares them for the challenges of the 21st century

1. We want every child to succeed, and we will never give up on any child. These convictions underpin our Children's Plan vision to make this the best place in the world to grow up, and all of the proposals in this White Paper. Ensuring every child enjoys their childhood, does well at school and turns 18 with the knowledge, skills and qualifications that will give them the best chance of success in adult life is not only right for each individual child and family, it is also what we must do to secure the future success of our country and society.

2. Over the last 12 years great progress has been made. Childcare, nurseries and early learning have been transformed, school standards have risen, more 16- and 17-year-olds are staying on in learning and gaining good qualifications, and England's education system has gone from below to above average in comparison with other advanced countries. These achievements are in large part due to the greatly improved leadership and teaching in our schools and colleges, which is stronger than ever before.

3. However, we also face new challenges. The demand for higher skills, including key skills in science, technology and mathematics, continues to rise. Projections of the future skills needs of our economy when today's young people are adults show that there will be very few jobs available for people with low or no skills, and the current global economic downturn makes it even clearer that everyone needs good qualifications and skills. Tackling global environmental change will require enormous creativity and adaptability.

4. The world is changing fast: many of today's most popular graduate jobs did not exist 20 years ago. It will continue to change fast and unpredictably, so today's young people will need to be able to learn and re-train, think and work in teams and to be flexible, adaptable and creative. They also need to develop a sense of responsibility for themselves, for their health, for their environment, and for their society. They need to develop respect and understanding for those from different backgrounds, and the confidence and skills to make a positive contribution to their community.

5. The challenge to our education system is clear: that it should prepare not just most children but every child to make a success of their life, developing the broader skills, knowledge and understanding that they will need for this future world. If this is our ambition, then we must make sure that the best of what is on offer in our school system – which matches the best anywhere in the world – is made available to all children as we seek to break the link between disadvantage and low achievement.

6. So in this White Paper, we set out to build on the last 12 years of reform by establishing an ambitious new **Pupil Guarantee**, setting out new entitlements to personalised support for every child, matched by a **Parent Guarantee** for every parent. And we set out our plans for securing those guarantees across the country.

Chapter 2 – In every school: excellent teaching and the extra help each child needs

7. The school system we seek is one where every child and young person is inspired to develop a lifelong love of learning; where every child and young person is progressing and achieving to 18 and beyond; and where each one is being prepared by the education and training system to make a success of their life. The reforms of the last 12 years and all the successes of teachers and schools in recent years, mean that it is now possible to seek to guarantee this for every child and every parent.

8. Every pupil will go to a school where there is **good behaviour, strong discipline, order and safety**. Every parent wants to know their child will be safe and happy at school. To secure every child's right to learn in a well-run, orderly school, we will act upon the recommendations of Sir Alan Steer's behaviour review. In addition, new Home School Agreements will give parents a clearer understanding of their own responsibilities toward their child's schooling, especially around behaviour. In applying for a school place every parent will agree to adhere to the school's behaviour rules. Once their child is in school, the parents will be expected to sign the agreement each year and will face real consequences if they fail to live up to the responsibilities set out within it, including the possibility of a court-imposed parenting order. In turn, parents will also have the right to complain if they believe the school is not holding other parents to their responsibilities.

9. Every pupil will go to a school where they are taught a broad, balanced and flexible curriculum including skills for learning and life. It remains our absolute priority that every child achieves well in the basics, especially in English and mathematics. There has been a step change in the standards achieved. The challenge now is how to achieve the next big step forward: we believe that now standards of teaching and knowledge of effective practice are high, one key will be allowing schools more flexibility

in the curriculum, particularly to devote more time to English and mathematics for those who have fallen behind, while giving schools more scope to tailor provision to their own circumstances and the needs of the children in their care. A new, more flexible primary curriculum will be introduced from 2011, alongside the new secondary curriculum introduced by 2010. From the age of 14, young people will have an entitlement to study a choice from any of the new Diplomas by 2013, and the choice of an Apprenticeship place from the age of 16. We intend to create a system in which no matter what level a young person is learning at, and no matter what their preference for style of learning, they will have access to a course and to qualifications that suit them.

10. 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. Every child will have a Personal Tutor, who knows them well. Any primary pupils falling behind in Key Stage 2 will have an entitlement to 10 hours of one-to-one tuition. For those who are behind at the start of secondary school, we will now guarantee one-to-one or small group catch-up tuition in Year 7. As recommended by the Expert Group on Assessment, we will also develop a 'progress check' assessment for these pupils to ensure that support has been effective, carried out by class teachers and reported to parents. More generally, schools will report online in 'real time' to parents about progress, behaviour and attendance, by 2010 in secondary schools and by 2012 in primary schools. Where young people face barriers such as a disability or special educational need, or where they or their family are facing wider problems and needing specialist support, we will make sure that they get early intervention support from appropriate professionals. This will often be based in schools, but working as part of multi-agency teams – so that problems are tackled early and barriers to learning broken down.

11. Every pupil will go to a school where they **take part in sport and cultural activities** – including access to 5 hours of PE and sport each week and a wide range of out-of-school activities. Childcare will be available for primary school pupils.

12. 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. Every school should be a healthy school, and every child should receive personal, social, health and economic education (PSHE) as part of their curriculum entitlement.

13. The Pupil and Parent Guarantees will be underpinned by legislation, and implemented across the country in the coming years, driving the next stage of education reform and embedding across the country much of the best practice to be found in our most effective schools.

Chapter 3 – Every school working in partnerships: because no school can do it alone

14. No school can meet the needs of all its pupils alone. Delivering the Pupil and Parent Guarantees will require schools to work in partnership with other schools and with wider children's services in order to offer more by working together than any one partner could alone and to provide better value for money. At the same time, federation and other partnership solutions will become central to tackling underperformance and extending the reach of the best leaders. Partnerships with wider children's services as part of the Children's Trust will mean that schools can tackle problems early.

15. Building on the near-universal specialist schools system, we will seek to make sure that across the country, children and young people have access to the best subject teaching and centres of excellence in specialist schools, through partnership working and the specialist schools networks. We want to see 21st century special schools developing partnerships, sharing their expertise and facilities with other schools and providing children with the skills and confidence needed for greater independence in adult life. We will ensure that in every part of the country, local consortia are in place which can offer a choice of every one of the new Diplomas to 14-19 year-olds. And as the new primary curriculum is implemented, we will support primary schools to work together to share specialist teaching that they could not have access to on their own. And we will make sure that where schools wish to bring partnerships together – for example, curriculum, behaviour and extended schools partnerships – to maximise their impact, they are able to do so.

16. In order to support this approach, and to make clear that as well as making sure that their own pupils benefit from partnerships, schools should contribute to the good of other pupils, we are currently legislating to require schools to collaborate and we will go further to make it clear that schools have responsibilities for children across the area as well as those on their own roll. We will make clear that where schools wish to pool funds and resources to achieve better value, they can do so.

17. In order to continue to tackle weakness and low performance rigorously, we will continue to accelerate the creation of Academies – to 200 by September 2009, with a further 100 the next year – and of Trust schools, bringing in new sponsors and partners as we do so. Building on the success of education institutions sponsoring Academies, we will extend the powers of strong governing bodies to allow them to directly sponsor Academies and propose new schools.

18. And we will now develop and promote a system for accrediting good education providers who wish to run groups of schools – Accredited Schools Groups – so that the best schools and school leaders can spread their excellence around the system. We are

extending local authorities' powers to intervene in cases of failure and as the new system is developed, and as providers are accredited and capacity grows, we will require local authorities to consider the use of accredited providers to tackle underperforming schools. We will make available £20m over two years to support accredited providers to develop their capacity and take on underperforming schools.

19. We will support the creation of multi-agency teams in schools, bringing together a wide range of children's services professionals. We will bring schools and wider services together in Children's Trusts, establishing Children's Trust Boards, making schools partners in the Children's Trusts and giving schools' representatives places on the Boards. We have established a co-location fund worth £200 million and we have just announced 101 projects in which local authorities and their partners are co-locating services such as specialist child health clinics, youth centres and sports facilities around schools, children's centres and other community facilities. We will continue to promote approaches to partnership which increase efficiency – including, for example, School Business Managers – and will require governing bodies to consider federation or executive headship before appointing a new head.

20. We will make sure that barriers to partnership working are removed and we will fund a leadership and partnership national support programme to support schools to manage change as partnerships develop. In addition, Ofsted is introducing a revised grade for partnership working and will carry out more co-ordinated inspections for federations of schools.

Chapter 4 – Every school improving: strong accountability and rapid intervention when it is needed

21. Our central principle has always been that each school is responsible for its own improvement. Nonetheless, centrally driven support programmes have played an important role in recent years in challenging performance, in training teachers and in spreading effective practice. The gains made through these programmes are well embedded: teaching is more effective than ever before and knowledge about effective practice widely shared.

22. With these gains in place, the next stage in improving schools will be based on a much more tailored approach. This is in no way a step back from the reforms of recent years. For example, we will still expect every primary school to be teaching daily 'literacy hours' and daily mathematics lessons. The key question now is how to help each school to do better day by day its core job of teaching those lessons. Where reforms have been underway for less time, for instance, in the early years, centrally-funded support may need to continue. But in most areas, with firm foundations in place across the country, taking the next step requires

improvement support to be based on a deeper understanding of the needs of each school and of what will be effective in generating improvement.

23. We will reform the role of 'School Improvement Partner' (SIP) so that SIPs are responsible not only for monitoring and challenge, but have a wider role of brokering support, based on a deep understanding of a school, its challenges and what will be effective in generating improvement. SIPs will work with school leaders to identify what support is needed to generate improvement. Support will come from a wider range of providers, including high performing schools and nationally accredited providers. DCSF will ensure there is sufficient supply of high-quality support across the country, differentiated to meet schools' specific needs. We will expect local authorities to work through SIPs to support schools. We will reform SIP training and quality assurance in support of the new role.

24. We have started to move towards this system already. The proposed approach to the SIP role is based on that which has proved successful in the City Challenges, and has been developed as part of the National Challenge. The differentiated approach to support builds on our secondary school improvement strategy, *Promoting Excellence for All* and on *Gaining Ground*, our strategy for schools where pupils are not making fast enough progress. We will establish a *Good and Great Schools* programme to give good schools inspiring opportunities to support their ongoing development. And our new primary school improvement strategy will support both the weakest performing primaries, and those with poor rates of progression or inconsistent results.

25. Our reforms will be underpinned by strong school accountability. The school accountability system will now focus more sharply on how well each child is progressing and developing; it will take more account of the views of pupils and parents; and reward those schools which are most effective in breaking the links between deprivation and low achievement. To deliver this we will develop a new School Report Card (SRC) for every school, which will provide a rounded assessment of school performance and enable parents and the public to make better informed judgements about the effectiveness of each school. Alongside this White Paper we are publishing, jointly with Ofsted, a Prospectus for the next, detailed stage of development of the School Report Card.

26. Where the School Report Card shows low or declining performance, Ofsted may inspect more frequently. In inspecting schools, Ofsted inspectors will also strengthen their focus in key areas, raising the bar, with more time spent observing lessons; and new and more demanding standards for each judgement. 'Limiting' grades for achievement, equalities and safeguarding will act as caps on the overall effectiveness judgement; and inspectors will also judge the quality of partnership working.

27. When schools are underperforming, timely and effective action must be taken. To ensure this, local authorities will use the School Report Card assessment of performance, and Ofsted's judgement of a school's overall effectiveness, to produce an overall school improvement assessment. This will trigger strong intervention where schools are not performing well and not improving or have little capacity to improve, with closure, or a structural solution – Academy, federation, Trust status or becoming part of an Accredited Schools Group – being the normal response.

Chapter 5 – Every school and school leader supported: the right roles for local and central government

28. We have made unprecedented investment in schools over the last 12 years. We have launched a major review of the distribution of the Dedicated Schools Grant (DSG) from 2011. The review needs to produce a funding system which better reflects need, raises standards, narrows gaps and supports partnership working. Children from deprived backgrounds are still less likely to achieve than their more advantaged peers, and the DSG review is looking at how best to target funding at children from deprived backgrounds. We will bring forward proposals in early 2010, subject to spending decisions and the outcome of the review, but our principles are that: money allocated at the national level for deprivation should all be allocated locally to schools with the pupils who need it; the system should be more responsive to changes in the characteristics of pupils in schools and local authorities; and the proportion of resources allocated nationally for deprivation should be maintained or increase so that the amount spent locally on deprivation will grow. We will consult on specific proposals in early 2010.

29. We will provide greater flexibility for schools and encourage greater innovation. We will ask the Implementation Review Unit, an independent panel of experienced heads, teachers and school managers, to undertake a review of how our policies are implemented with a view to removing barriers to delivery.

30. Local authorities, operating between the national level and front-line delivery, need to use their commissioning role to ensure delivery of high-quality school places and children's services that deliver the Pupil Guarantee, effective early intervention and wider support for children, young people and their families. Local authorities will be clearly responsible for ensuring maintained schools are effectively challenged and supported to improve. Local authorities must make sure their SIPs are performing well and agree challenging but achievable targets for maintained schools.

31. 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. Local authorities are responsible for ensuring there is a pattern

of high-quality provision to meet local demands and aspirations. We intend to place a new requirement on them to gather parents' views on the school choices available in their area, and to publish a local plan for improvement if a high proportion of parents are dissatisfied. Alongside parental views about their own child's school feeding into the School Report Card, this will mean a significant strengthening of parental voice in the education system as a driver for improvement.

32. In future, we want to move to a position in which the relationship between DCSF and local authorities (as the leaders of Children's Trusts) mirrors that which we would like to see between local authorities and schools. The White Paper clarifies the role of DCSF Children and Learner Teams based in regional Government Offices (GOs) to lead and co-ordinate strategic support and challenge to local authorities and Children's Trusts on behalf of DCSF across all five Every Child Matters (ECM) outcomes. We will also 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. DCSF will continue to intervene in local authorities which are underperforming.

Chapter 6 – In every school: a well-led and highly skilled workforce

33. It is only the workforce who can deliver our ambition of improved outcomes, with children and young people fully engaged with their education and supported to progress through it. This workforce will need to be well-led, highly-skilled, motivated and effectively-deployed.

34. We want our best school leaders to be innovative, to take on wider system leadership roles and to lead school partnerships. In addition to the established pattern of head teachers working together in local areas, there are already a number of new and developing system leadership roles, including head teachers becoming 'consultant leaders' or 'executive heads' who provide strategic leadership across a number of schools operating in partnership.

35. We aim to transform the culture of teachers' professional development, through the introduction of the new Masters in Teaching and Learning, which we aim to extend across the profession. In addition, we intend to introduce a new renewable 'licence to teach' linked to a new professional development entitlement for teachers. This will mean that every teacher will need to keep their skills up to date and demonstrate periodically that their professional practice and development meets the standards required for the profession; and that they will have access to the necessary professional development support. We will begin the roll out of the licence to teach and new entitlement with

newly qualified teachers and for those returning to teaching.

36. We will also establish new and stronger expectations for the development of support staff. Our ambition is that all staff within a school are trained and supported in their current role and are given the opportunity to develop their skills and progress in their careers. In the 21st century school all staff supporting pupils' learning will have, or will be working towards, a Level 3 qualification. We will also look to the School Support Staff Negotiating Body to develop a pay and conditions framework that contributes to the effective training and deployment of school support staff.

37. School governors play a vital role in our education system by holding to account the school's leadership for the performance of the school. We want to strengthen this role by enshrining in law governing bodies' fundamental duties to children, young people and the wider community. We will require SIPs to provide information and advice to the governing body about the school's performance, so that governors are more able to challenge and support school leaders. We will also improve governor training and expect all chairs of governing bodies to undergo specific training. We will expect initial training for governors to focus on the central tasks: providing effective challenge and support, holding to account, making effective use of data and information to manage performance and ensuring value for money. Governors will also be trained where appropriate in overseeing more than one school and managing co-located services. And we will introduce greater flexibility into rules about the composition of governing bodies.

38. Taken together, these proposals will build on the foundations of the progress made over the last 12 years, to create a world-leading system of schooling which reflects the needs of the 21st century: responding to the challenges of a changing global economy, a changing society, rapid technological innovation and a changing planet. They will ensure that every school develops and extends the potential and talents of every child and young person to give them the skills they need for the future, so that every child can enjoy growing up and achieve high standards. And fundamentally, they will create a system which progressively breaks the link between disadvantage and low educational attainment.

39. Schools are central to our Children's Plan vision to make this the best place in the world to grow up. They exist to give a great start in life for every child, not just for some. That is why teachers join the profession, why school leaders take on their challenges every day, and why we are taking the radical and ambitious steps set out in this White Paper.

Chapter 1 – Our ambition for every child: an education that prepares them for the challenges of the 21st century

We want our education system to prepare every child and young person to make a success of their life. Over the last 12 years, there have been improvements at every level of the system. More children leave primary school with the good levels of English and mathematics needed in secondary school. More young people get good qualifications at 16 and then choose to stay on in further learning. More get good A-levels and choose to go on to higher education. International evidence shows the same picture – ours is an improving education system, where on average, children do well compared to similar countries. All this is a tribute to all the teachers, school leaders and others who have worked hard to help children and young people to succeed.

But as society and the economy change, the challenge to our school system continues to grow. Educational success has become more important – there will be few jobs for those without skills and qualifications. And as the pace of change continues to increase, broader skills and qualities – the abilities to think, learn, work in teams, be creative and be resilient, for example – become more important. So, the education system must find ways to enable every young person – not just most of them – to succeed and achieve. And for our system, although the gaps have narrowed, there continue to be significant differences between the achievements of different groups of children and young people – most significantly between the disadvantaged and others. The gap is wider in this country than in many others.

So the challenges of creating a world-leading school system are most importantly to make sure that every young person achieves high standards, stays in education or training until at least the age of 18 and gets the qualifications and skills that they need to progress further in learning and in life; and in doing this, to break the link between deprivation and low educational attainment. These are the goals of this White Paper.

1.1 We want every child to succeed, and we will never give up on any child. These convictions underpin both our *Children's Plan* vision to make England[1] the best place in the world to grow up, and all of the proposals in this White Paper. This is not only right for each individual child and family; it is also what we must do to secure the future success of our country and society.

1.2 Ensuring every child succeeds at school will not only mean a better future for each child and allow the economy to thrive but will also support wider social goals. If we can make sure that all children, irrespective of background, can succeed and go on to fulfilling careers and more prosperous lives, then subsequent generations of children will be less likely to grow up in poverty. Breaking this intergenerational cycle would transform the lives of many and support our long-term aim of eradicating child poverty.

In the modern economy, every young person needs skills and qualifications to secure a good job

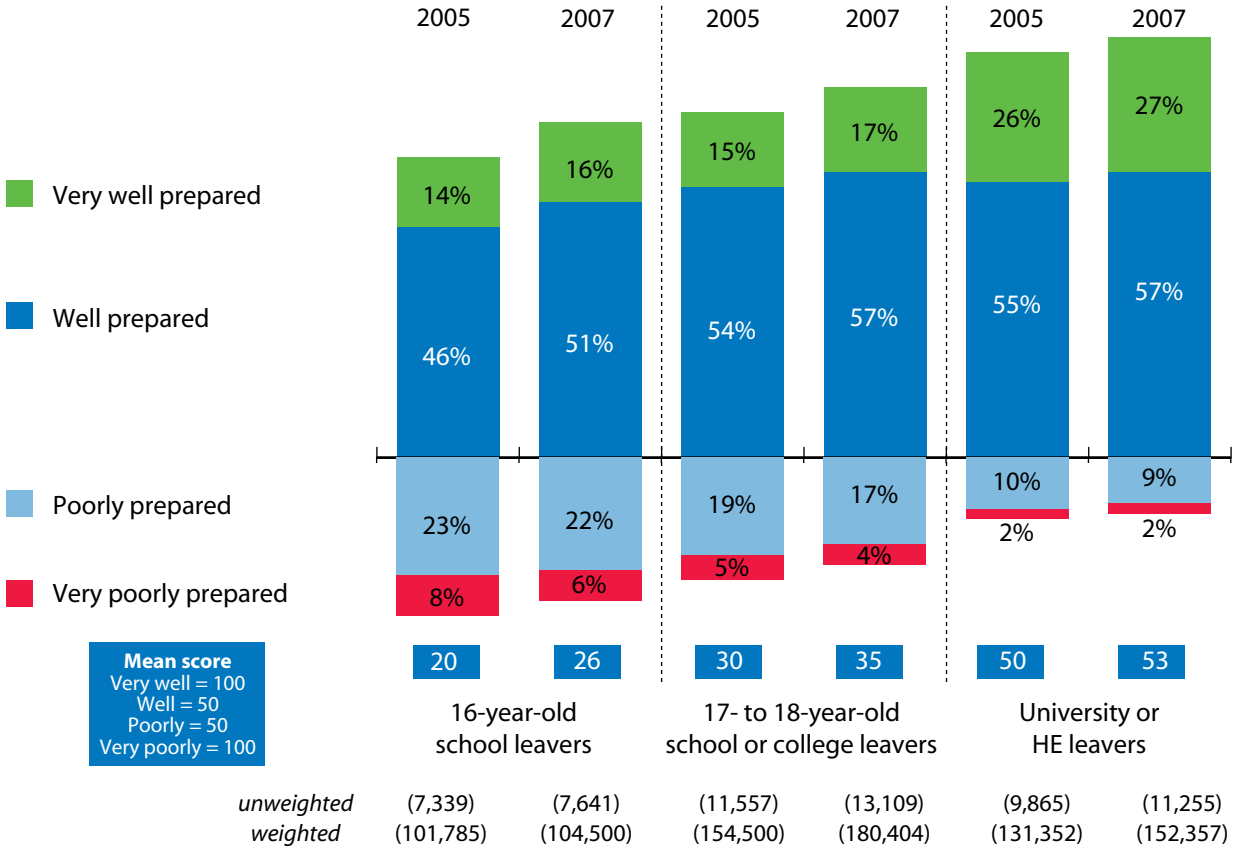
1.3 We live in a rapidly changing world. Economic and technological change has made it increasingly easy for economic activity and jobs to move to wherever in the world the required combination of skills, wages and resources are at their optimum. If we are to continue to attract the most advanced businesses to this country we need to be a recognised world leader in learning, skills and creativity – particularly in fields such as science, technology, mathematics and engineering – and make sure that everyone can develop their skills and talents. Globalisation has led to more diverse societies, bringing many benefits and creative opportunities for this country and for others, but also new challenges in securing a cohesive and successful society. And we face profound global challenges, including climate change and the challenge of learning to live sustainably on our planet, which can only be met through great creativity and international co-operation.

1.4 We must equip our children and young people to succeed in this changing world. Feedback from employers shows that the education system is increasingly meeting their needs (see Figure 1) but the challenge is growing. On the basis of past trends, we expect that the demand for high-level skills, knowledge and understanding will continue to grow and that the proportion of the workforce which is unqualified will decrease. There were 3.2m unqualified adults in work in 2004, but by 2020 the projection is that there will be only 600,000.[2] The implications of this are clear: without skills and qualifications, today's young people will struggle to find meaningful work in the future; and in an economy increasingly

1 This White Paper and many of the policies in it are specific to England, although the challenges are common across the four countries of the United Kingdom. The Devolved Administrations can tailor their policies to meet the specific needs of their countries. We will work closely with them and each will consider the most appropriate arrangements in those areas for which they have devolved responsibility, to address the issues in ways that meet their own circumstances and needs.

2 *Leitch Review of Skills: Prosperity for all in the global economy – world class skills*. Final report HM Treasury, 2006.

Figure 1: Employer perceptions of young people's preparedness for work (National Employer Skills Survey, 2005 and 2007)



Source: National Employers Skills Survey 2007: Main Report
http://readingroom.lsc.gov.uk/lsc/National/nat-nessurvey2007mainreport-may08.pdf

focused on high-skill activities, those without good skills and qualifications will be increasingly marginalised. So, we must inspire all young people to remain engaged and to succeed in education and training into early adulthood.

1.5 While we can be sure that the amount of change children and young people will face as they grow up will be great, the precise nature of that change is more difficult to predict. We must make sure that young people leave education and training prepared to cope with uncertainty, risk and change. So, as well as teaching the traditional knowledge and skills that have always been important in schooling, including literacy and numeracy, it is more important than ever that our education system equips young people with a broader set of personal, learning and thinking skills, including resilience, confidence, and the abilities to think analytically and creatively; to learn and research in depth; to be active citizens and agents of change; to work with others and in teams; and to manage themselves.

Over the last 12 years, we have made great progress on standards, engagement and wider wellbeing

1.6 The education system has made great progress over the past 12 years:

…more children are making good progress and developing well in the early years…

1.7 The number of five year-olds achieving a good level of development as measured by the Foundation Stage Profile increased by four percentage points from 45 per cent in 2007 to 49 per cent in 2008. This represents around 21,000 more children reaching a good level of development.[3]

…school standards have risen significantly…

1.8 Since 1997, school standards in England have gone from below to above average in comparison with other advanced countries. This picture is confirmed by independent international evidence, such as the recent 2007 *Trends in International Mathematics and Science Study* (TIMSS) of attainment at ages ten and 14. This study reported that children in England have made significant gains in mathematics since 2003[4] and are continuing to achieve excellent results in science. In both subjects, and at both ages, children in England perform in the top ten of the 59 countries studied. England is the most consistently high-performing European country in the 2007 study, at both ages and for both subjects. And, as shown in Figure 2, England's ranking has either risen consistently, or has been maintained (in the case of science at age ten), since 1995.

1.9 Other studies, such as the *Programme for International Student Assessment* (PISA) 2006, continue to paint a more mixed picture. For example, while PISA found that England had one of the highest proportions of very high achieving 15 and 16 year-olds, it also had one of the widest spreads of performance between its highest and lowest achievers.[5]

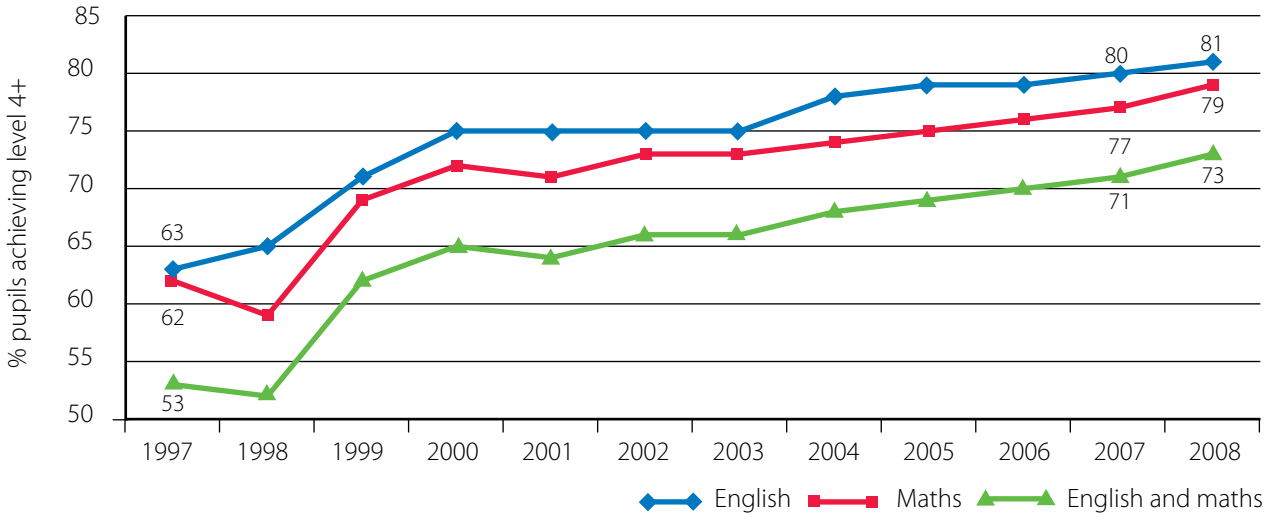
Figure 2: England's rankings: Trends in International Mathematics and Science Study (TIMSS)

	TIMSS 1995	TIMSS 1999	TIMSS 2003	TIMSS 2007
Mathematics at age 10	17th / 26	Not tested	10th / 25	7th / 36
Science at age 10	8th / 26	Not tested	5th / 25	7th / 36
Mathematics at age 14	25th / 41	20th / 38	18th / 46	7th / 49
Science at age 14	10th / 41	9th / 38	7th / 46	5th / 49

Source: TIMSS 2007 International Mathematics Report http://timss.bc.edu/TIMSS2007/mathreport.html and TIMSS 2007 International Science Report http://timss.bc.edu/TIMSS2007/sciencereport.html

3 DCSF: Foundation Stage Profile Results in England, 2007/08 http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000812/index.shtml
4 Average scores were up from 531 to 541 at age 10, and from 498 to 513 at age 14.
5 *PISA 2006 National Report – Achievement of 15 year-olds in England* www.nfer.ac.uk/pisa.

Figure 3: Key Stage 2 attainment in English and mathematics: time series



1.10 Since 1997, school standards, measured by the average attainment of the pupil cohort, have risen steeply, with strong improvement in national tests and examinations. In primary schools the rise has been sustained and consistent. In 2008, 81 per cent of pupils achieved at least Level 4 (national expectations) in Key Stage 2 English, and 79 per cent in mathematics, whereas in 1997 these figures were 63 per cent and 62 per cent respectively (see Figure 3).

1.11 There is a similar picture for secondary schools. In 1997, 45 per cent of 15 year olds achieved five A* to C grades at GCSE or equivalent, and an estimated 36 per cent achieved the tougher measure of five A*-C grades including both English and mathematics. By 2008, these figures had risen to 64 per cent and 48 per cent respectively (see Figure 4).

…post-16 participation and achievement has increased…

1.12 International comparisons show the UK having a relatively low post-16 participation rate[6], but we are making good progress. To ensure every young person has the education or training they need to succeed in life, we have recently legislated to require, from 2013, all young people to continue in education or training to age 17; and from 2015 they will be required to do so until age 18. Overall participation in education and training among 16-18 year-olds is already rising significantly (by almost three percentage points between 1997 and 2008, from 76.8 per cent to 79.7 per cent, the highest ever rate); and attainment at levels 2 and 3 at age 19 is also rising (see Figure 5).

6 According to the OECD, at age 17, the UK post-16 participation rate in education and training is nearly 13 percentage points below the OECD average.

Figure 4: Time series of GCSE attainment: 5+ A*-C GCSEs including English and mathematics

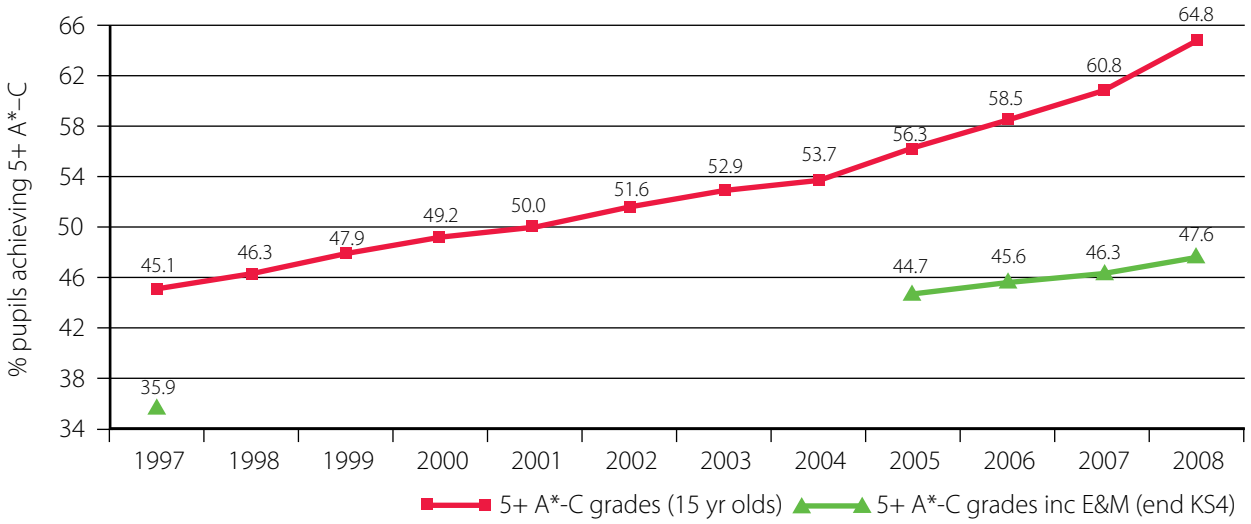
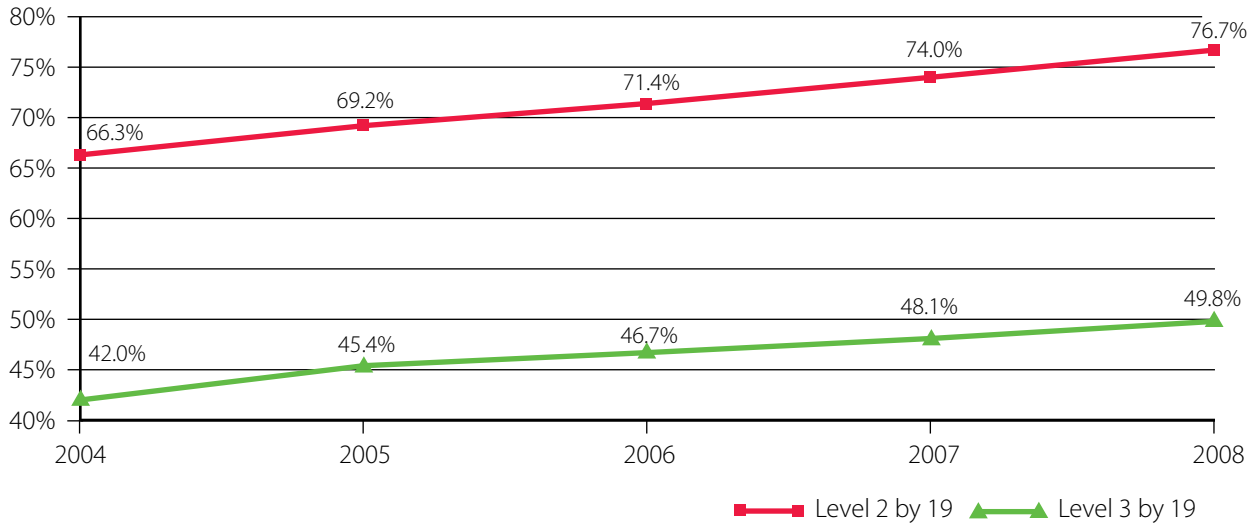


Figure 5: Percentage of 19 year olds qualified to level 2 and level 3 – time series



Source: England, matched administrative data, DCSF

…there are far fewer schools below our minimum standards…

1.13 In 1997 there were approximately 1600 schools where fewer than 30 per cent of pupils achieved five A*-C GCSEs including English and mathematics. Today there are 440 – and the number is falling sharply. We have opened 133 Academies, predominantly in areas of high deprivation, replacing some of the worst under-performing schools. In 1997 there were approximately 200 schools where at least 70 per cent of pupils achieved five A*-C GCSEs including English and mathematics, and this has now doubled to over 400.

…we have invested significantly in the system…

1.14 There are 41,000 more full-time equivalent teachers than in 1997 – and their starting pay[7] has increased from £14,280 in 1997 to £20,627 today. In the three years to 2010-11, over £21.9 billion of funding will be invested in schools through Building Schools for the Future, the Academies programme and wider capital programmes to repair and replace new school buildings.

…and we have increasingly focused schools on a broader set of outcomes…

1.15 Schools have always taken seriously their wider role in supporting children's wellbeing through their pastoral care, ethos, curriculum and activities beyond the school day. In September 2007, this role was formalised in a new duty to promote the wellbeing of pupils. The extended schools and National Healthy Schools programmes have supported schools in promoting wellbeing. Some 17,000 schools are now offering access to the full core offer of extended services for children, young people and families. Seventy-five per cent of schools are accredited Healthy Schools – committed to improving the quality of their Personal, Social, Health and Economic (PSHE) education; their support for pupils' emotional development; promoting healthy eating and physical activity; and providing swift and easy access for children with additional health needs. By so doing they are supporting children's learning as well as helping them in other ways.

1.16 In the past two years, we have increased our focus on children with special educational needs and disabilities (SEND). The £430m Aiming High for Disabled Children programme is transforming services; we are implementing the recommendations of the independent reviews by John Bercow and Sir Jim Rose for children with speech, language and communication needs and dyslexia; and investing £31m in Achievement for All pilots to show how schools can improve the attainment of children with SEND and engage their parents effectively.

A fast-changing world brings new challenges

1.17 We are making excellent progress, but global changes bring new challenges, to which we must respond by building on our progress to date. There are some young people who are not benefiting from overall improvements in outcomes for children and young people and who are therefore unable to make a full contribution in adult life. These include the significant minority of 16 to 18 year-olds who are not in education, employment or training (NEET). Being NEET is an enormous waste of young people's potential and the contribution that they could be making to the economy and to society; and it means they are missing out on the opportunities which others have.

7 For newly qualified teachers outside the London area. Source: *School Teachers' Pay and Conditions Document.*

1.18 At the end of 2008, 10.3 per cent of 16 to 18 year-olds were NEET. At age 16 and 17, this represents the third consecutive year of reduction, but at age 18 we have seen an increase in NEET, making it even more important that our education system is equipping young people with the skills and qualifications they need to succeed in an increasingly competitive labour market. It is often the most vulnerable people in society, such as teenage parents, those with alcohol or drug problems or those without secure housing, who drop out of learning early and miss out on the life-long benefits of a good post-16 education. Being NEET is clearly linked to a number of poor outcomes, including low levels of attainment and high levels of teenage conception.[8] Similarly, there is a strong association between poor engagement (attendance and behaviour) at school or college and poor outcomes, including youth crime.[9] Reducing the proportion of young people who are NEET is therefore one of the Department's key national priorities,[10] and schools play an essential role in securing it.

1.19 We have made good progress on narrowing key gaps between different groups. The most deprived areas and the most deprived schools have made the most progress; and all the groups which have tended previously to underperform have made up ground. Despite this, living in a family on a low income, having special educational needs or disabilities, and being looked after (in the care of a local authority) all remain strongly linked to poor outcomes and low educational achievement, and are compounded by gender factors. For example:

a. 76 per cent of girls from affluent Chinese backgrounds[11] achieve five A*-C grade GCSEs (including English and mathematics), while only 16 per cent of white boys eligible for free school meals (FSM) achieve this threshold.[12] These sorts of social class gaps in attainment become evident by the age of 22 months and remain constant – with pupils eligible for FSM having around three times worse odds of achieving good school outcomes, compared to pupils not eligible for FSM, at every critical point of their education after age five. Pupils with special educational needs and those who are looked after are even more disadvantaged; and

8 (i) 71 per cent of young women who are NEET for six months or more aged 16-18 are mothers by age 21 (Source: *Background Analysis to Youth Matters*, 2006); and (ii) low educational achievement is strongly associated with higher teenage conception rates, even after accounting for the effects of deprivation and socio-economic status. On average, deprived wards with poor levels of educational attainment have under-18 conception rates twice as high as similarly deprived wards with better levels of educational attainment (Source: Teenage Pregnancy Unit, 2006).

9 Source: Thomas J, Vigurs C, Oliver K, Suarez B, Newman M, Dickson K, Sinclair J, (2008) *Targeted Youth Support: Rapid Evidence Assessment of Effective Early Interventions for Youth at Risk of Future Poor Outcomes. In: Research Evidence in Education Library*. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London.

10 Our target is to reduce the proportion of 16-18 year-olds who are NEET by two percentage points by 2010.

11 Defined here as not being eligible for FSM.

12 DCSF: *Attainment by Pupil Characteristics in England 2007/08* http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000822/index.shtml

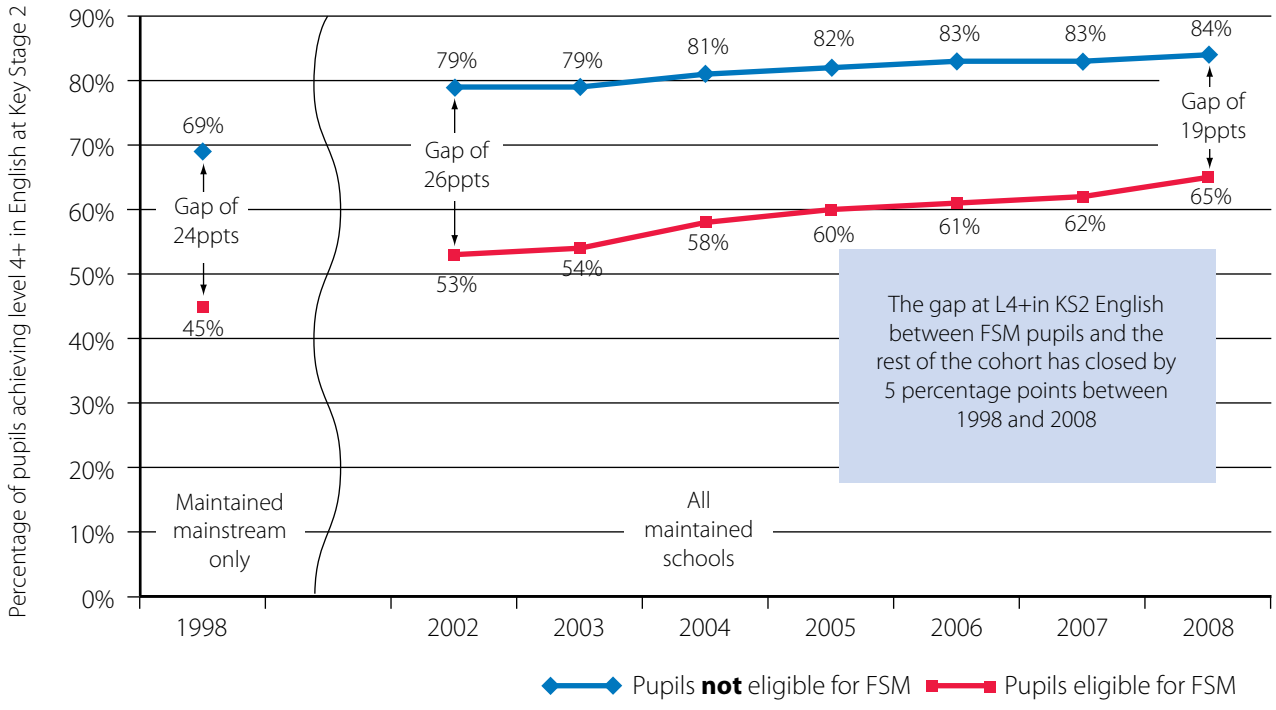
b. at both Key Stage 2 and GCSE, attainment among pupils eligible for FSM has risen in recent years, but the gap between these pupils and those not eligible for FSM has narrowed more slowly. This is illustrated in Figure 6.

1.20 It is crucial that we address this disadvantage, disengagement and underperformance, not only for the sake of the young people directly affected but also because of the risk that it will carry on to the next generation, given what we know about the correlation between parents' education and their children's future employment and earnings.[13]

Every young person deserves a great education, so we will now guarantee a number of key entitlements for all pupils and their parents; and we will create a world-leading system to deliver them

1.21 We want to maximise the chances of every child succeeding at school and being equipped to make a full contribution to

Figure 6: FSM and non-FSM pupils achieving the expected level at Key Stage 2 English: time series



Source: Attainment by Pupil Characteristics SFRs/Trend in Attainment Gaps Bulletin.
Note: The Pupil Level Annual Schools Census began in 2002 so it is not possible to provide precise figures for attainment gaps at pupil level before that date. 1998 figures have been estimated by assuming that FSM status of children taking GCSEs in 2003 was the same in 1998.

13 Platt (2005) *Migration and Social Mobility*, JRF; based on data from ONS Longitudinal survey; Blanden, Gregg and Machin (2005) *'Intergenerational Mobility in Europe and North America'*, CEP and the Sutton Trust; Goldthorpe and Jackson (2006) *'Education-based Meritocracy: The Barriers to its Realisation'*, paper presented at the Russell Sage Foundation conference on Social Class, New York, April 21-22, 2006.

society and the economy in later life. So we will build on the common core entitlement to learning which the National Curriculum sets out for pupils at maintained schools by now guaranteeing a set of key entitlements for pupils and their parents. These will encompass the help and support that all children can expect to receive, to ensure they are fully stretched and well-guided in their learning, including targeted interventions for pupils working below expectations. They will also include how that learning should be supplemented by positive additional activities – in and out-of-school – which will support their wider wellbeing and help them to develop the skills, resilience and confidence they will need for future success.

1.22 Our challenge, building on the foundations of the progress made over the last 12 years, is to create a world-leading school system which can deliver these entitlements and equip children for the opportunities of the 21st century. A school system which responds to the challenges of a changing global economy, a changing society, rapid technological innovation and a changing planet. One in which every child can enjoy growing up and achieve high standards. One which develops every child and young person's potential and talents. And, fundamentally, one which progressively breaks the link between deprivation, disadvantage, disability and low educational attainment.

1.23 This White Paper sets out:

a. the school experience to which all children, young people and families will be entitled, including how every school will provide excellent teaching; effective discipline; support children's health, safety and wellbeing; and provide the extra help each pupil needs to enjoy school and succeed;

b. how all schools will work in partnerships, including with children's services, because no school can do it all on its own;

c. how every school will improve through school-to-school support, strong accountability and rapid intervention when needed;

d. how every school and school leader will be supported through the right roles for local and national government; and

e. how we will ensure a well-led and highly-skilled workforce.

Chapter 2 – In every school: excellent teaching and the extra help each child needs

The school system we seek is one where every child and young person is inspired to develop a lifelong love of learning; where every child and young person is progressing and achieving to 18 and beyond; and where each one is being prepared by the education and training system to make a success of their life. So to build on the reforms of the last 12 years, and all the successes of teachers and schools in recent years, we now set out to ensure that there are high aspirations for every child, through a **21st century school Pupil Guarantee** and a **Parent Guarantee**, including:

- every pupil will go to a school where there is good behaviour, strong discipline, order and safety: new Home School Agreements will ensure that parents and pupils understand their roles in supporting behaviour policies;
- every pupil will go to a school where they are taught a broad, balanced and flexible curriculum including skills for learning and life: a new, more flexible primary curriculum will be introduced from 2011, alongside the new secondary curriculum introduced by 2010; and an entitlement to study a choice from any of the new Diplomas from age 14 by 2013;
- 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: every child has a personal tutor; every parent knows how their child is being supported in their areas of weakness and stretched to develop their talents, and receives real-time online reports about progress; there is one-to-one tuition for any child aged seven to eleven who is falling behind and not catching up; and one-to-one or small group tuition at the start of secondary school for all who are behind;
- every pupil will go to a school where they take part in sport and cultural activities: including access to 5 hours of PE and sport each week; a wide range of out-of-school activities; and there is childcare available for every primary school pupil; and
- every pupil will go to a school that promotes their health and wellbeing: every school is a healthy school; every child receives personal, social, health and economic education (PSHE); and every child has the chance to express their views; they and their families are welcomed and valued.

The guarantee will be underpinned by legislation, and implemented across the country in the coming years, driving the next stage of education reform and embedding across the country much of the best practice to be found in our most effective schools.

2.1 The school system we seek is one where every child and young person is inspired to develop a lifelong love of learning; where every child and young person is progressing and achieving to 18 and beyond; and where each one is being prepared by the education and training system to make a success of their life. That is already the case for many children – we want it to be true for all.

2.2 The school system that will achieve this is one that is ever more tailored to the needs, talents and aptitudes of each pupil – and where every child experiences the orderly, structured environment in which they can learn best. This is a system that creates opportunities for every child to find and develop their talents and stretches them to make the best of themselves; one that tackles weaknesses rigorously and helps children to catch up if they fall back; one that is capable of identifying wider problems in the lives of children and young people and of finding the right support to overcome those problems; and one that believes that every child has potential and can succeed and never gives up on any child.

There will be new 21st century school entitlements for every child and every parent

2.3 We want this to be the case everywhere and for every child. The same passion motivates schools and teachers up and down the country. And the last decade of education reform has brought this goal within reach, not merely in the distant future but over the next few years. So to build on this period of reform and all the successes of schools in recent years, we now set out to ensure that there are high aspirations for every child, through a **21st century school Pupil Guarantee** (see Annex A):

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.

2.4 And because parents are crucial partners in the learning of every child, we will also set out a **21st century school Parent Guarantee** (see Annex B) to ensure that parents get what they need from the school system, through ensuring:

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.

2.5 We now set out in detail what each of the key areas of the guarantee will mean in practice. The guarantee will be underpinned by legislation, and implemented across the country in the coming years, driving the next stage of education reform and embedding across the country much of the best practice to be found in our most effective schools.

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

2.6 Every parent wants to know that their child will be 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. The vast majority of pupils behave well – and both behaviour and attendance in schools have improved significantly in recent years. But we cannot have the learning of any class disrupted by the bad behaviour of one or two: pupils, parents, and school staff share the responsibility for ensuring this does not happen.

2.7 We are acting upon the recommendations of Sir Alan Steer's behaviour review.[14] We have extended the powers at the disposal of teachers and heads to discipline pupils. We must ensure that these powers are used effectively and confidently to manage behaviour and attendance, and that schools are supported in doing so by parents.

2.8 Parents need a clear understanding of their school's expectations of them and of their child. At the moment, all schools have a Home School Agreement, but not all parents sign one. So we will now strengthen Home School Agreements so that all parents and pupils understand their responsibilities to follow the school rules and support good behaviour from the outset.

2.9 We will therefore ensure that when applying for schools for their child, all parents will receive each school's behaviour policy as it will appear in their Home School Agreement. In applying for a school place every parent will now agree to adhere to these rules. If parents have difficulty understanding the requirements, we will ensure that they get the support they need.

2.10 It would be wrong to make signing the Home School Agreement a condition of admission, as this could unfairly deny a child a school place. However, once their child is in school the parents will be expected to sign the Home School Agreement each year, and

14 *The Steer Report, Learning Behaviour: Lessons Learned, a Review of Behaviour Standards and Practices in our Schools*, April 2009

The Pupil Guarantee

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.

parents will face real consequences if they fail to live up to the responsibilities set out within it. We will bring forward changes to the law so that parents' unwillingness to sign up and support their school's behaviour policy can be used by schools to support applications to the courts for Parenting Contracts and Parenting Orders. Parents will also have the right to complain if they believe the school is not holding other parents to their responsibilities in turn.

2.11 We will also support teachers and other members of the school workforce in developing the skills needed to tackle underlying learning difficulties that may give rise to behavioural problems. And we will build on the work of many schools over recent years, which have improved behaviour by involving pupils more in setting the expectations for behaviour at school. We will ensure that schools work in Behaviour and Attendance Partnerships, are supported by their local Children's Trusts and have access to high-quality alternative provision for those pupils who need it.

Every pupil will go to a school where they are taught a broad, balanced and flexible curriculum

2.12 An orderly environment makes it possible for children and young people to learn. But if they are to be fully prepared for life, it is vital that they follow an appropriate and stretching curriculum, which includes the knowledge and skills that they need for the future. The National Curriculum provides a statutory entitlement to a broad and balanced curriculum, designed to enable pupils to become: successful learners, who enjoy learning, make progress and achieve; confident individuals who are able to live safe, healthy and fulfilling lives; and responsible citizens who make a positive contribution to society.

2.13 At each stage, the National Curriculum provides a vital entitlement for young people, ensuring that they are taught the things that are most important for their future life, and access to knowledge about the most important things human beings have thought and said and done. In recent years, we have reviewed the National Curriculum for primary and secondary schools, and we will now implement the conclusions of those reviews. The new curriculum will maintain a strong entitlement and high minimum standards, but provide more flexibility for schools to tailor teaching to their circumstances and to the needs of the pupils they serve – and particularly to ensure that schools have scope to provide catch-up support for those at risk of falling behind in English and mathematics.

2.14 The Early Years Foundation Stage (EYFS), which we will review in 2010, sets universal standards for the learning, development and care of young children, focusing on learning through play, ensuring that no child is disadvantaged and laying a secure foundation for future learning.

2.15 We are consulting widely on a new primary curriculum for implementation in 2011, which builds on the EYFS. Schools will be required to maintain a strong focus on the basics of literacy, numeracy and ICT and to support the development of wider personal skills. The curriculum is based on areas of learning, and schools will strengthen their focus on the key subject disciplines as children get older. The greater flexibility in the curriculum will give schools more scope to tailor teaching and provide individualised support in the basics.

2.16 Likewise, in the early secondary years, the new secondary curriculum which we began implementing from September 2008 gives schools more scope to stretch young people in their areas of strength and to provide catch-up support. Pupils will acquire a broad range of skills and knowledge, through studying a range of subjects, laying the foundations for further progression. As a result, we expect more young people to reach the age of 14 ready to succeed on the range of routes available to them.

2.17 From age 14, young people will be able to choose from four learning routes which will enable them to participate, achieve high-quality qualifications designed with employers and higher education, and move on to further study, training or careers:

a. strengthened and reformed GCSEs and A-levels;

b. new Diplomas – with an entitlement by 2013 for all 14-16 year-olds to the first 14 Diplomas; and for all 16-18 year-olds to all 17 Diplomas;

Pupil Guarantee

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.

c. Apprenticeships – with, by 2013, an entitlement to a place for all suitably-qualified 16 year-olds; or

d. Foundation Learning Tier – which offers personalised learning pathways for those working below expected standards, including those with learning difficulties, to support progression into further study, training or employment.

2.18 Taken together, this choice of routes means that no matter what level they are working at, and no matter what their preferred style of learning, young people will be able to pursue a route which will give them valuable qualifications to support further progression in learning and into work. There will be flexibility within and between routes, and on all routes young people will develop the functional skills in English and mathematics needed for life, as well as the key personal, learning and thinking skills, which are built into the curriculum and qualifications.

2.19 Because this full range of routes will be in place, and because there will be targeted support for every young person to overcome barriers, we can now expect every young person to stay in education or training until at least the age of 18. This requirement will galvanise the education and training system to offer more to all young people, to make sure that each one gets what they need to succeed post-16 – and will ensure that many more young people achieve the skills and qualifications they need for success in life.

Every pupil will go to a school where they are taught in a way that meets their needs and where they receive the support they need

2.20 The right curriculum is essential to making sure that children and young people are prepared for life. But for every child to succeed, good teaching practice, focused on the strengths, weaknesses and needs of each child is essential. Successful schools have, for years, been assessing pupils' individual learning needs, and tailoring teaching methods and the curriculum in response. Teachers in these schools have high expectations for all children, particularly those from groups that have traditionally failed to achieve their potential. They use proven, evidence-based teaching and learning practices, such as assessment for learning – using data to track, monitor and respond to individual pupil progress, and ensuring that progress informs next steps. They have taken on teaching frameworks developed by the National Strategies, including for the daily literacy and numeracy hours, and used them with enthusiasm.

2.21 All of this remains essential, and we expect every school to continue with this practice. We now want to go further, to keep every child on track and to achieve high standards for every pupil, not only the majority. In particular, where a child falls behind they should receive additional support – through small-group or one-to-one tuition where that will be the most effective. Our Every Child a Writer, Every Child a Reader and Every Child Counts programmes

Sir Jim Rose's report on identifying and teaching children with dyslexia and literacy difficulties

Sir Jim Rose's report on the identification and teaching of children with dyslexia was published on 22 June 2009. The report stresses the importance of identifying difficulties at an early stage and says that schools should be helped to develop effective identification processes and deploy excellent teaching interventions, so that children with literacy and dyslexic difficulties make the best possible progress. The report recommends that the DCSF should put in place short courses for teachers on literacy intervention programmes. We have accepted all the recommendations and will invest £10m to improve the way that schools meet the needs of children with dyslexia and literacy difficulties.

Children with severe dyslexia require more specialist support. As Sir Jim has recommended, we will therefore fund at least 4,000 specialist teachers to undertake specialist training in teaching children with dyslexia, to provide substantially improved access to specialist expertise.

target those children who are struggling to master the basics in the early years of compulsory schooling and provide them with intensive one-to-one support. Evaluation evidence shows them to be making a sustained difference to some of the children who have been struggling the most.

2.22 We now want to ensure that every child who has fallen behind during Key Stage 2 or by the start of secondary school has an entitlement to extra support. As part of the Pupil Guarantee, there will be a guarantee of ten hours of one-to-one catch-up tuition for primary pupils who are falling behind during Key Stage 2. And for those children who are not secure in English and mathematics at the expected level (National Curriculum Level 4) when they start secondary school, we will also guarantee them one-to-one or small-group catch-up tuition in Year 7. Where problems are more serious, or there are specific learning difficulties, we will make sure that specialist support is available, as we are doing in response to Sir Jim Rose's report on dyslexia, for example.

2.23 The Expert Group on Assessment proposed a number of measures to improve transition from primary to secondary school and to help those who had fallen behind to catch up. We will implement these recommendations, including by introducing the entitlement to one-to-one or small group tuition and by introducing a 'progress check' assessment in Year 7, for every child receiving that additional support. The results of this assessment, which will be carried out by class teachers, will be reported to parents from September 2010. We will consult widely on the details of the assessment arrangements, but intend to support teachers in making consistent and robust assessments of the progress these pupils are making through the Assessing Pupils' Progress programme. We will also carry out a sample assessment nationally in order to measure the progress that pupils who fell behind in primary

schools make in Year 7. We would expect schools also to share this important data with their local authority and their School Improvement Partners (SIPs).

2.24 So that every young person in secondary school gets the help that they need to progress in learning and has a source of personal support, we will make sure that each one has a Personal Tutor, who knows them well. This Tutor will support them in planning their learning, in making choices and through difficult times. We will shortly publish our strategy for information, advice and guidance, setting out how we will make sure that every young person gets the support they need for decision-making. Through the curriculum, through Personal Tutors and other members of the school workforce and through expert information, advice and guidance services, every school should support its learners to find the routes that suit them best.

2.25 Research evidence shows the central importance of the quality of teaching in enabling all children – especially those from disadvantaged backgrounds – to succeed. As well as excellent individual teaching practice, consistency in approach within each school is also important, so that each child's experience is consistently excellent from lesson to lesson and the key learning experiences are constantly reinforced. We believe every school should have a clear teaching and learning policy which identifies its key practices and strategies for securing consistently high standards of teaching and ensure that it is providing the right support for teachers to deliver that consistency. These policies must be devised, owned and implemented locally, but we will provide guidance to support schools on how to produce, implement, maintain and review it.

2.26 Despite excellent personalised teaching, academic 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 capable of supporting the child or young person to overcome the problems – or of

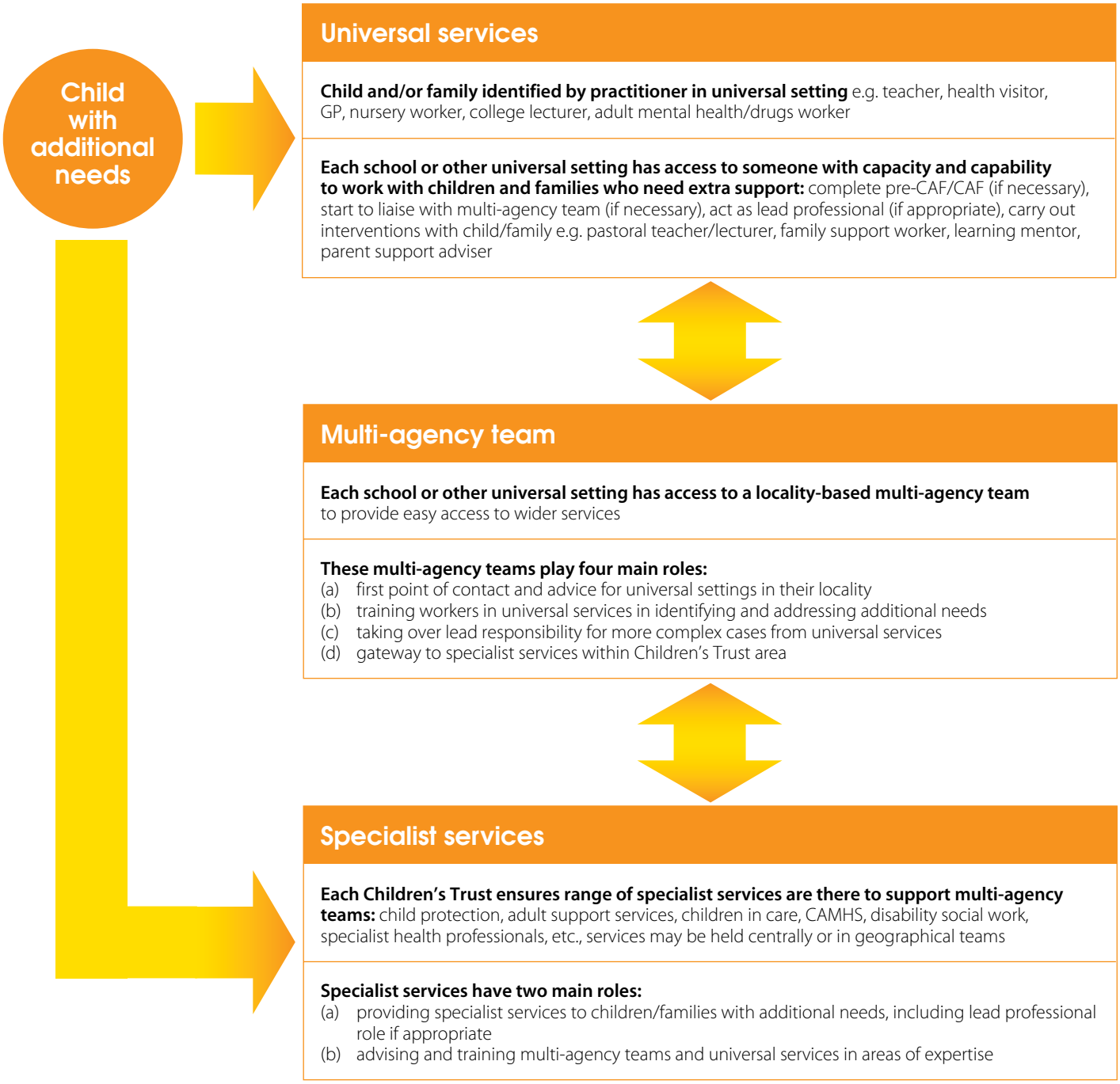
Case study: Shropshire Children's Trusts – a successful multi-agency approach

Shropshire Children's Trust has set up five multi-agency teams across the county to identify children with additional needs and to provide the help they require. Each team is based in a school or community setting, and offers support to all the schools in the area. The team includes senior mental health workers, education welfare officers, and social workers. They can get support from other professionals, including school nurses, children's centre staff and the police. As a result, there is now evidence that children with additional needs gain access to the support they need more quickly and easily.

supporting parents to do so. As Lord Laming said in his recent report, *"Early intervention is vital – not only in ensuring that fewer and fewer children grow up in abusive or neglectful homes, but also to help as many children as possible reach their full potential."*[15]

2.27 Schools must be at the heart of any local approach to early intervention but they cannot do it alone – it requires close

Figure 7: A framework for early intervention



15 *The Protection of Children in England; A Progress Report* 2009

partnership working with other services within a clear framework which everyone understands. Since Every Child Matters was published in 2003, there has been major change in the way services work together locally to secure children's wellbeing, particularly for the most vulnerable. We intend now to take this further by legislating to put early intervention at the heart of children's services, including by requiring arrangements for early intervention to be set out within local authorities' Children and Young People's Plan (CYPP), to which all partners must have regard, and encouraging professional evaluation and research about effective practice in early intervention.

2.28 In the autumn, we will publish a consultation document which sets out proposals for bringing greater consistency, rigour and impact to the way Children's Trust Boards, discussed further in Chapter 3, organise and deliver early intervention locally, based on the good practice developing here in this country and abroad. Our intention is to develop a national framework for early intervention which sets out clear systems, roles and responsibilities – together with evidence-based approaches for supporting children and families in difficult circumstances. A picture of such an early intervention framework is set out at Figure 7. As universal services, schools have a vital role identifying where children and families need extra support and responding appropriately. Often school staff will be able to provide any extra help that is needed, particularly where workforce remodelling means that the staff of the school includes a wider range of different professionals than before.

2.29 Where there is a more serious or long-term problem, schools will provide a gateway to a number of other more targeted or specialist services. Increasingly, these services will be provided through multi-agency teams which can provide rapid support to the children and families who need it. We want to encourage these multi-agency teams to be based in schools or very closely associated

Case study: Rochdale Targeted Youth Support – effective early intervention with vulnerable young people

Rochdale Targeted Youth Support works very closely with schools. Secondary schools have a dedicated multi-agency team, consisting of local professionals from a range of services, who meet regularly with a member of the school leadership team and inclusion and behaviour leads.

Services are working more flexibly than ever before with the young person at the heart of the intervention and support designed to consider the whole family's needs. Schools feel supported and are confident that there are specialist workers and teams who can help.

"Targeted youth support triggers multi-agency action in a set timeframe which leads to real improvements being made to the life chances of individual students." David Yates, Head Teacher, Heywood Community High School.

with them. These teams will support schools in their work with the most vulnerable children and families. Tackling issues before they have the chance to develop into serious problems is good for children and can also

The Pupil Guarantee

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.

create considerable efficiencies, as well as improving the effectiveness of support.

2.30 Multi-agency teams will have access to specialist services. In urgent cases, where children are at risk of harm or neglect, they must be referred directly to the support they need. In other cases, a pupil may arrive at a school with a high level of need, for example where they are returning from exclusion or custody, or have a sensory impairment. Schools need to be able to access the highly-specialised support these children need quickly, and without going through further assessments. With a strong early intervention framework in place, no matter how severe the barriers to a young person's learning, they should still get the support they need to knock down those barriers and achieve success.

Pupil Guarantee

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.

Every pupil will go to a school where they take part in sport and cultural activities

2.31 To supplement and contribute to the curriculum entitlement, and to promote the wellbeing of children and young people, schools also work hard to deliver a rich menu of activities for pupils, their families and the community, as well as additional support for those pupils and families who need it. Most schools already provide high-quality PE and sport, including dance, in and outside the curriculum and the school day. Through the Youth Sport Trust and Sport England, we are working with the 450 School Sport Partnerships (organised around specialist sports colleges) and 49 county sports partnerships to ensure that from this autumn all 5-16 year-olds have an offer of five hours a week of PE and sport in and out-of-school and 16-19 year-olds have an offer of at least three hours a week of PE and sport. We are also working through our ten Find Your Talent pathfinders to develop ways of ensuring that more 5-16 year-olds have the opportunity to take part in five hours a week of cultural activity in and out-of-school.

2.32 By 2010, through extended services, we aim for all schools to work in partnership with other schools and local providers to offer access to year-round opportunities for additional learning, and enriching activities, such as study support and homework clubs, creative and sport activities and play, combined with childcare in primary schools and community use of school facilities, for example, to host adult and family learning provision. 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 with parents. We are investing in schools and local

The Pupil Guarantee

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;[16] and
- that every pupil should go to a Healthy School that promotes healthy eating, an active lifestyle and emotional health and wellbeing.

16 Subject to consultation

authorities to encourage greater participation in positive activities, including through extended services in schools.

Every pupil will go to a school that promotes their health and wellbeing

2.33 Schools have always promoted their pupils' health and wider wellbeing. Schools increasingly take whole-school approaches to health, in particular through participation in the National Healthy Schools Programme, which is being developed further to promote universal health improvement and to provide additional interventions for those most at risk. This will include delivery of services by School Health Teams, based around school nursing services, which will provide a more consistent universal preventative service, and more focused services for those with additional needs or at greater risk. This will mean pupils, families and schools will have a much clearer idea of what services are available and how to access them. We aim to publish guidance on this later this year. And, through the Targeted Mental Health in Schools Project, we will help schools to work with local agencies to make emotional support and mental health services more accessible to children and young people at risk.

2.34 Following Sir Alasdair Macdonald's recent review, PSHE education will, subject to consultation, be made a statutory part of the curriculum in all schools. It lays the foundations for ensuring all pupils have the skills to make positive choices in their lives, including on issues such as nutrition, emotional health, sex and relationships, personal finance and making career choices.

The Parent Guarantee

2.35 Parents know their children better than anyone else and want the best for them. They are also the single biggest influence on their children's development; we know that when parents get involved in helping their

Case study: Thames View Infants School

At Thames View Infants School in Barking, East London, head teacher Paul Jordan believes: "Having a positive relationship with parents is vital to a child's success. To us engaging parents is not a bolt on; it's the belt and braces of our approach."

The impact has been significant. The school has been instrumental in engaging pupils and parents in using ICT to support learning. Every child in Year 2 has been bought a computer and these are sold to parents at the end of the year, with the money being reinvested into new stock. The school also provides training and ICT support for parents.

The school's parent support adviser accompanies nursery and reception staff on home visits; runs activities to get parents into school and offers coaching and one-to-one advice if needed.

Parents' views and opinions are continually sought and help to inform the annual school improvement planning process. This collaboration has been reflected in its recent 'outstanding' Ofsted rating.

children to learn and have high aspirations for them, this has a significant impact on children's cognitive development, literacy and numeracy skills and achievement throughout school. We want mothers, fathers and other carers to be made welcome by schools and to be engaged in their children's learning and wider development. We want them to be given the information, support and opportunities they need so they can support their children to do the best they possibly can.

2.36 Schools should foster an environment within which pupils, parents and other carers are valued participants and where responsibility for children's success at school is shared between staff, parents and carers and pupils. This means everyone has a good understanding of where each child is in their learning and development, where they need to get to and how best to get there; pupils are encouraged to take increasing responsibility for their learning through participation in decision-making; schools consult and engage both pupils and parents on a wide range of issues; and parents are fully engaged and assisted in supporting their child's learning and development, including through adult and family learning and parenting support. And the school environment should be welcoming to parents, so that those that have previously seen schools as forbidding places feel included and valued. As schools with extended services have shown, offering parents a range of support services and learning opportunities can help to engage them in their child's learning, raise aspirations and improve the life chances of the whole family.

Case study: Ranvilles Infant School, Fareham, Hampshire

Ranvilles Infant School's approach builds ICT into all levels of school planning.

The school uses its learning platform to extend learning beyond the classroom. Many of the children's parents are in the Navy, so the platform enables progress tracking and answering questions while they are away onboard ship. Parents can also contribute ideas through online message boards.

The learning platform involves the whole community in school life, for example by allowing questions to be posed to the local MP, sharing book reviews, and fostering international links with schools in Africa, Dubai and Germany.

Reports are completed throughout the year and shared with the parents, culminating in end of year reports, which include attainment and photographs of achievement. The 'open door' policy for parents is complemented by online chat rooms for parents, pupils and staff. Governors also use an online forum to talk to parents and pupils.

The innovative and successful use of ICT to support the school's values and adapt to the community situation has been recognised in Becta's ICT Excellence Awards.

2.37 To help deliver this, parents will get regular, up-to-date online reporting of their child's learning, behaviour and progress and they will have more opportunity to influence the running of the school. We want schools to strengthen their accountability to parents for their children's progress and experiences. To help achieve this, we will strengthen the legislation underpinning the relationship between parents and schools, so that everyone understands the learning, development priorities and goals of each child and knows how the child, the parents and the school will help them achieve them. Schools will publish their approach to working with parents and how parents should expect to work with the school.

2.38 Parents value the support they get from other parents. Social networking sites like Netmums and Dad Talk are increasingly used by parents to link with one another, sharing advice and information about parenting issues and local services for families. We want to find out whether this approach would also be effective in supporting networks of parents whose children all attend the same school – it may have particular value in secondary and special schools where parents have fewer opportunities to meet at the school gate. We therefore propose to work with Netmums and Dad Talk and a small number of schools to set up a pilot, from September 2009, of 'virtual school gates' for parents and carers.

The Parent Guarantee

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.

2.39 We intend to legislate along the lines of the Admissions Code to set out the framework for both the Pupil and the Parent Guarantee. The best schools are doing much of this already and these Guarantees are intended to provide a framework within which they can continue doing what they think is best for their pupils. However, if parents feel their children are not receiving the Guarantee, they must be able to act to address this in ways which do not involve recourse to the courts or complex legal processes. In the first instance, parents will be able to raise their concerns with their child's teachers, the head, the school's governing body or their local authority. Normally, this should see their concerns being met, but if there are difficulties with this, in the future they will be able to ask the Local Government Ombudsman to investigate and make recommendations for action. In forthcoming months we will consult widely on the Pupil Guarantee and its delivery.

2.40 It is clear however, that an individual school acting alone will not be able to deliver in full all of these Guarantees to every child, young person and parent. No school in the country will be able to offer, for example, all of the new Diplomas to a high standard and every part of the range of extended services we want, by acting in isolation. Therefore, at the heart of the new school system which delivers these Guarantees must be new forms of partnership between schools and with other services. We set these out in the next chapter.

Chapter 3 – Every school working in partnerships: because no school can do it alone

No school can meet the needs of all its pupils alone. Delivering the Pupil and Parent Guarantees will require schools to work in partnership with other schools and with wider children's services, in order to offer more by working together than any one partner could alone and to provide better value for money. At the same time, federation and other partnership solutions will become central to tackling weakness and extending the reach of the best leaders. Partnerships with wider children's services as part of the Children's Trust will mean that schools can tackle problems early.

In particular we will:

- ensure that local partnerships in every area extend curriculum choice, including to the new Diplomas, to specialist teaching and to extended services, taking advantage of the near-universal specialist system;
- legislate to make clear that schools have responsibilities for children across the area as well as those on their own roll;
- continue to accelerate the creation of Academies – to 200 by September 2009, with a further 100 the next year – and Trusts;
- establish a system for accrediting high-quality education providers who wish to run Accredited Schools Groups and require local authorities to consider the use of these providers to tackle underperforming schools;
- extend the powers of strong governing bodies to allow them to directly sponsor Academies;
- reduce the barriers to schools and other partners pooling funds and resources to achieve better value for money;
- support the creation of multi-agency teams in schools and bring schools and wider services together in Children's Trusts; and
- fund a leadership and partnership national support programme to support schools to manage change as partnerships develop.

In addition, Ofsted is introducing a revised grade for partnership working and will carry out more co-ordinated inspections for federations.

3.1 Because we know that no school can provide the full guarantee to every pupil and parent through acting alone, partnership must become central to the organisation of the system. Schools will need to work with one another and with other partners in education and in wider children's services if they are going to provide the full range of opportunities that children and young people will need for success. Likewise, if the very best of our current provision is to become the norm for every child, then we need to extend the reach of our best leaders and our best schools, so that more children can benefit from their excellence.

Collaboration will become central to the organisation of the school system

3.2 Over recent years, schools have increasingly chosen to become involved in collaborations in order to achieve more for children and young people by working together than they could by acting alone. For example, the large majority of primary and secondary schools are working together to offer the full range of extended services, and virtually all schools are working together in School Sport Partnerships, which have transformed the amount of PE and sport being done by children and young people across the country. At secondary level, virtually all schools are working in consortia in order to prepare to offer the full range of 14 new Diplomas to young people in Key Stage 4 – something which they could not do alone.

3.3 Increasingly, these partnerships are being formalised, with shared governance for the activities being done together. Sometimes, more formal arrangements – federations, shared Trusts, executive head teachers responsible for more than one school – are bringing schools together to respond to local challenges or to improve schools. The benefits of all these forms of partnership are increasingly clear in the enhanced opportunities available to children and in the better results they are achieving.

3.4 Over the coming years, in order to ensure that the Pupil and Parent Guarantees are made a reality for every pupil and parent, to the highest possible standard:

a. local partnerships of schools will extend opportunity for children, young people, parents and school staff, with schools working together to offer more between them than they could alone;

b. federation and other partnership solutions will tackle underperformance in the school system, transfer excellence and extend the reach of the best leaders, governors and schools;

c. partnerships between schools and wider children's services will ensure that children, young people and families have access to the range of services they need, so problems can be tackled early;

d. schools working together in a range of circumstances will generate efficiencies which can be reinvested in provision for the children they serve; and

e. we will eliminate barriers to partnership working.

We now set out how each of these will be made a reality.

Local partnerships of schools will extend opportunity

3.5 Existing partnerships of schools have yielded significant benefits for pupils, parents, school staff and others. Secondary and primary schools working together on transition from Year 6 to Year 7 have made a significant difference to the learning experience of children and young people. Primary schools sharing specialist teachers have been able to provide opportunities to children that they could not have done alone. Behaviour and Attendance Partnerships have achieved very significant improvements through schools working together. However, the building blocks are now in place to go much further in order to deliver the Pupil and Parent Guarantees.

3.6 As early as 2001, in our White Paper *Schools – Achieving Success*, we set out our vision of a fully specialist secondary school system, in which, because there would be a range of schools with different specialisms in each area, every secondary school pupil would have access to centres of excellence in subjects across the curriculum. Now, thanks to the hard work of schools, the Specialist Schools and Academies Trust (SSAT), the Youth Sport Trust (YST) and other partners, we have a truly specialist secondary system – with well over 90% of all secondary schools having achieved specialist status.

3.7 As a result, through partnership working, it will now be possible to achieve the ambition of children having access to centres of excellence across the curriculum. Through these partnerships, specialist expertise in science (including access to triple science GCSE) and languages, for example, can be made available to all. Likewise, School Sport Partnerships are transforming opportunity in sport. We will continue to work with SSAT and the YST to make sure that we seize the transformational opportunities now presented by the specialist system and the local and national networks of schools now in place.

3.8 Reform of education for 14-19 year-olds means that virtually all secondary schools in the country are now in partnerships, working together to offer the new Diplomas between them. As a result, these schools are developing approaches to timetabling and logistics which allow them to share staff, offer opportunities on their sites to young people on the rolls of other schools, and develop teaching across a consortium. Working with all our partners, we will make sure that all young people have access to the full range of new Diplomas by 2013 and that we take advantage of the Diploma consortia to extend access to other subjects as well.

3.9 In precisely the same way at primary level, we are seeking to make sure that children have access to specialist mathematics teaching in every school. Particularly in

Case study: 14-19 Partnerships

The introduction of the new Diplomas has meant that across the country, schools are working in area-wide consortia to ensure that they can offer the full range of Diplomas well to all their students. As a result, they have developed a number of creative solutions.

In **Wolverhampton**, all the schools and the college work together according to a compatible curriculum framework and model, so that it is possible for students across the area to access courses in any institution in the city.

In **York**, North Yorkshire LSC and York 14-19 Partnership have developed a curriculum modelling tool in order to plan for the raising of the participation age and achieve the right mix of provision for 14-19 year-olds. As a result, they are able to plan together the range of provision that will be needed and the number of places on different courses, according to a shared vision.

Both approaches have been widely shared and used in other areas.

smaller primary schools, which may have only two or three classes, this will only be achievable through schools sharing staff. Likewise, primary schools wishing to have more specialist subject teaching in other subjects in order to make the most of the new Primary National Curriculum will need to work in partnership with other schools to make this a reality. And collaboration between different types of institutions, such as between schools and alternative providers; primary schools and early years' providers; or secondary schools, colleges and work-based learning providers, all support children and young people to make a successful transition to the next phase of learning.

3.10 We expect that over time, schools will seek to bring together a number of local partnerships where that makes sense. For example, schools have shown that by working together, sharing resources and expertise, they can make a real difference in tackling persistent absence and intervening earlier to improve behaviour. We are legislating to put Behaviour and Attendance Partnerships on a statutory footing. Our expectation is that these partnerships will be aligned with Safer School Partnerships (SSPs) – the successful mechanism for ensuring structured joint working between schools and the police. Likewise, addressing special educational needs can prevent behaviour problems from arising, so sharing expertise in that area can be important as part of tackling poor behaviour. Equally, however, sometimes disengagement from the curriculum contributes to behavioural problems, so it makes sense for work on widening curriculum opportunities and on improving behaviour to be brought together. And the role of extended services and extra-curricular activities in tackling these issues can be important. So we will

make sure that there are no barriers to schools bringing together the range of partnerships in which they are involved where that makes sense for them.

3.11 It is particularly important for children with special educational needs or disabilities that the range of provision in their area – mainstream schools (with or without specialist units) and special schools – work in partnership. We reaffirm parents' right to exercise choice over the type of school for their child with SEND. All 21st century special schools should have high expectations for what their pupils can achieve, promote the skills and confidence needed for independence in adult life, provide opportunities for disabled and non-disabled children to play and learn together and share their expertise – whether in leadership, SEN or the curriculum –

Case study: Parkside Federation

Parkside Community College in Cambridge is a high achieving secondary school of about 600 pupils, assessed by Ofsted as 'outstanding' in all areas. The Parkside Federation began in 2005 when it took on another Cambridge secondary school, Coleridge, which had had a period in 'special measures' and was threatened with closure. Andrew Hutchinson, the principal of Parkside, became Executive Principal of the Federation, members of the Parkside senior team and middle managers moved across to Coleridge to provide leadership there and develop it as a 'second Parkside', with the same ethos, approach to education and systems – even the school uniforms have been designed and the buildings decorated to be similar.

Teachers are organised in faculty teams covering both schools, led by Federation middle managers. All staff are appointed to work across the Federation. The Parkside approach means that teachers get continuous support to improve their teaching; and because middle and senior management appointments are made across the Federation, there are more opportunities for staff. The students also have wider opportunities: the Federation has introduced more curriculum choice, through allowing students to take courses on both sites – including the new Diplomas which have proved very popular. Results at Coleridge are improving, the school is oversubscribed and the aim is that it too should become an outstanding school.

The Federation continues to grow. In 2008, Ridgefield Primary School adopted the trust which supports the Federation. At the end of 2008, the Federation through its trust won a competition to establish a new secondary school nearby. A new Sixth Form will open in 2011, offering different qualifications to those currently available in Cambridge – the International Baccalaureate and the new Diplomas.

As a result of the Federation, many more students can benefit from the excellent leadership at Parkside, there can be greater curriculum choice for pupils, excellent opportunities for staff to develop and real efficiency gains. All this while remaining true to the vision of a network of human scale schools where staff, students and families work in partnership to achieve success.

with other schools. Special schools are developing partnerships with social care and health services to provide integrated services for their pupils and for children in the local area, which we welcome.

3.12 At the same time as taking advantage of the opportunities presented by partnership for pupils on their own roll, it is important that schools take some responsibility for pupils in the area more widely. We will legislate to make clear that the school may use some of its resources for this sort of work and to take on these wider responsibilities. We will make clear that the school has responsibilities:

- first, to the pupils on its own roll;
- second, to other children and young people in the wider area; and
- third, to the wider community which it serves.

And we will make clear that a key responsibility of the governors of the school is to hold the leadership of the school to account for the effectiveness of its service to these communities, and the standard of education provided to those communities.

3.13 Similarly, the collaborative approach has real benefits for staff. Partnerships create opportunities for sharing professional development, for examining practice elsewhere, taking on wider roles across a number of schools and for developing understanding of a wide range of professional roles within children's services – and through all of this, to grow leaders for the future. The TDA and the NCSL have developed an approach to accrediting and supporting consortia of schools to carry out professional and leadership development

Case study: The Kemnal Trust

The Kemnal Trust was formed in 2008, based on Kemnal Technology College. The Trust has since taken responsibility for three other schools: Welling, Debden Park High and King Harold School. The schools retain their distinct personalities but share an Executive Principal (John Atkins), knowledge, systems and teachers.

Kemnal was brought in by the local authority to take over the day-to-day running of Debden after it was placed in special measures in January 2007; the same happened with Welling School in January 2008. Kemnal introduced its systems to both schools, ensured that there was good leadership on site, bringing in leaders and expertise from other schools in the Trust and made sure that there was good support and professional development for all the staff. As a result, both schools came out of special measures on their second monitoring visit – the quickest recorded turnaround for secondary schools.

Welling's most recent Ofsted report states: "The school's incorporation into the Kemnal Trust is bringing a range of benefits, including economies of scale in the upgrading of resources such as information technology and access to specialist skills, ensuring that there is good value for money."

which will be implemented in the coming years.

3.14 In order to recognise the importance of partnership working, Ofsted is introducing a revised partnership grade for introduction from September 2009, and is already moving to introduce more streamlined and co-ordinated or joint inspections for federations. Alongside this we will look to ensure that, as far as possible, they have single or common School Improvement Partners.

Hard edged partnerships will extend the reach of the best leaders

3.15 Just as partnerships extend opportunities for pupils, parents and staff, so too they can extend the reach of the best school leaders, leading to significant improvement. There are now many examples where federations, Trusts and other multi-school models have tackled problems in schools which have been identified by Ofsted as weak or failing. In some cases, schools which were once in special measures have subsequently become 'good' or better schools following federation or other forms of collaboration.

3.16 A number of mechanisms have been used to spread the most effective leadership, management and systems. Formal federation of the governing bodies is one model. Academies and Trusts have been another, with Academy sponsors and Trust partners bringing additional external expertise and new, challenging thinking. A significant number of these sponsors and partners are themselves high-performing education institutions (whether maintained or independent schools, colleges or universities). National Leaders of Education are designated by the NCSL together with their schools, as National Support Schools, to provide support to other schools facing difficulty. Local Leaders of Education in City Challenge areas provide similar support.

3.17 As we drive forward the National Challenge (to make sure that no secondary school has fewer than 30% of its pupils achieving 5 good GCSEs including English and mathematics), we will continue to accelerate the creation of Academies and National Challenge Trusts to tackle the lowest performing schools in the system. By September 2009, there will be over 200 Academies open, with a further 100 opening in September 2010 and some 70 National Challenge Trusts introduced over the next two years.

3.18 Through these mechanisms and in other ways, there are already a number of organisations, such as the Harris Federation, the Kemnal Trust and Greenwood Dale Charitable Trust, operating or supporting the leadership and governance of more than one school. We will now go further to promote this model of groups of schools as a mechanism for overcoming underperformance and spreading excellence in the system.

3.19 We will develop and promote an accreditation system for education providers wishing to operate groups of schools – Accredited Schools Groups. To achieve accreditation, providers will need to demonstrate sound governance; effective

Case study: Cabot Learning Federation

The Cabot Learning Federation was developed in 2007 between John Cabot Academy, the educational sponsor, and Bristol Brunel Academy (BBA). The aim has been to improve standards for all students through a focus on shared teaching strategies and staff working across both schools.

Results have improved at BBA in 2008 to 35% of the students gaining 5 A*-C grades including English and mathematics from 19% in 2007. In June 2009 BBA's 'good' judgement from Ofsted noted "The Academy welcomes and values support from wide range of sources in particular from its educational sponsor John Cabot Academy. The Executive Principal plays a valuable role as critical friend, advisor and strategic leader."

David Carter, the Executive Principal, believes passionately in this model:

"Working together has accelerated progress in both Academies. The sharing of staff, teaching resources and new ideas has created confidence not only within the schools but also within the communities they serve. In September 2009 both Academies are oversubscribed and this is evidence that the federation is boosting the confidence of parents and students alike."

leadership and management; a strong model for managing and improving schools; a track record of improving outcomes for children and young people; and the capacity to achieve transformational change in the schools they are supporting. We will develop the accreditation system working with partners including NCSL. We will make available £20m over two years to support accredited providers to develop their capacity and to take on underperforming schools in need of change.

3.20 Where schools get into difficulties – whether they are in an Ofsted category or weak in other ways – many local authorities already look to commission support from other schools or other providers. In future, as providers are accredited, we will expect all local authorities to consider the use of an Accredited Schools Group – where a school is placed in a category, or is otherwise a cause for serious concern – as a solution to the problems the school is facing. In time, as the number of these Groups increases, we will expect this to be one of a limited menu of options (including closure and Academy or Trust status) we would expect the authority to choose from. We will develop further the Commissioning Support Programme to help local authorities in their role as commissioners in these circumstances.

3.21 We have extended and are extending further local authorities' powers of intervention in cases of underperformance so that they have all the tools they need. We encourage all local authorities to use these powers robustly – and where appropriate in cases where schools are coasting as well as when performance is low in absolute terms. In addition, we will seek to extend the

Secretary of State's powers to intervene directly in cases where local authorities are unable or unwilling to do so.

Partnerships across the children's services will tackle barriers to learning

3.22 To meet their pupils' needs and remove barriers to learning, schools are increasingly drawing on support from a range of specialists, such as social workers, psychologists, health professionals and the police. A growing number of schools are now working in formal local clusters that bring together all schools in a geographical area alongside a range of other providers and wider services, including third sector run children and family projects, for children and young people. These operate on a range of models, according to local needs and circumstances. Some areas have chosen to include adult services so they can co-ordinate support around whole families.

3.23 A school-based model is increasingly being adopted where local buildings permit. But not all schools can have on-site teams and primary schools are least likely to do so. Therefore, schools often need to work in clusters in order to benefit from multi-agency teams; it becomes viable for a multi-agency team to be based in schools, if the resource is shared well between the schools (as well as to support children not on a school roll), so that all children in the area have access to the services they need.

3.24 Increasingly, as clusters become stronger and more formalised, they will be able more effectively to commission a range of services to meet the needs of children and young people on behalf of the local authority and the Children's Trust. We will support this model of clusters being able to commission a range of services, where the local partners agree that it is the best way of securing the

Case study: Plymouth's Locality Commissioning Model

Plymouth Children and Young People's Trust has developed an approach to commissioning and delivering integrated services for children and young people based on six localities, each focused on groups of schools.

In South West Plymouth, the Locality Commissioning Group brings together a full range of partners from different sectors to commission services based on an agreed analysis of local needs. At its heart is the Plymouth Excellence Cluster, a collaborative partnership of over half the schools in the locality.

The Plymouth Excellence Cluster has developed a range of support services including learning mentors, counsellors, family workers and the co-located Multi-Agency Support Team (MAST) made up of educational psychologists, education welfare officers, Child and Adolescent Mental Health Services workers, family therapists and police youth intervention officers. All schools are guaranteed a response from MAST within four working days, and there has been a very positive impact on the behaviour, engagement and attendance of those receiving support.

best access to and quality of services for all children. We will work with our delivery partners, including SSAT and the Commissioning Support Programme, to identify and spread effective practice in order to build the capacity of schools as commissioners. We believe that this has the potential to deliver improvements for children across the range of Every Child Matters outcomes. We recognise, of course, that some services will need to remain central, due to their specialist nature.

3.25 Our legislation to strengthen Children's Trusts will support these developments. We are formally requiring Children's Trust Boards to be established, and extending the number of statutory 'relevant partners' – who will be accountable to each other through the Board for delivering their contribution to the strategy for improving wellbeing (set out in the Children and Young People's Plan for the area). Subject to Parliamentary approval schools, including Academies, will become 'relevant partners', and therefore represented on the Board and able to influence the strategic direction, commissioning and delivery of services for children, as well as being accountable to the other partners for their contribution.

3.26 We will expect local areas to establish an effective system of representation for all schools, taking account of the need to ensure that representatives, typically school leaders, can speak on behalf of a number of others and making links to Schools Forums. We plan to consult on statutory guidance and regulations on these issues in autumn 2009. We will also give schools practical support and guidance to make the most of their 'relevant partner' status.

3.27 In turn, as partners in the Local Strategic Partnership (LSP), Children's Trusts can 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). Through the agreement and delivery of the LAA, LSPs offer Children's Trusts an

Case study: Ashington Learning Partnership, Northumberland

Ashington High School became a Trust School pathfinder in 2006, with two middle schools and two first schools. Initially, the five schools had five heads, with five deputy heads and a number of assistants. An executive head was added as an additional management tier. However, through natural wastage and internal appointments, a layer of management has been removed. The net saving is £120,000. Ashington is using this money to improve the quality of teaching and learning across the Trust.

The partnership now has the scale to make considerable savings, including sharing caretaking resources, jointly letting the grounds maintenance and cleaning contracts. The partnership has saved £220,000 per year which it is using to benefit children and young people.

opportunity to shape and contribute to the delivery of the full range of outcomes relating to children and young people locally. Area-wide inspection through the Comprehensive Area Assessment will draw on regulation and inspection findings of schools and other local agencies. Inspectorates will inspect partnership arrangements further if there are concerns that priority outcomes are not being achieved or if other major governance issues emerge.

Partnerships will create efficiency

3.28 Alongside the other benefits, there is significant evidence of improved value for money as a result of partnership working, giving schools the ability to invest more resources to benefit children and young people. Pooling of funding, joint purchasing and sharing of staff, facilities and technologies across sites can all create benefits. The NCSL's School Business Manager pilots have delivered significant cost savings for schools, working across partnerships. The benefits for small, rural schools are particularly significant – and can make schools viable which would otherwise not be, allowing them to continue serving their community.

3.29 We will continue to support schools to use School Business Managers in partnership in order to save money, and look to support small schools to create effective partnerships. We will ask governing bodies to consider whether federation or shared headship would make sense for individual schools at key moments – for example, when there is a head teacher vacancy – helping to support succession planning for headships as well as the viability of schools.

We will promote and eliminate barriers to partnership working

3.30 As we implement this White Paper, we will ensure that barriers to partnership working are removed where they exist and that it is easier for schools, heads and governors to take on wider roles. We will extend the powers of school governing bodies, so that those that are high performing and meet the requirements for accreditation can propose new schools, and directly sponsor Academies. And through our response to the School Teachers Review Body, we are extending the rewards available to successful leaders of more than one school to incentivise the best heads to become system leaders.

3.31 We will fund NCSL to lead a leadership and partnership national support programme to support schools, local authorities and governing bodies to manage change. We will also commission NCSL to carry out a federation research and development project focusing on the best models of leadership and governance in areas of particular challenge – rural, primary and faith schools. And we will continue to evaluate innovative arrangements more widely – including learning from the first co-operative Trust schools.

3.32 We will explore ways in which we could extend the benefits of formal shared governance arrangements to include the full range of educational establishments – including colleges, independent schools, Academies, Sure Start Children's Centres and other partners. We will commission work on developing special schools as leaders in teaching and learning practice for children with the most complex learning difficulties including Profound, Multiple Learning Disabilities.

3.33 We will continue to implement the recommendations of the National Council for Educational Excellence to improve partnerships with employers and higher education institutions. We expect every school to develop effective relationships with employers and have a member of the governing body and senior leadership team responsible for business partnerships. We expect schools and colleges to devote time to work on raising student aspirations to take up a place in higher education and to develop effective relationships with employers.

3.34 As important as establishing partnerships, is that we continue to support them to be strengthened. As we work with SSAT and others to build on the success of the specialist schools programme, renewing our emphasis on their role as centres of excellence in their subject areas and on sharing their specialist expertise and facilities with other schools, we will simplify the accountability regime so that decisions about re-designating schools as specialist can be taken locally but rigorously. And we will build on the High Performing Specialist Schools programme to identify the best schools and reward them for supporting improvement across the system.

3.35 This is one important way in which partnerships can drive improvement. As we make partnership central to the system, it is crucial that the accountability and school improvement system; the role of local government; and the national system of funding and support for schools and workforce developments all take advantage of partnership, but all also facilitate stronger, more formal and more effective school partnerships. We turn to these issues in the remaining chapters of this document.

Chapter 4 – Every school improving: strong accountability and rapid intervention when it is needed

Every school is responsible for its own improvement, and every school should be seeking to improve continuously. Teachers are better informed than ever before about effective practice, following a decade of reform and support. Improving schools further from this strong base now requires a more differentiated approach, in which every school receives tailored challenge and support. We will develop this approach and reinforce it through further reform of the accountability system to focus more sharply on the progress of every child and on all aspects of school performance.

In particular, we will:

- move to a new approach where school improvement support will come from a wider range of providers, including high performing schools and nationally accredited providers;
- reform the role of the 'School Improvement Partner' (SIP) so that SIPs are responsible not only for monitoring and challenge, but have a wider role of brokering support, based on a deep understanding of a school, its challenges and what will be effective in generating improvement. SIPs will work with school leaders to identify what support is needed to generate improvement. Where performance is low, SIPs will have to sign off improvement plans and the use of the School Development Grant;
- ensure that there is sufficient supply of high-quality support across the country, differentiated to meet schools' specific needs, extend our school improvement strategies to support good and great schools, and take forward our primary school improvement strategy, so that there is appropriate support for all schools;
- expect local authorities to work through SIPs to support schools;
- reform SIP training and quality assurance in support of the new role; and
- introduce a new School Report Card which will provide a rounded assessment of school performance for use by the DCSF, Ofsted, local authorities, SIPs, parents and schools themselves.

Every school will drive its own improvement

4.1 Our central principle has been, and will remain, that each school is responsible for its own improvement. Every head teacher, leadership team and governing body should be looking to improve continuously, actively seeking out any support they need, and offering help to their partners where they can. Currently, much school improvement activity is controlled and delivered from central and local government through national programmes. These programmes, like the National Strategies, have been crucial to our success over the last 12 years in addressing national priorities, and raising standards at all levels. Now, building on that success, and to take school performance to the next level, we need to ensure support can be tailored more closely to the specific challenges and issues faced by individual schools.

Tailoring improvement strategies

4.2 We have started to move towards a more tailored system through our secondary school improvement strategy, *Promoting Excellence for All*, published in June 2008. Within this overall approach, the National Challenge addresses the needs of schools with the lowest GCSE results; and *Gaining Ground*, those schools whose pupil achievement is above our minimum threshold, but where pupils are not making fast enough progress.

4.3 Most schools are already good; we want to make sure they have inspiring opportunities to support their ongoing development. A new *Good and Great Schools* programme will include an 'open door' visits programme so that schools can learn from others with leading practice, from extended services to parental engagement or building an excellent mathematics department. We will help local authorities and schools to establish local clusters to share expertise and key staff, and develop centres of excellence. We will also work with the Specialist Schools and Academies Trust, the Youth Sport Trust and other stakeholders to develop proposals to build on the success of the High Performing Specialist Schools programme to identify the best schools and reward them for supporting improvement across the system. We will consult on these proposals in autumn 2009.

4.4 High in-school variance and volatility[17] are more common in England than other top-performing education systems. Building on work by the NCSL and others, we need to investigate and address the causes of this. We will invite local authorities and head teachers of a small group of schools showing large variations in performance to work with us, and with schools which have successfully addressed these issues, to develop a voluntary collaborative programme

17 'In-school variance' refers to unacceptably wide gaps in performance across subjects or different pupil groups; 'volatility' to significant changes, both up and down, in standards year-by-year.

designed to reduce such inconsistency in future. We expect to begin this in the autumn term 2009.

4.5 At primary level, attention has been highly focused on the weakest-performing primaries – those below the floor target. We will naturally continue that focus, but want to recognise the importance of supporting other primary schools to do more for their pupils, where poor rates of progression or inconsistent results are impeding children's chances of success.

4.6 We will therefore pay more attention to these schools, whilst recognising the success of schools which are improving under their own steam. Local authorities will need to develop plans for primary school improvement which address schools according to their different needs. Schools will be encouraged to work in partnership, with the best schools helping the rest to improve. We will expand a number of proven programmes to help make this happen:

a. the Improving Schools Programme will be delivered in an additional 40 local authorities and a further 500 schools, particularly focusing on schools which are struggling to meet the minimum expected standards and where management systems need strengthening;

b. the Leading Teacher programme will be extended to more schools where pupils are not making expected progress during Key Stage 2; and

c. the Local Leaders of Education (LLE) programme will be expanded beyond City Challenge[18] areas, deploying LLEs into schools with poor progression or inconsistent results.

4.7 We will also fund local authorities in each region to become 'priority learning' local authorities, developing and sharing effective practice for schools facing particular circumstances, with each local authority tackling a different issue.

Empowering individual schools

4.8 Building on these tailored school improvement strategies, we want over time to go further and move to a new system based on individual schools being empowered to identify the resources they will invest in school improvement and professional development; and what external support they will need and from whom, based on effective self-evaluation and the support of their SIP. That support (across all schools' responsibilities) will be offered by a range of different providers – including high-performing schools (schools with particular relevant strengths); Accredited Schools Groups, Trusts and Academy sponsors; training schools; local authorities (not necessarily the school's own local authority); colleges and early years providers; and local and national

18 City Challenge areas are London, Greater Manchester and the Black Country

organisations from the public, private and third sectors.

4.9 Under this model, the DCSF will, in general, cease to provide, or fund the provision of, school improvement support. Rather, DCSF will ensure that there is sufficient supply of quality-assured improvement support, across the country, to meet schools' demands. Building on the work of TDA on the Continuing Professional Development (CPD) database and NCSL on its accreditation of course providers, this will include:

a. creating a series of improvement support frameworks, to identify quality-assured providers of support on important aspects of schools' responsibilities across all five Every Child Matters outcomes. Existing and new providers could apply to be included. Acceptance would not in itself provide funding or a guarantee of business – it would be for individual schools to choose (and pay for) the right providers, guided by their SIPs, with the frameworks providing an assurance of quality;

b. supporting high-performing schools – such as National and Local Leaders of Education (NLEs and LLEs) – to provide school-to-school support to their peers, either locally (through existing partnership arrangements) or nationally; and

c. if necessary, intervening in cases where there are gaps in provision (i.e. where schools are unable to secure the high-quality support they need), in which case DCSF, working with schools and local authorities, would commission new or

Case study: Greater Manchester Challenge

Part of the Greater Manchester Challenge is about getting behind the efforts of schools facing the most challenging circumstances to accelerate their improvements. Counthill School in Oldham is receiving a bespoke package of support, including support from a partner school, Blessed Thomas Holford Catholic College. This approach enables schools to work collaboratively, with staff at all levels working alongside one another sharing their knowledge to help raise standards.

The approach is bringing huge benefits to both schools. Counthill is making strong progress with its partner's support, and is expected to move above the floor target this summer. John Cornally, head teacher of Blessed Thomas Holford Catholic College, has been working with the senior leadership team at Counthill in his capacity as a National Leader of Education. John has seen huge benefits for his school and states: "working together has been a huge professional opportunity for our staff" and feels he has "learnt a lot from linking with Counthill and working with their staff". As an experienced head he feels this work is the most rewarding and enriching he has been involved in. He strongly encourages other experienced head teachers to get involved in supporting other schools for the mutual benefit to schools, their staff and pupils.

existing providers to develop and offer the necessary school improvement support programmes.

In developing this new approach, we will ensure that schools can access the support they need easily and without bureaucratic barriers.

4.10 We will also encourage and support schools to regularly visit each other to learn about excellent practice on national priorities or in cutting-edge new practice. The 'Families of Schools' approach, in City Challenge areas, has been successful in promoting local school-to-school support by providing benchmarking information that makes it easy to identify similar schools with strong performance. We will extend Families of Schools nationally. We will explore how to make the Department's digital and web offer more effective in allowing schools to draw down existing professional development materials, and to support school-to-school networking. We will also continue to commission and publish evidence of effective practice.

4.11 It will remain vital that schools continue to invest their time and resources in improving teaching and learning practice – especially for the core skills of literacy and numeracy. Schools should continue to follow the best practice established over the last 12 years – for instance, the daily literacy hour and mathematics lesson in primary schools – and ensure professional development for their staff to continue to improve. The accountability system will continue to focus sharply on literacy and numeracy. As we move to our new model of how improvement support is delivered to schools, we will not renew the current, central contract for the National Strategies when it comes to an end in 2011. We will delegate the funding for the Primary and Secondary National Strategies to schools, and expect them, with their SIPs, to use it to continue their investment in improving their literacy, numeracy and other core business. We will ensure that there is a smooth transition to the new arrangements, and that the legacy of high-quality programmes and guidance that the National Strategies have developed over the last 12 years continues to be accessible to schools and local authorities.

4.12 The DCSF also provides central support in subject areas such as PE and sport, music, PSHE education and citizenship; and to encourage more pupils to choose to study science, mathematics and languages at A level. There will be a need for some of this central support to continue – for example, where we are addressing national shortages of teachers in particular subjects, or funding schools to ensure that a certain level of provision is available for all children, for example in sport and music. However, as far as possible we will move to our new model of support for improvement in these areas too, with centrally-funded programmes continuing only where there is a national need which is unlikely to be met in a devolved system. As improvement support programmes for schools, funded by DCSF, come up for review

or renewal, we will look to progressively incorporate them into the new approach.

4.13 We also want local authorities to follow this approach in the improvement support they provide to schools. Building on the national improvement support frameworks, and school-to-school support in their area, local authorities need to commission clear and costed local menus of support for school improvement, across all five Every Child Matters outcomes, from which their schools and SIPs can draw. Particular account will need to be taken of local schools' performance with different groups of pupils. Such commissioning and brokering of support should increasingly replace the employment of local consultants, so that schools can access the most appropriate support, regardless of provider.

4.14 The Early Years Foundation Stage (EYFS) is delivered by a wide range of settings in the private, voluntary and independent (PVI) sectors, including Sure Start Children's Centres, as well as in nursery and reception classes in schools. In moving to our new model for school improvement we will ensure that early years achievement remains a priority and that there is alignment between the approach to schools and other types of early years setting. To do this effectively we will address the particular challenges faced in working across this sector. Quality improvement is a relatively new agenda in the early years, and our improvement strategy needs to focus both on excellent practice in learning through play, and on driving the expansion and flexibility of provision. Since early years PVI provision operates in a genuine market we must also support local authorities to play an effective market-management, as well as quality improvement, role.

4.15 In exploring how this will work in practice we will give careful consideration to how we can maintain the benefits of the support currently provided to local authorities, particularly through the National Strategies, and ensure that local authorities are consistent and effective in supporting and challenging early years provision inside and outside schools, aligned with their broader work on school improvement. Local authorities also retain significant responsibilities for children with special educational needs and disabilities, and we will need to ensure they are supported to comply with their duties. In some cases we may need to continue to provide for national programmes, where appropriate.

A reformed and strengthened accountability system

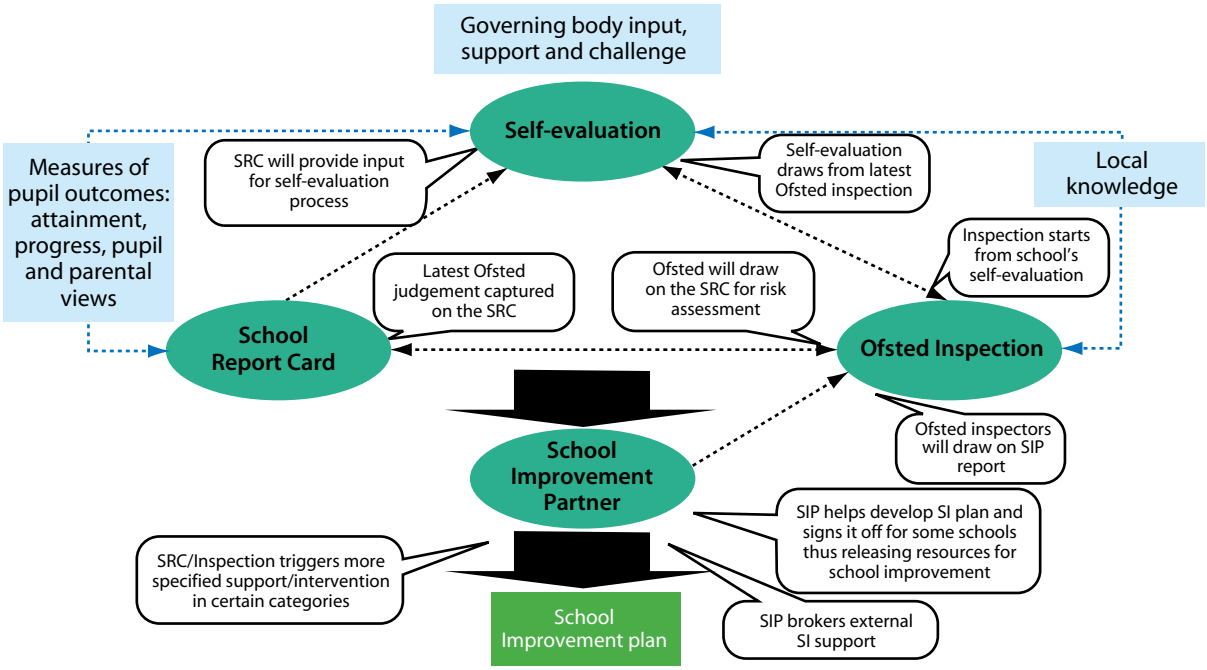
4.16 Our reforms will be underpinned by strong school accountability. Accountability enables everyone to judge how well public money is being spent. It enables pupils and parents to compare the performance of schools – the schools that children currently attend, or may choose in the future. It enables schools to benchmark their performance, identifying those which have excellent practice and which can be supported to spread that

practice, and those where performance is not yet good enough, which need support or additional resources to improve. It drives school improvement and standards, encouraging high expectations and aspirations.

4.17 Our school accountability system has served us well in the past, driving real improvements in academic attainment. But as our expectations of schools change, so it is important that the accountability system develops too. We need to reward and support schools' successes in supporting their pupils' development across all five ECM outcomes; in preparing children and young people to continue to learn, and to succeed in later life; in helping all children at the school to achieve, particularly the most vulnerable and those at risk of not reaching their full potential, such as those from deprived backgrounds, or with special educational needs and disabilities; and in contributing to all children and young people in the local area, not only those on the school's own roll, and to the wider community.

4.18 Within the accountability system, externally-validated pupil assessment remains a vital measure of children's academic attainment, and of their progression. As the Expert Group on Assessment set out, tests at the end of Key Stage 2 play an essential role in primary school accountability, just as GCSEs and Diplomas play a vital role for secondary education. We will build on these key assessments of schools' performance, and as recommended by the Expert Group, will continue and extend our trials of 'when ready' tests in primary schools, and

Fig 8: How the different accountability mechanisms fit together



strengthen the role and quality of teacher assessment.

4.19 As Figure 8 shows, the main components of our accountability and school improvement model will be:

a. continual self-improvement – based on thorough and regular self-evaluation;

b. the new School Report Card – providing clear, regular external assessments of each school's performance for the local community, wider public and prospective parents, local and central government, and Ofsted;

c. Ofsted inspection – in-depth, qualitative, professional judgement of the school's overall effectiveness, complementing the annual, outcomes-based School Report Card; and

d. SIPs – appointed by the local authority[19], who will monitor schools' performance, provide support and challenge, ensure issues are addressed through an effective school improvement plan, and help to broker external support.

A consistent picture of performance through the School Report Card

4.20 The new School Report Card, to be introduced from 2011, will provide our key statement on the outcomes we expect from schools, and the balance of priorities between them, ensuring more intelligent accountability across schools' full range of responsibilities.

4.21 We are, in parallel with this White Paper, jointly launching with Ofsted a Prospectus for the next, detailed stage of development of the School Report Card. The School Report Card will report on outcomes across the breadth of school performance: pupil attainment, progress, and wellbeing; a school's success in reducing the impact of disadvantage; and parents' and pupils' views of the school and the support they are receiving. The Prospectus considers which indicators might underpin these performance categories, including recognition of functional skills qualifications in line with the recommendation of the Expert Group on Assessment, and standards of behaviour. We will also consider how best to recognise partnership working and whether the School Report Card (or elements of it) could be aggregated to recognise formal partnerships.

4.22 The Prospectus also considers 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 background or intake, have the same opportunity to perform well on the School Report Card.

4.23 The Prospectus sets out our plans to conduct a pilot over the next two years which will explore in detail how the School Report Card will be constructed. The pilot will enable a close consultation with all stakeholders using real data to engage in meaningful

19 For Academies, subject to Parliamentary approval, the Young People's Learning Agency (YPLA)

conversation and evaluation. Minimising the effort spent on data collection will be a central part of the evaluation throughout the pilot phase.

4.24 As set out in our earlier consultation, with the introduction of the School Report Card we intend to remove the legal requirement on schools to produce a School Profile. The recent report of the Expert Group on Assessment, in calling for the earliest possible introduction of the School Report Card, also recommended that it should replace the existing Achievement and Attainment Tables as the focus of public accountability for schools. This White Paper sets out how the School Report Card will, in future, be positioned – alongside Ofsted inspection – at the heart of the school accountability system. It will therefore supersede the Achievement and Attainment Tables as the central source of externally-verified, objective information on the outcomes achieved by schools.

4.25 That will not mean a reduction in the information publicly available about schools' performance. The detailed performance data used to prepare the School Report Card will continue to be published, so that users can understand how the School Report Card has been prepared; and so that they can see the school's outcomes in specific areas of interest. Where further data is collected by the Government, it will also, wherever appropriate, continue to be available to the public; and, in line with the Government's wider commitment to making data on all public services available, we will explore how we can make it easy for parents to access data that reflects their individual interests and concerns.

4.26 It is important that the school accountability and school improvement systems have a clear and agreed understanding of what constitutes good school performance. Working together with Ofsted, we will ensure that, where appropriate, a common approach underpins the School Report Card, the Ofsted inspection framework and the Ofsted Self-Evaluation Form, so that there is a consistent set of priorities for schools running through all aspects of the accountability system. We will continue to work closely with Ofsted on all decisions on the design and content of the School Report Card. We will also review the targets that schools are required to set, to ensure that they properly reflect that common view of priorities.

4.27 Ofsted inspection and the School Report Card will be complementary and different evaluations of the school's work. The School Report Card will focus on the measurable outcomes achieved by the school for its pupils. Inspectors also look at key aspects of a school's work which require first-hand evidence and analysis from observation, and discussions with pupils, staff and parents – for instance, the quality of teaching and learning and the effectiveness of leadership and management. School Report Cards and Ofsted inspections will often report on different periods of time. As Ofsted's

judgement of a school's overall effectiveness and the School Report Card will sometimes reflect different aspects of schools' performance, it is important that both are easily accessible. The latest Ofsted judgement will therefore be included on the School Report Card.

4.28 As set out in the Government's response to the Expert Group on Assessment, we believe that an overall score or rating on the School Report Card would help to ensure recognition for the full range of outcomes achieved by schools, and clarity on what constitutes good overall performance for use throughout the system and by parents. Without an overall score or rating, it is hard to see how comparisons between schools could be made, taking account of the range of their work, which were as compelling and easy to understand as those provided by current league tables which address absolute academic performance alone. However, we recognise that the way any overall score is constructed would be critical to its success with schools, the education community, parents and the public. We will therefore consult further on the categories that will be used and the indicators that will underpin those categories.

4.29 The School Report Card will only be properly able to reflect the full range of schools' responsibilities – beyond the academic – if appropriate data is available. The outcome of the recent Ofsted/DCSF consultation on wellbeing indicators, published today, establishes a range of data that schools should be collecting and using to evaluate their contribution to pupils' wellbeing. We anticipate that the School Report Card will draw on this data, including the views of parents and pupils gathered through perception surveys, although we would only expect to use some of the indicators identified. To ensure that the School Report Card can reflect this important information, we intend to legislate to ensure that schools have a duty to report such data.

4.30 From 2013, all young people will stay in education or training until they are 17, and from 2015, until they are 18. The School Report Card will focus on performance for children and young people aged 5-16, although we will consider whether the School Report Card should use young people's performance after age 16 as an effective judgement on how well they were prepared for further education and training, and on the quality of the information, advice and guidance they have received. We are also, in parallel with this White Paper, developing a common framework for assessing performance across all post-16 providers of education and training for young people and adults, looking at a wide range of institutional performance indicators based on those currently used in the Framework for Excellence (FfE) which will be piloted by schools and local authorities from September 2009. It is intended that the FfE Report Card will be published annually for all post-16 institutions and will sit alongside the School Report Card, thus providing an

overall view of school performance pre-16, and post-16 for schools with sixth forms. Similarly, we will consider how the School Report Card can represent the effectiveness of early years provision in primary schools.

In-depth, professional judgement of schools through Ofsted inspection

4.31 Ofsted inspection reports provide an accessible, professional overview of a school's strengths and weaknesses. Ofsted inspections will remain a vital part of the accountability system, and recent changes to Ofsted's inspection framework will strengthen their focus further. From September 2009, inspectors will:

a. spend more time in classrooms and focus more on the quality of teaching and its impact on learning in a school. This will enable them to identify and report on good practice; and to discuss, in more detail, areas for improvement with school staff;

b. extend their focus on the school's contribution to partnership working and the effectiveness of partnerships in promoting the learning and wellbeing of the school's own pupils and its partners' pupils. A school's partnership grade will contribute to the judgement that inspectors make of the school's effectiveness, and all schools will be asked to demonstrate the positive impacts of their partnership working during inspection;

c. continue to use 'limiting judgements', in key areas such as pupils' progress, safeguarding and equalities, so that schools must be performing effectively in these key areas if they are to be judged 'good' or 'outstanding' in terms of overall effectiveness; and

d. have stronger information available about schools' contributions to pupil wellbeing from the new basket of school-level indicators, including pupil and parental perceptions.

4.32 Through these changes, Ofsted is strengthening its focus on key aspects of schools' performance. Along with revisions to the descriptors for existing judgements, this means Ofsted will be raising its expectations of schools. Schools previously judged as 'satisfactory' or 'good' might find that unless they can demonstrate ongoing improvement they do not maintain that grade. In addition, increased monitoring of schools judged 'satisfactory' will help to ensure that inspection recommendations are acted upon, further strengthen schools' performance and help reduce the risk of subsequent failure.

4.33 Building on these important changes, going forward:

a. the School Report Card will contribute to Ofsted's annual risk assessment which will determine which schools need inspection to investigate areas of lower performance;

b. we will ask Ofsted to keep under review the number of days allocated for inspections and to consider whether any change in duration of inspection is needed for any types of school;

c. we will require local authorities to send a school's latest SIP report to the lead inspector as soon as the school has been notified of an inspection taking place, to enable a more informed dialogue with the head teacher at the start of the inspection;

d. we will consider, with Ofsted, the recommendations of the Lamb inquiry (on parental confidence in the SEN system) to ensure there is a sufficient focus on SEND in the accountability and inspection framework; and the implications for the skills, experience and training of inspectors of the focus on safeguarding recommended by Lord Laming; and

e. Ofsted will explore further the development of co-ordinated joint inspections for 'hard' federations and joint sixth forms and, in time, co-ordinated inspections of other partnerships such as 'soft' federations and shared Trusts, and where there is an executive head teacher over two or more schools; and how the self-evaluation form can be developed to reflect federations.

External challenge and support through the School Improvement Partner

4.34 We will develop 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,[20] and by extension, central Government. For all significant business, local authorities, non-departmental public bodies (NDPBs) and DCSF need to observe the gatekeeping role of SIPs. We would, of course, expect appropriate services to have instant access to any school, in certain circumstances such as in the case of an urgent safeguarding or health issue.

4.35 The role of the SIP will be to monitor schools' performance, including any early years or sixth form provision, provide advice to the governing body, including the performance of the head teacher; and to make sure school improvement plans are realistic and ambitious. To perform this role, the SIP will need to know the school well; be able to support the process of self-evaluation and improvement; and be well-positioned to broker appropriate support. It also means being able, and willing, to signal where a school does not have the capacity to improve, to ensure underperformance is tackled swiftly.

4.36 We will introduce more rigorous arrangements for the designation and redesignation of specialist schools, while

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eliminating red tape. In future SIPs will take decisions about schools' specialist status, taking account of their performance, including their work with partner schools, and the local pattern of specialist provision. We will work with stakeholders, including the SSAT and YST, to ensure that challenging national standards are applied.

4.37 To support SIPs, we will:

a. clarify their role and position as the primary intermediary between schools and their local authority, using legislation where appropriate;

b. increase the time they have in some schools, with a view to giving more days for weaker performers and a level of SIP support similar to National Challenge Advisers (20 days) for the lowest-performing schools; and

c. increase their leverage over weaker performers, by making part of these schools' funding for improvement contingent upon the SIP signing off their school improvement plans, and ensuring there is appropriate investment in improving core subjects like literacy an numeracy. This will ensure that schools take SIP input seriously and treat SIPs as equal partners; and that robust and externally-validated school improvement plans are in place. If the SIP and school are unable to agree, this would trigger consideration by the local authority[21] of the need for more directive intervention in the school, with the funding held back available to help secure any intervention needed.

4.38 We will work towards a system where formal partnerships with shared leadership or governance have the same SIP, wherever possible, so that school improvement is supported not just in the context of the individual school but in the context of the partnership. We also envisage a greater role for SIPs in supporting schools in the dissemination and sharing of good practice in partnership working, and in accessing information on formal partnership arrangements.

4.39 This will be a significant shift in the way in which SIPs and local authorities work with schools. We want to make sure that the relationships work well. Schools need to be confident in the quality of the support and challenge they will receive from their SIP; the local authority will want to be satisfied that SIPs are maintaining independent scrutiny on their schools. All SIPs already must be accredited by the NCSL. To develop this role, we will ask the NCSL to:

a. review and develop the accreditation process for SIPs to take account of their expanded role, and provide or commission better, more consistent training and support. Over time, all existing SIPs will be required to be re-accredited to ensure they have the necessary skills;

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b. undertake quality assurance of SIPs, providing SIPs with an ongoing 'licence to practice'; and

c. hold a national register of SIPs which shows which SIPs are best suited to working with particular types of school.

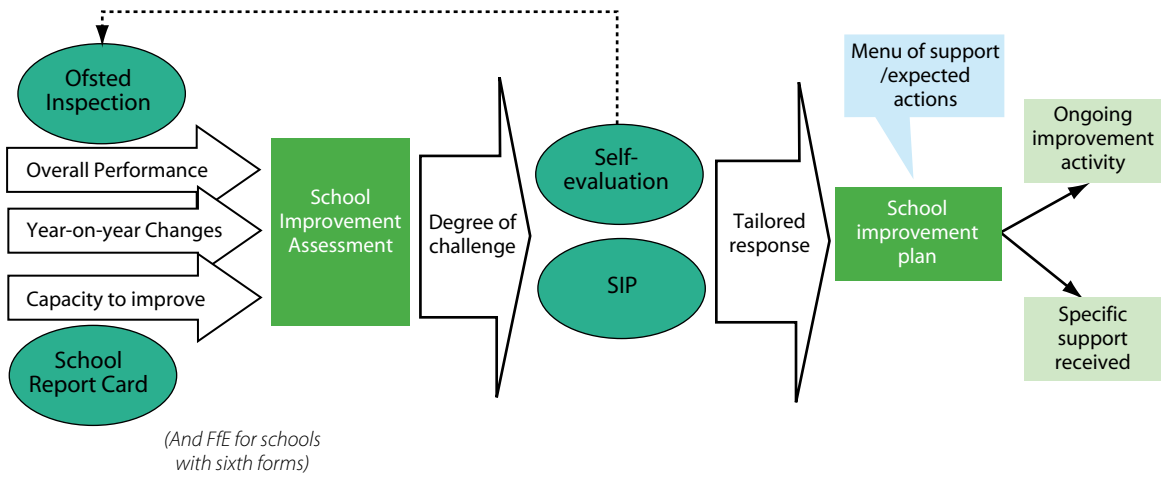
4.40 We will give school governors a stronger say in who their SIP is. We think governing bodies should be able to choose from a list of appropriate SIPs provided by the local authority and have the right to reject the SIP proposed by the local authority. We will also reduce the amount of time that a SIP can be attached to a school from five to three years. We will consult further with local authorities and schools on this, to ensure that SIPs are in a position to deliver the high-quality support and challenge that their role demands.

When schools are not good enough, timely and effective action will be taken

4.41 The National Challenge will ensure that by 2011 in all secondary schools at least 30 per cent of pupils will be achieving 5 GCSE A*-C including English and mathematics. Any school not above this benchmark will be closed or transformed into an Academy or National Challenge Trust. The National and City Challenges, and, for primaries, the new Primary School Improvement strategy, will mean that our focus on underperformance will be able to shift to the broader definition of performance captured on the School Report Card: for example, schools with inconsistent performance; those which are coasting; or those where pupils' wider wellbeing is inadequate. Swift and decisive action must be taken to ensure improvement of schools like these.

4.42 To ensure this happens, local authorities will use a combination of the School Report Card and Ofsted inspection, and the FfE where appropriate, to produce an overall school improvement assessment (see Figure 9) for each of their schools, considering 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

Fig 9: How the school improvement assessment process works



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 from their SIP to ensure that effective, tailored plans are in place and being acted upon.

4.43 Where schools are judged to be failing (placed in special measures by Ofsted), we remain clear that closure should always be considered – this is especially the case as our increasing focus on tackling poor performance early should mean that fewer schools reach this point. Where closure is not possible or preferable, in most cases a structural solution – an Academy, federation, Trust status, new provider, or an Accredited Schools Group – will be appropriate, and we will expect local authorities to act accordingly, using their intervention powers.

4.44 Other schools with low performance, identified by the School Report Card, are likely (following Ofsted risk assessment) to receive an early, full inspection or a monitoring visit. This will include up to 40 per cent of schools judged to be 'satisfactory' in their previous inspection. Some of these schools may be judged to be failing, and will need closure, or radical intervention. For others, we will expect a strong response from the governing body – for example, pairing with a NLE or LLE. If a convincing school improvement plan cannot be

Case study: Manchester Academy

Manchester Academy, sponsored by United Learning Trust and Manchester Science Park, opened in 2003 replacing the struggling Ducie High School in the Moss Side area of Manchester. Since opening, Manchester Academy has seen a huge transformation, gaining the confidence of parents and the community. The proportion of children achieving five good GCSEs (including English and mathematics) has risen from six per cent to 35 per cent.

Ofsted recently judged the Academy 'outstanding' saying "overall students start at the Academy with exceptionally low standards. No matter what their background, all groups of students make outstanding progress as they move through the years".

It is a strong part of the local community. Students sit as advisory members on an NHS Trust forum and take part in outreach work with local primary schools, helping their pupils prepare for secondary school. Links with vocational courses and other events make students more aware of the skills needed to become employable. They also work closely with other schools, like Manchester Grammar School and Withington Girls' School.

Manchester Academy provides a safe haven in a disadvantaged community, working with parents, carers, the police and other agencies to provide a centre of learning where young people can focus on achieving their potential.

agreed with the SIP, the local authority should use its powers to issue a warning notice, and: appoint additional governors; establish an Interim Executive Board; direct the school to federate or collaborate with another school; or suspend the right to a delegated budget. Alternatively, if requested by the local authority or if he sees fit, the Secretary of State might ask Ofsted to inspect the school.

Chapter 5 – Every school and school leader supported: the right roles for local and central government

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: a National Curriculum and qualifications system that is fit for purpose; an accountability system that provides consistent and accessible information on performance; a fair and predictable funding system; and regulation to ensure minimum standards and fair access to school places. We will ensure that all of these support our reforms.

In particular, we will:

- reform school funding so that it better supports schools to break the link between deprivation and outcomes, to work in partnership and to offer every child their full range of entitlements through our review of the Dedicated Schools Grant;
- in the longer term, develop a national funding formula for 14-19 provision;
- support local authorities to act as the strategic commissioner for children, young people and families in their area, working with Children's Trust partners;
- expect local authorities to provide information, high-quality data and support to schools and other local services about forming and maintaining partnerships and other forms of multi-agency locality working;
- strengthen the commissioning role of local authorities and legislate to give the Secretary of State the power to direct a local authority to issue a warning notice if it is not taking adequate steps to address poor performance;
- place a new requirement on local authorities to gather parents' views on the school places available in the area, and to publish a local plan for improvement where a sufficient proportion of parents are dissatisfied; and
- ask the incoming Chair of the Implementation Review Unit to look at how our policies are implemented and ensure that unnecessary barriers to implementation are removed.

5.1 If every child is to succeed, if all schools are to be able to face the challenges of the 21st century, and if all schools are to work effectively with each other and with other partners, we must make sure that the system within which schools operate is fully supportive and aligned to our vision. That means ensuring that the way schools are funded helps them to deliver; and that there is clarity about the roles that local and central government will play.

The right funding framework for schools: revenue funding

5.2 We have made unprecedented investment in schools over the last decade and we are determined to maximise its impact so it leads to improved outcomes for every child and young person in our country.

5.3 Most revenue funding to maintained schools comes via the Dedicated Schools Grant (DSG), routed through local authorities. With the transfer in 2010 of 16-19 commissioning, local authorities will have responsibility for commissioning education provision and children's services for ages 0 to 19, and to 25 for those with learning difficulties or disabilities. The current school funding settlement lasts to 2010-11, and we have launched a major review of the distribution of the DSG from 2011. The review needs to produce a funding system which better reflects need, raises standards, narrows gaps and supports partnership working.

5.4 Children from deprived backgrounds are still less likely to achieve than their more advantaged peers. We want to do all we can to break the link between economic disadvantage and outcomes. We know that additional money is not the only answer; what also matters is how resources are used at the front line to benefit children. Nonetheless, it is right that we target additional resource towards those children who need additional support to reach their full potential. Local authorities already receive additional funding for deprived children, but it is not all passed on to the children who need it.

5.5 Some have suggested that the best way of recognising deprivation in the school funding system is through the introduction of a 'pupil premium', by which a fixed amount of money is paid to a school for each child from a deprived background on its roll. However, our concern is to ensure that these children, who need extra help the most, actually receive it. Introducing a pupil premium into the school funding system would not in any way guarantee that this would happen. It could actually mean a smaller proportion of school funding allocated at national level for deprivation, and less money reaching schools with the most deprived pupils. For example, a pupil premium could replace more generous existing school funding streams that are allocated on the basis of deprivation, or the money could be taken from other important programmes that support deprived children.

5.6 The DSG review is looking, with stakeholders, at how best to target funding at children

from deprived backgrounds. We will bring forward proposals in early 2010, subject to public spending decisions and the outcome of the review, but our principles are that:

a. money allocated at the national level for deprivation should all be allocated locally to schools with the pupils who need it, and this should mean that by the end of the next Parliament at the latest, 100% of deprivation funding is passed on appropriately;

b. the system should be more responsive to changes in the characteristics of pupils in schools and local authorities, so that money is better targeted where it is most needed; and

c. the proportion of resources allocated nationally for deprivation should at least be maintained so that the amount spent locally on deprivation will grow.

5.7 We have also taken steps to ensure deprivation is reflected better in early years funding: from April 2010, when early years funding in the DSG is distributed via transparent local funding formula, all local authorities will be required to include a deprivation factor. We will continue to look at options for how greater coherence, transparency and co-ordination of funding for early years and childcare might be achieved.

5.8 In addition, the review is already considering the scope for greater flexibility in the use of the DSG and how it can help schools to work together and with other providers to align resources, while ensuring school budgets are protected. Through the Apprenticeships, Skills, Children and Learning (ASCL) Bill, we are helping schools to pool and align budgets with other partners more effectively and engage in joint commissioning of services to improve outcomes for children, with (subject to Parliamentary approval) schools becoming full members of the Children's Trust.

5.9 We will consult on further specific proposals as a result of the DSG review in early 2010, but we are already clear we will make proposals to:

a. allow schools to spend money on all outcomes and on children at other schools as well as their own, and remove the current prohibition on schools spending delegated budgets on extended services. We are clear that this flexibility must not lead to inappropriate pressures on school budgets;

b. remove legislative and other barriers to the funding of partnerships and early intervention by clarifying in guidance rules on pooling and combining budgets, and providing advice on how best to share budgets and staff to maximise value for money; and potentially allowing local authorities to provide revenue funding to clusters of schools;

c. increase transparency and support schools in ensuring that resources are used to achieve the biggest impact on children's outcomes, so that value for

money, and efficient, effective resource management are emphasised; and

d. support and challenge schools and local authorities to reduce school surpluses to more appropriate levels, including using surpluses to pump-prime partnerships and early intervention systems. It is unacceptable that schools continue to hold on to significant surpluses, which should be spent on improving children's outcomes today, and we will take stronger action if surpluses are not reduced.

5.10 As participation in learning by 16 and 17 year-olds increases, and as new qualifications develop over the next few years, we need to consider the best way of funding this provision. We will continue to fund provision up to 16 as we do currently through the next Spending Review period, but we have an ambition to develop a national formula for 14-19 provision over the longer term. We will look at how this might include some rating of success to ensure providers that do best for their learners are rewarded appropriately.

5.11 We recognise the important role of primary schools in rural areas, and we want to ensure the school funding system supports their sustainability. Increased partnership working, including shared leadership and governance, and shared posts such as school business managers and specialist teachers, are means of securing their future, enabling them both to provide a full offer to their pupils, and to increase value for money. We want to see local authorities using the money they invest in small school subsidies to support small schools to work in partnerships, and we will consider how to facilitate this through the DSG review.

Removing unnecessary bureaucracy

5.12 We have rightly set 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.

5.13 The Implementation Review Unit (IRU) is an independent panel of experienced heads, teachers and school managers who already advise the Department on how to reduce bureaucracy. We will now ask them to undertake a thorough audit of how our policies are implemented to identify any obstacles which prevent effective delivery, and to continue to undertake their ongoing role. The review will be led by the new Chair of the IRU and will report in Spring 2010.

5.14 Not only should this help schools to achieve the high standards expected of them, it will also respond to the recommendation of the Operational Efficiency Programme that bureaucratic burdens should regularly be reviewed from a frontline perspective, in order to provide greater flexibility for the frontline and encourage greater innovation leading to improved value for money.

5.15 We will also consider the overall range of policy documents which schools are required to have in place, rationalising these as appropriate. This takes forward the

recommendation in the concluding report of Sir Alan Steer's review of pupil behaviour issues.

Buildings and ICT

5.16 Every pupil should have access to modern, high quality information technology, equipment and other facilities. The Government invests 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. We have established a Minimum Design Standard for school buildings, which will be mandatory for the Building Schools for the Future (BSF) and Academies programmes. We have consulted local authorities that are not yet part of BSF on the way forward with the programme. In July, we will announce our plans for the future of BSF and the announcement will identify the next group of local authorities to join BSF. Looking forward, we will ensure that the huge investment in school buildings delivers schools adapted to cope with climate change, for example, hotter summers and wetter winters, and with a significantly reduced carbon footprint.

5.17 We will also continue to work towards the goal that new school buildings will be zero carbon by 2016. The Zero Carbon Task Force is advising us on what needs to be done if we are to achieve this goal, and it has been very clear from the outset that whatever new measures are introduced to go from our current position to zero carbon, the goal will not be achieved unless the demand and use of energy in schools is reduced. We need to support all schools to reduce energy use now, promoting a culture of energy and carbon efficiency that has an impact not just in the school, but in homes and in the wider community. If pupils and the school workforce can see the energy impact of how they are using their buildings, they can take immediate action to reduce their energy use. Schools will quickly see the benefits through reduced energy bills. Pupils will see the immediate effect of their actions and have a greater awareness of the impact and implications of energy use. We will make a further detailed announcement shortly.

5.18 Information and communication technologies (ICT), and online systems and resources in schools, will provide greater flexibility for learners at school and at home. They will also help school leaders, teachers, support staff, other professionals, parents and pupils to communicate and share information and resources, and to find out about local and national services and support available to pupils and parents.

5.19 Schools also have an important role in showcasing sustainable development within the communities they serve. The school system in England is the source of 15% of public sector carbon emissions – from the use of energy, travel and the procurement of

goods and services – and reducing this is a challenge for the whole school sector: Government, local authorities and schools themselves. We will continue to work on this, and are starting now with more efficient use of resources in schools and stronger school travel plans.

5.20 We will also:

a. support the personalisation of pupils' learning through a design toolkit and processes which will be applied in our school building programmes — drawing on the current pilot exercise bringing pedagogy and design together;

b. scale up the innovative and successful emerging practice in pupil involvement in school design; and encourage the involvement of teachers, parents and the wider community in school design more widely;

c. as part of the Government's drive to protect children and young people from crime, apply design solutions to reduce problems such as bullying, fighting and petty theft in schools; and

d. work with Ofsted to ensure that school inspections place more emphasis on schools' use of their accommodation and sites, including opportunities provided by well-designed buildings.

5.21 A crucial element to our plans to foster stronger partnership is co-location – bringing a range of services for children, young people and families together on a single site. We will support co-location and other shared building projects by focusing a part of children's services capital funds on it. We will share emerging good practice from the Government's myplace programme on stronger partnership between schools and youth support services in planning facilities for young people, and expect local authorities and other Children's Trusts partners to align their capital investment to underpin the priorities in the local Children and Young People's Plan (CYPP) by helping schools, health and other services share assets, including fully utilising school sites out of hours. We will also ensure that local authority decisions take account of the broad vision for schools set out in this White Paper through the work of Partnerships for Schools (PfS) on the BSF programme, the Primary Capital Programme and other projects. PfS will focus on transformational education improvement, especially in areas of historically low performance; good design; and the provision of other services on school sites.

The role of the local authority as strategic commissioner

5.22 Local authorities, operating between the national level and frontline delivery, have a role of real strategic significance. In essence, they are responsible for ensuring that local services are of high-quality, and efficiently configured to meet the particular needs and aspirations of children, young people and families in their area. The actions of local service providers must be driven and held to

account by local people, and local government is best placed to provide local democratic leadership to communities, and to secure effective and fair delivery of local public services. The Government is committed to looking further at central-local relations and will also be consulting on this shortly.

5.23 At the core of local authorities' role is the use of their commissioning powers to ensure delivery of high-quality school places and children's services that deliver the pupil guarantee, effective early intervention and wider support for children, young people and their families. We are taking major steps to enable local authorities to act as the key commissioner of services for all young people, in and out of learning, through the transfer of responsibility for learning and skills provision and local authorities' leadership of integrated youth support services. This will ensure there is greater focus on young people having all of the support and opportunities they need to achieve all of the five Every Child Matters outcomes. It will also support local authorities in driving economic prosperity in their areas.

5.24 Working with their Children's Trust partners, and looking across all local services for ages 0 to 19, local authorities will need to analyse local challenges and priorities, and take action to ensure that every locality has the right mix of high-quality schools, and other providers (for example, to deliver the range of 14-19 learning routes), and sufficient, effective childcare provision. Crucial aspects of that role will be to:

a. foster effective partnership between schools, and between schools and other providers, to secure value for money, a broad range and mix of provision, effective early intervention and quality improvement;

b. intervene where provision is inadequate, and drive improvement in all local services; and

c. ensure local parents have a voice in their children's education, and that their views and concerns are acted upon.

The local authority role in supporting partnership

5.25 The role of the local authority in promoting the most effective partnership arrangements, including federations, Trusts and local area clusters, is an intrinsic part of their existing strategic responsibilities to commission school places and other services. It also falls within their 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. This responsibility starts from birth and the *Childcare Act* 2006 also sets out the Early Years Outcomes Duty – a duty on local authorities, Jobcentre Plus, Strategic Health Authorities and Primary Care Trusts to co-operate to improve the

wellbeing of young children. The ASCL Bill will, subject to Parliamentary approval, make maintained schools, Academies and further education colleges 'relevant partners' of the Children's Trust, and enable the partners to pool their budgets and share other resources.

5.26 Subject to Parliamentary approval, the ASCL Bill will also require local authorities to set up a Children's Trust Board, which must include representatives of the local authority and its relevant partners in the Children's Trust, including those listed above. We will make clear in guidance that local authorities are responsible for ensuring that Children's Trust Boards have the right representation, are well chaired and are focused on what has to be done by everyone to improve children's outcomes.

5.27 LAs are responsible for supporting and brokering local area clusters, National Challenge Trusts, partnerships, federations, and, with the DCSF, Academies. They should actively promote the development of such partnerships, especially for schools which may find it difficult to find the right partners, such as special schools or low-performing schools.

5.28 We will expect local authorities to provide information and support to schools and other local services about forming and maintaining clusters and other forms of multi-agency locality working. They can support a greater collective focus on the five

Case study: Lincolnshire local authority

Lincolnshire entered into a ten-year partnership with Centre for British Teachers (CfBT) Education Trust in 2002 to support school improvement. The partnership has since expanded to include other services. It has delivered improved educational outcomes across Lincolnshire, where GCSE results including English and mathematics have risen faster than the national rate of improvement, and has strengthened the local authority's strategic approach to meeting the needs of its schools, young people, parents and communities.

The local authority is extremely effective at leading the system, commissioning school places and brokering partnerships to support improvement. It has linked a number of its strong schools to weaker schools in federations, National Challenge Trusts or as Academies. This has helped to improve the capacity and ability of these schools and given them additional support.

The local authority has responded to falling rolls by developing innovative proposals. This has included brokering federations between schools in rural areas to allow them to retain educational provision on sites that would otherwise be unviable, improve standards and increase the breadth of the educational offer. Tennyson High in Mablethorpe benefitted from this approach with an increase in the proportion of students achieving five or more good GCSEs from 18 per cent (2006) to 82 per cent (2008).

ECM outcomes for all children and young people in the local area through providing schools and clusters with high-quality data from the Local Area Profile relating to the lives of children and young people in the area, and the outcomes they achieve. The work of the Office of the Schools Commissioner to build local authority capacity as commissioners of schools, and to broker partnerships, will support this, as will the NCSL national support programme. And local authorities will also be able to draw on the TDA's experience in supporting effective local clusters for extended services.

5.29 It is of course vital that the Children's Trust is firmly positioned within the Local Strategic Partnership (LSP), which provides the forum for setting the strategic vision for a local area (contained in the Sustainable Community Strategy) and for agreeing the priorities for improvement in the Local Area Agreement (LAA). The Children's Trust needs to champion the interests of children and young people within this forum and ensure that the Children and Young People's Plan is fully consistent with the strategic vision and Sustainable Community Strategy and helps drive its delivery.

5.30 The Children's Trust also has a key role in influencing, through the LSP, infrastructure planning at local and regional level to ensure that facilities for children, young people and their families are embedded into the developing local housing, regeneration and transport plans. Positive outcomes for children and young people must be a corporate priority for the local authority and factored into the thinking of the LSP, not left to children's services to pursue alone. The Children's Plan has committed the Department to run capital programmes for early years, schools, youth and 14-19 Diploma provision in a simple, coherent and consistent manner to help local agencies increase co-location. Major investment programmes, such as Aiming High for Disabled Children, require local authorities to work with partners to lead improvements across children's education, social care and health services.

The local authority role in driving school improvement

5.31 As a result of our ongoing reforms to strengthen local authorities powers of intervention (most recently in the Education and Inspections Act 2006), local authorities are now clearly responsible for ensuring maintained schools are effectively challenged and supported to improve. They must champion high school standards and be intolerant of complacency or low expectations, regardless of the disadvantages children face. Only when there are high aspirations will all children do their best.

5.32 The new Ofsted annual rating of each local authority's children's services will draw on whether local schools are of good or higher quality. As the School Report Card is developed, we and Ofsted will consider how School Report Cards can contribute to the local authority's annual rating.

5.33 In order to discharge their responsibilities for school improvement, local authorities must make sure their SIPs are performing well; are making best use of the support available from high performing schools; are brokering an appropriate range of strategies to support others; and are effectively tackling poor performing schools. Like other members of staff, SIPs need access to continuous professional development, and it is the job of local authorities to make sure this is available, drawing on NCSL's Continuing Professional Development programme as appropriate.

5.34 Local authorities need to agree challenging but achievable targets for maintained schools through their SIPs. Acting as commissioners, not providers of support to their schools, they should draw up a clear and costed menu of support for school improvement, across all five ECM outcomes, from which schools and SIPs can draw. This should include planning other support, such as parenting support or activities for young people, and making them accessible through schools, so schools can draw on these in their improvement plans. They should also support the principle of the 'single conversation' by ending the duplicatory practice of maintaining link advisers for schools alongside SIPs, where this still occurs. SIPs should be deployed in ways that maximise their positive impact, for example, by ensuring federations with an executive head teacher have a single SIP wherever possible.

5.35 Local authorities should promote compliance by schools with their statutory duties, including in respect of the *School Teachers' Pay and Conditions Document* and in relation to equalities duties and health and safety, and build school governors' capacity to support and challenge maintained schools to improve.

5.36 Local authorities need to stay close to the schools in their area so they can spot any early signs of declining performance and intervene quickly to get them back on track. Where these efforts are unsuccessful they should move urgently to use their powers to address underperformance, where necessary issuing warning notices and promoting leadership, governance and structural changes. Where local authorities fail to take the steps needed, the Secretary of State will use the powers available to him to ensure provision is improved, whether in individual schools, or across the local authority.

Ensuring parents have a voice in their children's education

5.37 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. Our Parent Guarantee provides parents with a clear statement of their entitlements at an individual level. At school level, parents have a voice through parental representation on the school's governing body, and, in due course, the School Report Card will include a measure of parental satisfaction. Schools are already

expected to consult parents on a wide range of issues. However, parents find it difficult to affect the overall quality of the schools available for their child in their area.

5.38 Local authorities, as commissioners of school places, are responsible for ensuring there is a pattern of appropriately high-quality provision to meet local demands and aspirations, as well as for supporting and challenging schools to improve. We want to make sure that in future local authorities' commissioning role takes full account of parents' views, as another powerful mechanism for improving standards in our schools.

5.39 So, we intend to place a new requirement, in law, on local authorities to gather parents' views on the secondary school places available in their area and to act on their views. Local authorities will survey parents as they apply to secondary schools for their children, and will ask parents whether they are satisfied with the quality and range of provision they are able to choose from. If a sufficient proportion of parents are dissatisfied with the provision on offer, we propose that the local authority should consult parents about their specific concerns and work with them to improve the choice, range, governance and type of locally-available schools, which they should set out in a plan to be published.

5.40 Depending on what best responds to the concerns parents have expressed, local authority plans could include the creation of a federation of schools, the use of an Accredited Schools Group, the expansion of good school places or, depending on the availability of capital, the establishment of entirely new schools. Parents will then have the right to appeal to the Schools Adjudicator if they are not happy with the resulting plan, in the same way that they can currently appeal about local admission arrangements.

5.41 This autumn we will work with up to ten local authorities to trial this approach to gathering information about parental satisfaction alongside the admissions process. We will use these trials to decide how the process should work, and then we will introduce it nationally.

5.42 Local authorities also have a vital role to play in ensuring that the local planning and administration of school admissions helps to broaden parents' choices, and ensure fair access for all. Schools and local authorities must comply fully with the current admissions framework, which includes the School Admissions Code. In ensuring that schools deliver on their commitments, local authorities should ensure there is tight co-ordination across the local area, and closely monitor outcomes and the subsequent planning of local provision, as well as promote partnerships between schools that all parents recognise as bringing advantages to all children, whatever school they attend.

The role of central government as strategic leader of the system

5.43 DCSF and its NDPBs will continue to play a key role in ensuring that critical elements of the education system are in place:

a. a National Curriculum and a qualifications and tests system that is fit for purpose;

b. an accountability system that provides consistent and accessible information on performance;

c. a fair and predictable funding system; and

d. regulation to ensure minimum standards and fair access to school places.

5.44 Together we will continue to use every opportunity to promote the importance of learning with parents, businesses, communities, and broader society.

5.45 To ensure parents and teachers can have every confidence in their work, some elements of this national system are independent of government – Ofsted and (subject to Parliamentary approval) Ofqual report directly to Parliament on inspection and qualifications regulation.

The role of central government in driving improvement

5.46 Our intention is that in future, 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, within a framework of support that schools, SIPs and local authorities themselves can draw on. We will stand back where schools are performing well and only intervene directly where a school's performance is poor and the local authority is not taking the steps necessary to improve it.

5.47 We want to move to a position in which the relationship between DCSF and local authorities (as the leaders of Children's Trusts) mirrors that which we would like to see between authorities and schools. From April 2010 we will transfer responsibility for negotiating statutory education and early years targets from the National Strategies to the DCSF Children and Learner Teams in Government Offices. We are procuring a cadre of new specialist advisers in the regions – Children and Learners Strategic Advisers (CLSAs) – who will lead and co-ordinate strategic support and challenge to local authorities and Children's Trusts on behalf of DCSF. In the same way that SIPs will support and challenge individual schools, CLSAs will support and challenge local authorities and Children's Trusts across all five Every Child Matters outcomes and broker packages of tailored support. This will ensure issues identified through Comprehensive Area Assessment and inspection or through data in the National Indicator Set are addressed through an effective Joint Improvement Support Plan, or where necessary, through intervention.

5.48 We are also developing, on a longer timescale, 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. As part of this, from September the five Beacon local authorities for School Improvement will be offering tailored support to their peers.

5.49 We currently support three City Challenges – in London, the Black Country and Greater Manchester. These aim to transform educational standards across a geographical region with entrenched systemic problems, such as low aspirations, an inability to attract and retain a high-quality workforce or big attainment gaps. City Challenges support local authorities and schools in working collaboratively to address these issues, sharing and spreading good practice across the system. We will explore continuing and extending the City Challenge approach beyond 2011 to enhance local authority capacity to drive improvement and tackle the range of problems they face, individually and collectively.

5.50 As well as helping local authorities to secure the support they need, Government may need to build capacity and capability in new or young sectors such as early years. We will explore what role the Government should play in early years improvement, taking full account of the broader local authority improvement role as it relates to its early years settings.

5.51 The DCSF will retain powers to intervene in local authorities where there is significant or enduring underperformance. The Secretary of State can and 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. Subject to Parliamentary approval, the Secretary of State will be able to direct a local authority to obtain advisory services if it is unlikely to be effective in dealing with poor performing schools, and to step in after a local authority has issued a warning notice if, for example, they have then failed to follow it through.

5.52 We intend to legislate to give the Secretary of State the power to direct a local authority to issue a warning notice if they are not taking adequate steps themselves to address poor performance in a school.

Chapter 6 – In every school: a well-led and highly-skilled workforce

The quality of a school system cannot exceed the quality of its workforce. We will continue to invest heavily in seeking to recruit the most capable graduates as teachers, to provide initial training of the highest quality and professional development throughout a teacher's career. We will continue to support the development of support staff – expecting them to achieve level 3 qualifications – and the diversification of the workforce, with an even wider range of professionals taking their place in the school workforce, as schools become ever more closely linked to wider children's services. We will support school leaders to take on leadership of partnerships, federations and broader service delivery, and governors to play their role effectively.

In particular, we will:

- invest in the selection and training of the best graduates as teachers: continuing to market the benefits of the profession, trialling a new tool for selecting teachers for their inter-personal as well as their academic skills, improving routes into employment-based training, and trialling accelerated training;
- transform the culture of professional development in teaching through the development of the Masters in Teaching and Learning, with the expectation that in time, all teachers will achieve a practice-based Masters qualification;
- introduce a renewable licence to teach, so that all teachers need to keep their practice up to date in order to renew their licence, and continue to develop professionally, alongside a new entitlement to continuous professional development;
- look to establish new and stronger expectations for the development of support staff, and consider through the new Support Staff Negotiating Body how their increased professionalism should most appropriately be reflected in their pay and conditions;
- ensure new leadership roles are formally recognised, defined and equitably rewarded and that leaders receive appropriate development to take on these roles;
- bring an ever wider range of skilled professionals into the workforce, in order to ensure that all barriers to learning can be addressed and there can be early intervention in problems; and
- strengthen the system of school governance, improving governor training and enshrine in law the fundamental powers and duties of governing bodies.

6.1 The ability of the school system to support every child and young person to achieve success depends most of all on the school workforce. Over recent years there has been a steady increase in the quality of the teaching workforce (Ofsted says that we have the best generation of teachers we have ever had) and in the quality of their initial training. At the same time, there has been a dramatic increase in the number of other professionals and support staff working in schools, carrying out key tasks to improve outcomes, while teachers focus on their own central role – teaching. And there have been significant improvements in the training and support of school leaders, through the National College for School Leadership.

6.2 Continuing reform and support for the workforce in each of these areas is vital if we are to achieve the ambitions for children and young people set out in this White Paper. Our priorities are:

- Developing school leaders to take on wider leadership roles – leading partnerships, federations and groups of schools, and taking responsibility for wider services;
- Continuing to improve recruitment, selection and initial training of teachers, while transforming the culture of continuing professional development (CPD) for teachers;
- Broadening further the range of other professionals and support staff working in schools, while improving training; and
- Supporting governors to carry out their responsibilities of holding school leaders to account effectively, especially where a school is taking on wider responsibilities.

We consider each area in turn.

Leaders – every school needs effective leadership

6.3 There have already been significant changes in leadership and management roles and the responsibilities of those working in schools: head teachers have enthusiastically led significant cross-boundary leadership activity, connecting at a strategic level with governors, other services, the wider community and local and national agencies. This has provided a range of opportunities and challenges for other senior and middle-level leaders in schools. School leadership is now more distributed with schools being led by a team, not just individuals, and leadership teams now look very different than in the past, not least because many of the people bring a range of skills and experience that complement those of the teachers in these teams. The latest Ofsted report 'Outstanding Schools' says one reason schools become outstanding is through having outstanding and well-distributed leadership. According to Ofsted (2008)[22] the quality of school leadership is the best it has ever been and improving.

22 *The Annual Report of Her Majesty's Chief inspector of Education. Children's Services and Skills*, Ofsted (2008)

6.4 Achieving the aims of this White Paper will require school leadership to develop further. Already, school leadership roles have broadened to include a wider range of activities, as most schools have begun to offer a large number of extended services. As schools take on more responsibility for early intervention and for multi-agency teams, school leaders' roles will grow further. Alongside this, head teachers and other senior staff in schools are increasingly taking the lead in a range of local partnerships, with other schools and other services. We want to support heads in all of these roles.

6.5 At the same time, large numbers of heads have taken on 'system leadership' roles, involving wider responsibilities beyond their own school. These roles include working as School Improvement Partners and Local or National Leaders of Education – in various ways supporting other schools to improve. And we have seen an increasing number of Executive Heads, who directly lead two or more schools in a federation or other partnership arrangement.

6.6 Executive Headships can work in a range of ways. In some cases, a single head teacher runs two or more schools in quite a hands-on way – this is often easier where the schools are smaller and close together. In others, the Executive Head is very hands-on in turning around a weak school, while spending less time at another school, where a head of school is appointed to report to the Executive Head and manage the school day-to-day. At the other extreme, perhaps where there are several schools in a federation, the Executive Head appoints heads of school who manage each school day-to-day, while reporting to the Executive Head, who devotes some time to each school, while remaining accountable for all of them. All of these models have shown their worth in different circumstances.

6.7 Whichever model is being used, the best heads should be encouraged to become system leaders and spread their expertise more widely across the education and local children's services system and should be properly rewarded for doing so. We will ensure that the roles of consultant leader and Executive Head are reflected in the School Teachers Pay and Conditions Document. In the short term we accept the STRB recommendation that a premium of 5–20 per cent should operate for heads taking on additional responsibilities on a temporary basis where the current scale does not fully recognise the circumstances. This is not sufficient incentive for heads taking on permanent responsibility in similar circumstances, and accordingly we are not accepting the proposed limit in such cases. The short term changes will take effect from September 2009 to be followed by a more wide-ranging review to clearly establish where responsibility and accountability should most appropriately lie in these models. We will also legislate to ensure that the full range of models can be appropriately recognised and rewarded.

6.8 Recognising and supporting these roles will open up new career pathways and progression routes for the best aspirant and serving heads; and make available new opportunities and challenges for other senior and middle leaders in schools (including those not from a teaching background) for example, through the increased use of School Business Managers and School Business Directors.

The impact of new leadership roles

The impact of National Leaders of Education

- During the 2007/08 academic year, primary schools that received support increased their Key Stage 2 results (including English and mathematics) by 7.1 per cent – over four times the national rate of improvement (1.5 per cent).
- During the same year, secondary schools that received support increased their GCSE A* to C (including English and math) grades by 3.5 per cent, compared to 1.3 per cent nationally for all schools.
- Seven out of the ten schools in Special Measures that have been supported by a National Leader have come out of Special Measures.

Source: National Leaders of Education deployment records NCSL; Primary school (Key Stage 2 %L4+ in both English & mathematics) achievement and attainment tables 2008 DCSF; *GCSE and Equivalent Results in England, 2007/08 (% 5+ A*-C grades including English and mathematics)* DCSF.

The impact of the London Leadership Strategy (2003-2007):

- Secondary schools (2003-2008) being supported by a Local Leader of Education increased their 5 or more A* to C GCSE grades by 19.5 per cent. This compares with 12.4 per cent nationally for all schools;
- Primary schools (2006-2008) being supported by a Local Leader of Education improved their Level 4+ scores in English and mathematics by 13.2 per cent, compared with 2.5 per cent nationally.

Source: London Leadership Strategy deployment records NCSL; Primary school (Key Stage 2 %L4+ in both English & mathematics) achievement and attainment tables 2008, DCSF; *GCSE and Equivalent Results in England, 2007/08 (% 5+ A*-C grades)* DCSF.

Executive Heads

Early studies exploring the impact of executive headships show a range of positive impacts including:

- improved management structures;
- improved behaviour and attendance;
- the development of a 'can do' culture; and
- in primary schools, removal of schools from special measures and serious weakness.

Source: Professor Ron Glatter and Dr J A Harvey, 2007.

6.9 We will continue to invest significantly in the recruitment, development and deployment of school leaders, for example through: the investment of £30m over three years in NCSL's succession planning strategy; ensuring rigour and quality through the refocused mandatory National Professional Qualification for Headship (NPQH); and asking the NCSL to make sure school leaders have the capacity and capability to engage with other services as part of the emerging systems of local Children's Trusts.

Teachers – making teaching world-class

6.10 Since the 1998 Teachers Green Paper we have made great strides in driving up the status, reputation and quality of the teaching profession in England. The supply and calibre of trainees has improved and 41,000 additional teachers have been recruited since 1997. We have always known that 'the quality of the system cannot exceed the quality of its teachers' and so we are determined to continue to improve the quality and consistency of classroom practice.

6.11 Teachers change lives. Society recognises what an important job teachers do and how valued they are. This is probably why teaching is now seen as the number one career choice for this year's graduates. As well as attracting and supporting high quality new teachers we want to make sure that the most experienced teachers are encouraged to stay in the profession and excellence is properly incentivised, recognised and rewarded.

6.12 During the last ten years the value of teaching has been recognised with a range of incentives and improved pay and conditions. These include financial incentives for training such as postgraduate bursaries and 'golden hellos' to attract teachers with shortage specialist subject knowledge and increases in pay to make teaching competitive with other graduate careers. We are also offering financial and professional incentives to teachers to encourage them to work (and remain) in the most challenging schools, including a £10,000 'golden handcuff' for three years' service.

6.13 The quality and diversity of teacher training provision has improved with a range of training routes in place to attract the best quality people into the profession, including career changers and those with specialist skills and knowledge. We will continue to work with the TDA to develop innovative routes into teaching, with a particular focus on shortage subjects, including mathematics, physics and chemistry, for both graduates and those seeking to switch career.

6.14 We will continue to raise the quality of new recruits through a range of means, such as expanding the successful Teach First programme, making it easier for career-changers to train (for example, through the Transition to Teaching programme) and encouraging trained teachers who have left teaching, but want to return, to be supported to do so.

6.15 The National Workforce Agreement on Raising Standards and Tackling Workload (2003) introduced a series of significant changes to teachers' conditions of service designed to free teachers to teach and to raise outcomes for pupils, alongside the remodeling of the school workforce. We will continue to work with our Social Partners to monitor workload. Highly-skilled teachers are recognised and used to develop others through roles such as Advanced Skills Teachers and Excellent Teachers.

6.16 Working with our Social Partners, TDA and NCSL, we will ensure the current suite of occupational and professional standards continue to reflect and meet the demands of the 21st century school. These standards set the context for teachers' induction and performance management arrangements, helping them to identify their continuing professional development.

6.17 But our intention now is to transform the culture of professional development in teaching. We want teaching to become a Masters-level profession, with supported training and development continuing through the early years of teaching, as every teacher gets the opportunity to gain a new practice-based Masters qualification. The first new teachers will enrol for the Masters in Teaching and Learning in January 2010.

6.18 Our aim is to ensure that as highly-valued professionals, teachers have the right to access effective professional development throughout their career. We have invested in improving the school workforce's skills in special educational needs. We expect teachers to continuously reflect on their own performance and be committed to improving their practice through appropriate professional development, keeping their skills and knowledge up-to-date.

Case study: Teach First

Marian Catterall, Head teacher, North Manchester High School for Girls

"We were very pleased when the Teach First programme came to Manchester having read of its success in London. We were extremely fortunate to have four placements in the first year and again in year 2.

Our Teach Firsters have been some of the most committed, enthusiastic, positive, caring and supportive young staff it has ever been my privilege to work with.

These young people have fully embraced the challenges of an inner city school and they arrive with their 'eyes wide open' to the nature of the problems and difficulties they will be facing. They have risen to the challenge with ease, good grace and humour. Without exception, they have established excellent working relationships with both teachers and students. Their creativity and enterprise has brought rich rewards for both the students and the school. They have been a force for renewal, forward thinking and they given us confidence for the future of the teaching profession."

6.19 Ofsted's 2006 report on CPD, *The Logical Chain* showed that the most effective CPD takes place in schools. Here, teachers can work collaboratively, supported by coaches, continuously learning from each other by watching each other's lessons and reflecting on the effectiveness of practice.

6.20 But teachers can also learn from other schools, again from observing other effective teachers. We have asked TDA and NCSL to work together to consider how the current resources supporting Training Schools, Teaching Schools and Leadership Development Schools could be best used to support and develop a more comprehensive and sustainable network of quality-assured cluster-based professional development provision, which takes advantage of links to existing providers of top-quality teacher training. Our ambition is that these CPD clusters will not only support teachers, but also provide access to sources of high-quality professional development for the whole children's workforce in schools.

6.21 We want to ensure that all teachers are keeping their skills up-to-date. That is why, alongside our continued work with our Social Partners on a CPD entitlement for all teachers, we will introduce a renewable 'licence to teach', similar to other high-status professions, including doctors and solicitors. This will mean every teacher will be expected to renew their licence to teach periodically. In order to do so, they will need to demonstrate that they have up-to-date skills and learning to be effective in the classroom.

6.22 Our intention is to begin to roll out the new arrangements for qualified teachers and head teachers teaching in maintained schools, non-maintained special schools and short stay schools (formerly pupil referral units) from September 2010. We want to build on the best elements of the existing registration arrangements but place more emphasis on a teacher's recent record of professional practice and professional development. For this reason we will make provisions for the General Teaching Council for England to take this forward.

6.23 As we roll out we also want to focus particularly on strengthening the quality of those returning to teaching after some time away from the classroom and supply teachers. Both these groups can face significant challenges and we want to make a better offer of professional development to these teachers, to ensure they get the opportunity to update their skills and build confidence so that they are able to give their best. We envisage beginning roll out with newly qualified teachers and returners to teaching from September 2010, with supply teachers as soon as is practicable thereafter.

6.24 We envisage a 'licence to teach' being valid for five years, at the end of which the licence holder would have to undergo a process of revalidation, building on the performance management arrangements and including other feedback. We will develop detailed proposals and consult widely with the profession on these arrangements.

The wider school and children's workforce – ensuring effective development and deployment

6.25 The wider school workforce has expanded significantly in the last ten years, and the improvements to children's lives over this period could not have been achieved without them. Over a million people work in schools or other educational settings, of which 441,000 (FTE) are teachers and 338,000 (FTE) are support staff, with the wider children and young people's workforce totalling around 2.7m. The 2003 National Agreement introduced new roles and has improved teachers' morale and job satisfaction by helping to free them up to focus on what they do best – teaching and learning. Support staff have also played an important role in building links with parents and the wider community and schools recognise the contribution that a broader mix of staff can make to meeting the five ECM outcomes, this in turn supporting learning.

6.26 While there are many examples of effective practice and positive impact, we need to go further to ensure the wider workforce can deliver this vision. Our ambition is that all staff within a school are both trained and supported in their current role and are given the opportunity to develop their skills and progress in their careers. It is essential that schools make effective use of support staff to improve standards.

6.27 We will need an increasingly professional group of staff supporting teachers to deliver high-quality personalised learning both within and outside the classroom. This will include teams working within the school to address pupils' wider needs, and stronger links with wider children's services to support the school at the heart of the community. This includes going further in ensuring staff working with children with special educational needs and disabilities are able to improve the progress and outcomes of these children. In the long term this will mean a more highly-skilled and effectively-deployed support staff. Of course heads will continue to be best placed to make decisions about who they recruit into their schools and what those staff do.

6.28 The Children's Plan outlined the Government's ambition for everyone in the children's workforce to be qualified to Level 3 where appropriate, and the evidence from world-class education systems suggests that having better qualified staff can make a greater impact on pupils in the classroom. So in the 21st century school all staff working to support pupils' learning will have, or will be working towards, a Level 3 qualification.

6.29 The wider workforce will also play a broader role beyond the classroom when some pupils need more specialist support. Trained staff such as Learning Mentors and Parent Support Advisers will be at the forefront of a co-ordinated system of early intervention, linked to other professionals including, for example, social services, Child and Adolescent Mental Health Services (CAMHS), and Speech and Language Therapy, that

enable them to meet the needs of every child and young person. And School Business Managers and Extended Schools Co-ordinators will continue to enable schools to be at the heart of their community, making best use of resources and ensuring value for money.

6.30 There are a number of models for delivering this. Services may co-locate with schools, or schools may sub-commission or directly employ additional staff. For the range of skilled professionals working in or for schools it will be essential that decisions are made about clear lines of accountability and that arrangements are made for any necessary training and development .These decisions are best made locally, as part of schools' role within the Children's Trust. But whether schools employ, commission or refer to specialist services, what matters is that pupils have access to the services they need quickly and are supported through the process.

6.31 Many schools have made excellent use of the skills and talents of their staff. In the best examples, schools have taken a strategic view and recruited individuals with the skills to match specific local needs, and have improved pupils' experience and attainment as a result. Nevertheless, there is still some work to do to ensure that everyone in the wider school workforce is effectively deployed. The introduction of Higher Level Teaching Assistants (HLTAs) has allowed schools to recognise and reward the contribution of more senior support staff. HLTAs are also able to specialise in areas of the curriculum, so it is important that schools make use of them and deploy them effectively to improve standards. Similarly, we need to encourage schools to make sure that teachers have time to manage and plan with all other adults in the classroom.

6.32 In order to drive up the quality and status of the whole school workforce we will:

a. work with a range of partners and stakeholders to develop and set out clear principles and guidance for the recruitment and deployment of the wider workforce in the 21st century school system, building on the principles of remodelling to develop a single workforce and to ensure value for money;

b. ask the TDA to work with all our partners to draw up a strategy for the professional development of the children's workforce in schools to be published shortly; and ask Social Partners to consider how a formal performance review process, underpinned by the National Occupational Standards, can be introduced for the wider workforce working with, and building on, the TDA's National Occupational Standards for teaching and Learning;

c. ensure work is undertaken to bring together the training and development of teachers with other professionals working in schools; and

d. create a more diverse support staff which may include more young people working as apprentices following a variety of

children's workforce apprenticeship frameworks, including both supporting teaching and learning and other support roles such as administration, technicians and facilities management.

6.33 Working with a range of partners and stakeholders we will also look to establish new and stronger expectations for the development of support staff. The new School Support Staff Negotiating Body (subject to Parliamentary approval) has been given a remit to negotiate and reach agreement on matters relating to the pay and conditions of support staff, and to submit those agreements to the Secretary of State. We shall look to the Body to develop a pay and conditions framework that contributes to the effective deployment of a school support staff workforce to help realise the vision of the 21st century school.

6.34 The quality of teaching and learning and ensuring every lesson is a good lesson is critical. To support this we will lead a debate on world-class pedagogy and take this forward in discussion with Social Partners; asking TDA to enhance the evidence/ research base; and seeking input from the next NCSL Fellowship Commission[23] to further inform the findings.

6.35 This debate will need to take account of the sound principles and progress of remodelling, the bedrock of professional standards and performance management, and the available evidence about 'what works' to identify and implement the next necessary steps.

Governance – a strengthened model

6.36 Good governance is a vital part of the functioning of any successful organisation. Good governance in public organisations is important not only to challenge and support the leadership of the organisation to improve, but also to ensure that taxpayers get good value for money and that public money is used properly.

6.37 School governors are therefore an extremely important part of our education system. It is not their role to manage schools, but in holding to account the school's leadership for the performance of the school, they play a vital role in raising the performance of schools. They deserve our thanks as well as our support for all that they do in their own time, to support the achievement and success of children and young people.

6.38 We want to strengthen the hand of school governors in challenging performance and in promoting new developments and partnerships to improve the achievement and wellbeing of children and young people. We will therefore enshrine in law governing bodies' fundamental duties to children, young people and the wider community. We will make clear that governing bodies have duties:

23 The Fellowship Commission is part of a wider NCSL executive leadership programme for NLEs. The Commission, in March 2010, will involve a small group of NLEs spending a week together addressing a specific policy challenge (set by the Secretary of State).

a. first, to ensure the education, development and wider wellbeing of the children on their school's roll;

b. second, to promote the education, development and wider wellbeing of all children in their area; and

c. third, to support the needs of the wider local community.

6.39 Currently the majority of governing bodies carry out their duties at a satisfactory level or better (as judged by Ofsted inspections), but many have vacancies which increase the burden on the serving governors. We believe that more highly-skilled governing bodies, alongside improved governor training, will set the pace for more effective governance in schools and will be a force for raising standards and for increased accountability. We also want all governing bodies to be supported by a trained clerk to advise and guide them on the exercise of their functions.

6.40 A Working Group has been carrying out a review of school governance, which includes an examination of the responsibilities of governing bodies. We believe the time is right to seek to simplify and streamline the regulations around governance. Governing bodies should carry out skills audits of their membership to identify any skills gaps and target recruitment to ensure that those gaps are filled. And, to support more effective working, we want there to be greater flexibility in the composition of governing bodies. To this end, we will relax the existing rules in this area.

6.41 We will encourage all governing bodies to foster links with business, to recruit governors from those businesses and other educational partners such as colleges, universities and independent schools, and to form long-term sustainable relationships with those organisations through establishing Trusts.

6.42 We will continue to support the School Governors' One-Stop Shop (SGOSS) which has been particularly successful in working with schools, local authorities and businesses to recruit governor candidates from the business world and place them in governing bodies. SGOSS has also been particularly successful in recruiting governor candidates from under-represented groups and we will promote their services to schools to further improve the take-up in this area. We will also work with the Government Equalities Office on the best way to use training as a way of improving the skills of school governors, as well as how to tackle the low up-take of these roles from under-represented groups, to increase diversity on governing bodies.

6.43 Further, we will expect all chairs of governing bodies to undergo specific training for this role. The initial training which local authorities provide for governors will focus on the central task of providing effective challenge and support, holding to account, making effective use of data and information to manage performance, ensuring value for money and the wider role in overseeing more than one school and extensive co-located services.

6.44 To support this, we will make sure that we provide data and information on school performance in ways that can readily be understood and used by governors. Making RAISEonline accessible to Governors was an important first step in this direction, and we are looking into whether we can incorporate further data on pupils performing below age-related expectations and on the early years so that governors have access to a full set of data from reception class to age 16 to help them track children's progress. Better governor training will ensure that all Governors have been introduced to this material and its potential. We will also expect SIPs to provide information and advice to the governing body about the performance of the school, especially where there are concerns, and we will ensure that SIPs are able to report on school progress to governing bodies in these circumstances.

6.45 Additionally, governors of underperforming schools can ask for an expert external assessment of their school by inviting Ofsted to inspect the school. They might wish to do so when, for example, a report from their SIP expresses concern about certain aspects of performance or after a new head has implemented a set of reforms and the governors are looking for reassurance.

6.46 In order to drive performance in their own school and also work to deliver outcomes for the wider community, governing bodies need to be open to the possibilities and rewards of partnership, executive headship and federation, becoming a Trust partner or an Academy sponsor. There will be many situations when it will be appropriate for governing bodies to review whether they should be moving into such formal relationships with other schools or partners, depending on local circumstances.

6.47 Currently, the structures of schools mean that it can be quite complicated and time-consuming to enter into a partnership, and can require some bureaucracy to achieve this. Governing bodies, because their current powers apply to the running of their school, have to set up a separate body/entity if they want to propose a new school, develop Accredited Schools Groups, or advise or sponsor an Academy. We propose to remove this potential barrier by extending the powers of strong school governing bodies to enable them to more easily provide support and spread good practice.

6.48 A particular time when all governing bodies should consider such arrangements is before beginning the process of recruiting a new head teacher, and we will set out in secondary legislation that all governing bodies must consider federation and/or shared/executive leadership at that point. This will then be for individual governing bodies to consider in the light of local circumstances and needs, to secure the best outcomes for children.

Taking these proposals forward

The reforms in this White Paper are vital to ensuring every child and young person gets the best start in life. This is the shared ambition of parents, teachers, head teachers and all those who work with children and this Government. These proposals will build on the foundations of the progress made over the last 12 years, to create a world-leading system of schooling which reflects the needs of the 21st century – responding to the challenges of a changing global economy, a changing society, rapid technological innovation and a changing planet. They will ensure that every school develops and extends the potential and talents of every child and young person to give them the broad skills they need for the future, so that every child can enjoy growing up and achieve high standards. And fundamentally, they will create a system which progressively breaks the link between deprivation, disadvantage, disability and low educational attainment.

Over the coming months, we will continue to work with schools, local authorities, the full range of services for children and families, the Social Partners and our stakeholders to develop the detail of these reforms. We will consult widely, both through existing channels, and through a range of forums in the autumn to get the input of all professionals in the system as well as children, young people and parents themselves. And we will set out the detail of how each of the proposals will be taken forward so that everyone in the system – children, parents, teachers and other members of the children's workorce, head teachers and governors, local authorities and Government – is clear how they will play their part in developing the best school system in the world.

Schools are central to our Children's Plan vision to make this the best place in the world to grow up. They exist to give a great start in life for every child, not just for some. That is why teachers join the profession, why school leaders take on their challenges every day, and why we are taking the radical and ambitious steps set out in this White Paper.

Annex A – 21st Century Schools White Paper – 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.

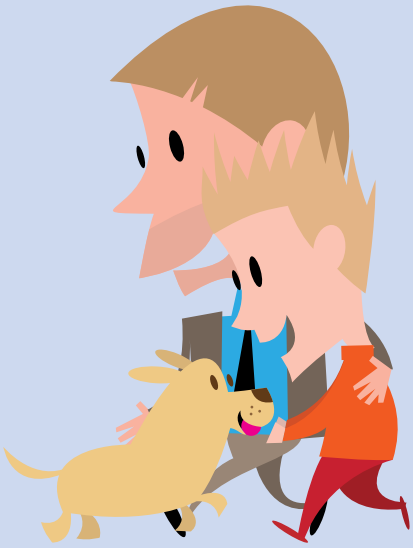
2. Taught a broad, balanced and flexible curriculum including skills for learning and life

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

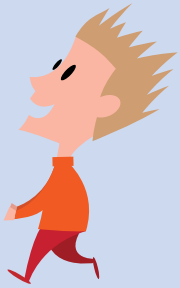
Schools are already expected to:

- 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.

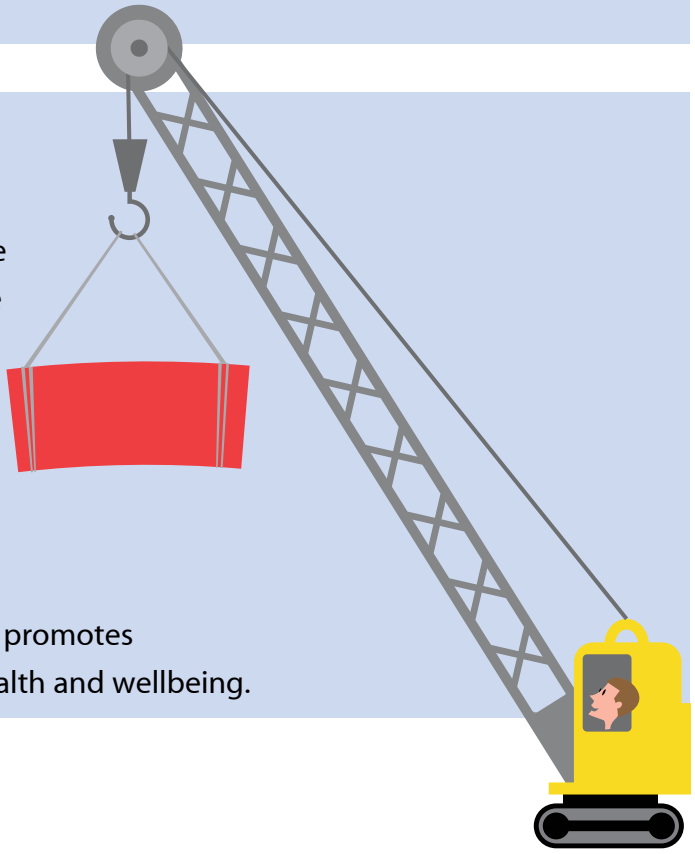
5. Health and wellbeing is promoted

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;[24] and
- that every pupil should go to a Healthy School that promotes healthy eating, an active lifestyle and emotional health and wellbeing.



24 Subject to consultation

Annex B – 21st Century Schools White Paper – 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:

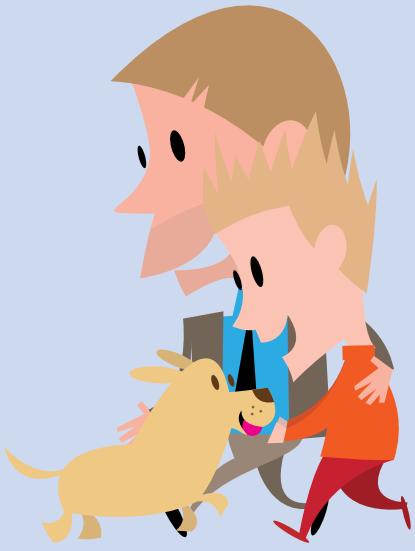
a. every parent will have opportunities, information and support to exercise choice with and on behalf of their child;

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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