

The White Paper

Importance of Teaching

Greater autonomy for schools



- Schools responsible for their own improvement
- International inspiration - America, Canada, Sweden and Finland
- Charter schools in New York – longer day, stronger discipline, smaller classes
- Academies – every school (eventually)
- No requirement to co-operate with Children's Trusts
- Once excluded pupils cannot be reinstated on Appeal
- But school responsible for finding alternative place
- No SIP for good and outstanding schools
- Outstanding schools to be freed from routine inspection from Sept 2011
- BUT schools can request and pay for an inspection!

Improved parental choice and power



- Free schools – parents, charities, teachers
- Spare capacity is a good thing
- Sharper and swifter intervention – new floor targets = increase in schools 'eligible for intervention'
- Financial and performance data for parents on-line
- Parents to trigger an inspection if behaviour issues
- Schools required to have key documentation on-line

More support for the poorest



- Making opportunity more equal – gap between fee private and state schools has doubled!
- 40/80,000 get to Oxbridge
- Pupil premium – schools held to account for spend
- £110m Early Intervention Fund
- £35m collaboration incentive to tackle gaps
- Children's Centres core role to remain
- End of Contextual Value Added

Whole system improvement



- School to school support – strong ‘help’ the weak
- Schools free of local interference – NLE/LLE
- Cut and thrust of the market – need for efficiency savings
- Education Endowment Fund (US Race to the Top)
- Deal with poor behaviour
- Chains and multi-school trusts – sponsors ready as is simpler competition process!
- Consult on fairer national funding formula – it will take time
- Replace YPLA with Education Funding Agency (Exec Agency) – fund Academies + Free schools + 16-19
- PRU’s to be independent with voluntary sector to increasingly provide – end LA monopoly

Assessment



- Assessment at key moments of transition 6, 11, 16
- Lord Bew Review KS2 SATs – end to external marking?
- English Bacc. EN+MA+SC+A or MFL + a humanity
- Optional tests for KS3?
- Scoring spelling, punctuation and grammar in tests

Greater accountability



- Ofsted – back to a focus on teaching, pupil achievement, leadership and management, and the behaviour and safety of pupils.
- Escalating expectation within floor targets – 60% L4+ in EN+MA plus 2 levels of progress
- Reading test results to figure prominently
- Ofsted to deal with underperformance
- Structural solutions first – Gove’s promise to businesses
- Financial and performance data for parents on-line
- Publish ‘family of schools’ data- identify the best
- Streamlining: capability, performance management
- No time limit on lesson observations
- If low standards 6th form funding can be removed

The New and Improved LA



- LA as ‘parents champion’ – parents not schools choose pupils
‘Acting as a champion for parents and families – ensuring that there are enough good schools for every child and, through oversight of the admissions system and by tackling issues such as school transport, that access to schools operates fairly. We also want local authorities to use their mandate to support parents’ and children’s interests more generally – for example, using their existing scrutiny function to challenge performance.’
- LA as ‘protector of the vulnerable’ – SEN, excluded, LAC
- ‘Blowing the whistle’ on weak schools
- Commissioning new provision – Academy/Free School as first option

LA Role



*‘Acting as a champion for educational excellence – working both with the local family of schools and with individual schools to ensure good and improving performance. Local authorities should challenge and support **all** schools in their area to deliver excellence. They will bring people together to tackle local problems, and broker school to school support to drive improvement’.*

LA Role



- Support structural transformation for below floor schools to improve fast or transform
- LA to source sponsor – but Secretary of State will if needed
- Academy sponsors can be replaced too (By DfE)
- Create local arrangements for admissions
- Link selection to regeneration and aspirations
- Appoint a DfE funded 'Lead Adviser' on school improvement and transformations
- Can widely trade school improvement services
- LA could trigger inspection in Academy/Free schools
- Safeguarding

LA Role



‘For the immediate future, the majority of schools will remain as local authority maintained schools and their funding will be routed through local authorities. But we anticipate that, as Academy status becomes the norm, local authorities will increasingly move to a strategic commissioning and oversight role’.

Opportunities and threats



- Build on Plymouth's excellent reputation – NCSL, DfE....
- Heads could play civic leadership role
- Collective responsibility across Plymouth
- Build on strong collaborative history
- Vertical federations and all through 0-19
- Restructure to meet core responsibilities including city aspirations
- Responsibility for school improvement remains
- Likely to provide a 'patch adviser' role
- We will provide or broker what schools want
- Work with neighbouring LAs but be Plymouth centric
- Work with schools to define essential educational infrastructure