

Schools White Paper

Opportunity for All

Ambitions

By 2030

- End of primary: 90% of pupils meeting the expected standard in reading, writing, and maths combined at Key Stage 2
- End of secondary: national GCSE average grade in both English language and in maths increased from 4.5 in 2019 to 5

Chapter 1

An excellent teacher for every child

- 500,000 teacher training and development opportunities by 2024, giving all teachers and school leaders access to world-class, evidence-based training and professional development at every stage of their career
- Specialist training to drive better literacy through a new National Professional Qualification for Leading Literacy; a new National Professional Qualification for Early Years Leadership; and up to £180m investment in the early years workforce, including training for early years practitioners to support literacy and numeracy teaching
- £30,000 starting salaries to attract and retain the very best teachers - with additional incentives to work in the schools with the most need

Chapter 2

Delivering high standards of curriculum, behaviour and attendance

- A new arms-length curriculum body that works with teachers across the country to co-create free, optional, adaptable digital curriculum resources to deliver a rigorous, high-quality curriculum
- A richer, longer average school week which makes the most effective use of time in school and ensures children enjoy a rounded education
- Better behaviour and higher attendance through more effective use of data, including an annual behaviour survey and a national data system to drive up attendance and make it easier for agencies to protect vulnerable children

Chapter 3

Targeted
support for
every child who
needs it

- A Parent Pledge that your school will provide evidence-based support if your child falls behind in English or maths and tell you about their progress
- Up to 6 million tutoring courses by 2024 with action to cement one-to-one and small group tuition as a permanent feature of our school system
- A secure future for the Education Endowment Foundation putting our independent, ‘what works’ centre on a long-term footing and placing the generation and mobilisation of evidence at the heart of our education system

Chapter 4

A stronger and fairer school system

- A fully trust led system with a single regulatory approach, which will drive up standards through the growth of strong trusts and the establishment of new ones, including trusts established by local authorities
- A clear role for every part of the school system, with local authorities empowered to champion the interests of children and a new collaborative standard requiring trusts to work constructively with all other partners
- Education Investment Areas to increase funding and support to areas in most need, plus extra funding in priority areas facing the most entrenched challenges

Local Authority Role

Sufficiency

- Forecasts pupil place needs and identifies viable options (for mainstream, Alternative Provision and specialist schools) - including via the free school presumption process
- Can object to the Schools Adjudicator about pupil admission numbers (PANs) for mainstream schools, where there is a need for an increase

Local Authority Role

Admissions

- Co-ordinates admissions, including managing in-year applications
- Convenes multi-agency in-year placement panels for vulnerable and unplaced children
- Has backstop power to direct admission of a child if required

Local Authority Role

Safeguarding

- The Local Safeguarding Partnership (LSP) sets out local safeguarding arrangements
- The Local Authority commissions and oversees the audit process, referring non-compliance to Department for Education (DfE)

Local Authority Role

Attendance

- Ensures all children are in education
- Works with schools to identify pupils at risk of poor attendance and supports them to attend

In East Sussex

Acting as an ambassador for all children & young people, especially the most vulnerable

- Focus on the progress of all vulnerable groups of Children and Young People
- Challenging schools & other providers on their impact
- Strategic approach to attendance & reducing exclusions
- Multi-agency support from Early Help & Social Care
- Developing our Special Educational Needs and Disability (SEND) strategy with all schools

In East Sussex

Facilitating
strong
partnerships
with &
between
schools

- Continued development of our partnership structures
- Building more capacity for school-to-school support
- Devolving more resource & responsibility to Area Groups/Education Improvement Partnerships
- Agree a longer term model for funding the partnership

In East Sussex

Shaping the
wider capacity
in the system

- Place planning - identifying needs & future priorities
- Managing relationship with Regional Schools Commissioner & Diocese
- Strategic conversations with local & national trusts
- Ensuring all schools have the opportunity to be part of a strong family of schools

Early planning

What we know so far:

- White Paper signals Government commitment for all schools to be part of a Trust by 2030 with aim that Trusts should be moving towards 10+ schools/7500 pupils
- At this stage, no powers to enforce conversion apart from for inadequate/double Requires Improvement
- DfE published further details of plans for implementation with a focus on Education Investment Areas (EIAs) - commitment to develop 'commissioning plan' setting out plans for Multi Academy Trust (MAT) growth

Early planning

What we don't know yet:

- How quickly DfE might want to move over the next year given the focus on EIAs
- What process will be and how schools will be involved in the 'commissioning plan'
- Position of Dioceses and options available to Church schools

Early planning

What we've done so far:

- Been clear about how we see the role of the LA in the future system
- Started a 'big conversation' to hear the views of schools, trusts and the Diocese
- Worked with the joint primary and secondary board to develop a set of principles that might guide our approach moving into the autumn

Draft principles (1)

- **We continue to be guided in all that we do by our shared ambitions** to deliver the best possible education for all children and young people; promote and enable inclusion; and further develop our school-led system
- Our starting point is we want to see a school system that **provides strong school improvement capacity**. Ensuring effective, “high support and high challenge” school improvement, with inclusion at its heart, is our key shared goal
- We have already developed **strong local partnerships and collaboration** built around Area Groups, Education Improvement Partnerships and Alliances. These have helped generate the **high trust environments for school improvement** that we want to continue to promote through MAT development

Draft principles (2)

- We believe that schools being part of strong Multi-Academy Trusts, driven by a clear shared moral purpose and committed to close partnership with each other and with the council has the potential to support our shared ambitions well. **A landscape of strong Trusts could strengthen collaboration and capacity for school improvement, building on joint working through existing partnership structures**
- We also believe there can be **strong benefits to staff working across a wider group of schools** in a Trust in terms of recruitment and retention, opportunities for progression and continued professional development

Draft principles (3)

- **We are particularly interested in seeing the development of strong MATs that have a clear cross-phase focus, a strong focus on supporting inclusion and addressing educational disadvantage, and a clear geographical focus that enables them to support schools locally**
- **We think the development of the future system is likely to see strong MATs growing, smaller MATs or Single Academy Trusts (SATs) coming together and some new MATs emerging, many of which will be locally grown. We also believe MATs working together will be an important, long-term, part of the future system**
- **In its role as champion for all children in East Sussex, the local authority will work with the new DfE Regional Director and Diocesan representatives to support conversations about effective MAT development. At this stage, the council does not see itself as becoming an Academy sponsor or seeking to establish “Local Authority MATs”**