

## The 2022 schools white paper – Opportunity for all: strong schools with great teachers for your child

### Summary for ASCL members

29 March 2022

#### What problems is the white paper attempting to solve?

- 35% of children did not achieve expected standards of reading, writing and maths by the end of primary school in Key Stage 2.
- Children who were disadvantaged or vulnerable, including those with SEND, were more likely to be amongst those missing out on key learning milestones.
- Covid-19 has exacerbated these challenges.

#### What are the overall ambitions of the white paper?

By 2030:

- 90% of primary school children will achieve the expected standard in reading, writing and maths, and the percentage of children meeting the expected standard in the worst performing areas will have increased by a third.
- In secondary schools, the national GCSE average grade in both English language and in maths will increase from 4.5 in 2019 to 5.

#### Chapter 1: An excellent teacher for every child

**Ambition:** By 2030, every child will be taught by an excellent teacher trained in the best-evidenced approaches

##### **Existing policies aimed at achieving this ambition:**

- Introduction of Early Career Framework (ECF)
- Reform of National Professional Qualifications (NPQs)
- Proposed reforms to Initial Teacher Training (ITT) by 2024
- Establishment of Teaching School Hubs
- Establishment of Institute for Teaching
- Introduction of a starting salary of £30,000 for new teachers (now proposed for 2023/24 rather than 2022/23 as originally planned)
- Publication of Education Staff Wellbeing Charter

##### **New policies aimed at achieving this ambition:**

- Deliver 500,000 teacher training and professional development ‘opportunities’ across ITT, ECF and NPQs by 2024
- Introduce a new Leading Literacy NPQ from September
- Introduce an Early Years Leadership NPQ
- Consult on introducing a SENCO NPQ as the mandatory qualification for new SENCOs
- Establish a process for reviewing the evidence frameworks that underpin ITT, ECF and NPQs
- Introduce a Levelling Up Premium of up to £3,000 for eligible maths, physics, chemistry and computing teachers, in years one to five of their careers, who choose to work in disadvantaged schools

- Introduce a new scholarship to attract language graduates into teaching
- Pilot a new ITT course to support more engineers to teach physics
- Attract more teachers from abroad by introducing a new relocation premium, bursaries for international trainees in priority subjects, and a new digital service to recognise teaching qualifications from other countries

## **Chapter 2: Delivering high standards of curriculum, behaviour and attendance**

**Ambition:** By 2030, every child will be taught a broad and ambitious curriculum in a school with high expectations and strong standards of behaviour

### ***Existing policies aimed at achieving this ambition:***

- Introduction of phonics check and multiplication tables check
- Reforms to Early Years Foundation Stage
- Introduction of English, maths and behaviour hubs
- Compulsory relationships, sex and health education
- Strengthened role for Designated Safeguarding Leads
- Introduction of NPQ in behaviour and culture
- Consultation on revising Behaviour in Schools guidance and statutory Suspension and Permanent Exclusion guidance
- Consultation on new statutory guidance and expectations on attendance for schools and local authorities

### ***New policies aimed at achieving this ambition:***

- Establish a new arms-length national curriculum body to co-design and create with teachers packages of optional, free, adaptable, sequenced curriculum resources and video lessons
- Introduce a minimum expectation on the length of the school week of 32.5 hours for all mainstream state-funded schools by September 2023, overseen by Ofsted
- Publish updated plans to support sport and music education in 2022, and a cultural education plan in 2023
- Launch a new careers programme for primary schools in areas of disadvantage, extend the legal requirement to provide independent careers guidance to all secondary school children, and improve professional development for teachers and leaders on careers education
- Establish modern foreign language hubs from 2023 and introduce more effective CPD courses for language teachers in primary and secondary schools
- Introduce a new test of literacy and numeracy, taken by a sample of children in Year 9
- Launch a National Behaviour Survey
- Design a national data solution to, and modernise the rule on, recording attendance
- Establish a register for children not in school
- Accelerate the introduction of Mental Health Support Teams
- Strengthen relationships, sex and health education and Keeping Children Safe in Education
- Increase Ofsted's powers to inspect schools operating illegally without registration

## **Chapter 3: Targeted support for every child who needs it**

**Ambition:** By 2030, every child who falls behind in English or maths will get the right support to get back on track

### ***Existing policies aimed at achieving this ambition:***

- Establishment of the pupil premium
- Creation of the National Tutoring Programme

### ***New policies aimed at achieving this ambition:***

- Deliver a Parent Pledge – a promise from government, via schools, to families, that any child who falls behind in English or maths should receive timely and evidence-based support, and that schools should communicate this work to parents

- Make it an expectation that all schools should monitor pupils' progress in English and maths using robust assessment, and have a system for responding to what this shows, drawn from an evidence base of effective support approaches
- Deliver up to 6 million tutoring packages by 2024
- Continue to financially incentivise schools to provide tutoring, and expect every school to make tutoring available to children who need it (from 2024 schools will be expected to use their core budgets for this)
- Re-endow the Education Endowment Foundation with at least £100m
- Provide over £55m to the government's Accelerator Fund to develop and scale up literacy and numeracy interventions
- Reform the SEND and children's social care systems (more detail in the SEND green paper and the upcoming findings of the Independent Review of Children's Social Care)

## **Chapter 4: A stronger and fairer school system**

**Ambition:** By 2030, all children will benefit from being taught in a family of schools, with their school in a strong multi-academy trust or with plans to join or form one

### ***Existing policies aimed at achieving this ambition:***

- Establishment of almost 10,000 academies, of which 8,500 are in multi-academy trusts that have more than one school
- Routine transfer of underperforming schools into strong trusts

### ***New policies aimed at achieving this ambition:***

#### *Increase capacity in the parts of the country that need them most*

- Invest £86m in trust capacity funding over the next three years, plus £40m of additional funding for bespoke interventions to address local needs, in 55 Education Investment Areas (EIAs), and particularly in a subset of 24 Priority Education Investment Areas
- Move schools that have received two consecutive below 'Good' judgements into strong trusts, starting in the EIAs
- Launch a new multi academy trust CEO development programme
- Open a targeted number of 'academically focused' 16-19 free schools in the areas where they are most needed

#### *Shape a dynamic system of strong trusts*

- Expect most trusts to be at or working towards serving at least 7,500 pupils or running at least 10 schools
- Limit the proportion of schools in a local area that can be run by an individual trust
- Consult on allowing LA maintained specialist providers to move into either specialist-only or mixed trusts
- Discuss how to implement an expectation that all trusts should have local governance arrangements for their schools

#### *Ensure all types of school can help build the fully trust led system*

- Support new trusts to develop where needed
- Enable LAs to establish new MATs, which will be regulated in the same way as any other trust, with safeguards to manage potential conflicts of interest
- Ensure statutory freedoms and protections of church and faith schools remain when they join or form trusts
- Financially support and protect schools in sparsely populated areas from closure
- Ensure selective schools are secure in MATs

### *Better regulate school trusts*

- Bring together statutory academy trust standards with statutory intervention powers for Regional Directors (RDs – formerly RSCs)
- Launch a review of accountability and regulation of trusts, including inspection, based on a new definition of trust strength (focused on high quality and inclusive education; school improvement; strategic governance; financial management; and workforce)
- Consult on exceptional circumstances in which a good school could request a move to a stronger trust

### *Set out a clear timeframe to achieve a fully trust-led system*

- Introduce new powers to bring LA maintained schools into the academy system at LA request
- Engage with the sector on how all schools can be in or joining a strong trust by 2030

### *Ensure every actor in the school system to has a clear role*

- Introduce new legal powers for LAs to match their responsibilities
- Set standards for trusts and schools using a single regulatory approach
- Establish nine DfE regions by summer 2022 to include RDs and ESFA working as one
- Include a collaborative standard focussed on admissions, attendance and wider civic responsibility as part of the new statutory academy trust standards

### *Strengthen the role of local authorities*

- Work with LAs on their involvement in school places, vulnerable children, local admissions arrangements, attendance and KCSIE

### *Deliver high quality school places and fair admissions*

- Consult on giving LAs the power to object to the Schools Adjudicator about a school's PAN if an increase is required and no suitable school agrees to provide this
- Bring the requirement for trusts to follow the admissions code onto a statutory footing
- Consult on a reform of the admissions framework, including setting over-subscription criteria
- Consult on a statutory framework to govern children's movements
- Consult on a new backstop power for LAs to direct trusts to admit children

### *Ensure the system works for vulnerable children and children with SEND*

- Improve the sharing of information between organisations working with vulnerable children
- Introduce a new system in which Local Safeguarding Partnerships commission safeguarding audits every three years

### *Provide funding, infrastructure and technology for an effective system*

- Use the national funding formula to set each school's budget directly, without local amendment – consult on the details in the autumn
- Introduce new transparency measures for central (GAG) pooling arrangements
- Expand the School Resource Management (SRM) programme and publish more guidance in summer 2022
- Create an environment where schools can use technology to support innovation and spread evidence-based practice in a variety of ways