

Ealing Council



21st century schools White Paper

Heads and Chairs briefing
9 February 2010

The challenge

“(The world) 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.”

We are also preparing our young people for jobs that do not yet exist, therefore, “as well as teaching the traditional knowledge and skills 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.”

Background

- Significant increase in attainment since 1997
- Increased investment (eg BSF, Academies)
- ECM outcomes
- Extended Schools
- Healthy Schools
- Workforce remodelling and modernisation
- Aiming High projects
- Curriculum review (Rose)

White paper priorities

- Excellent teaching
- Every school working in partnership
- Every school improving – accountability and intervention
- Every school and school leader will be supported
- A well led and highly-skilled workforce

Excellent teaching

Pupil guarantee

- Good behaviour
- Broad, balanced and flexible curriculum including skills for learning and life
- All pupil needs met at early stage
- All schools provide sport and cultural activities
- All schools promote health and well-being

Excellent teaching

Parent guarantee

- Information and support for parents
- Home School Agreement outlining their rights and responsibilities for their child's schooling
- Opportunities, information and support to be involved in child's learning and development
- Access to extended services and advice on parenting

Early intervention

- Universal services
- Multi-agency team
- Specialist services
- MAP and CAF
- Lead professional
- Learning mentor
- Parent support adviser

Every school working in partnership (with other schools and wider services)

- Curriculum choice, 14-19, diplomas, specialist teaching, extended services
- Schools to have responsibility for children in area, not just on their roll
- Federations, Academies and Trusts (Choice & Diversity)
- Accrediting high-quality education providers to support underperforming schools
- Strong GBs to be allowed to sponsor academies
- Schools and partners pooling funds
- Create multi-agency teams in schools
- National support programme for leadership and partnership

Every school improving – accountability and intervention

- Every school responsible for its own improvement
- School improvement support from range of providers, including high performing schools and nationally accredited providers
- Reform role of SIP – monitoring and challenge PLUS brokering support. Where performance low also sign off improvement plans
- SIP – single agent for challenge and support to schools across all ECM outcomes
- School Report Card (from 2011) – report on outcomes across the breadth (ECM) of school performance

Every school and school leader supported

- Reform school funding – link to deprivation and outcomes and partnership working
- All new school buildings zero carbon by 2016
- National funding formula for 14-19
- LA act as strategic commissioners with Children's Trust partners and strengthen commissioning role of LA
- Build governor capacity and school intervention
- LA provide high-quality data to support partnerships and multi-agency locality working
- LA to publish local plan on school places if parents are dissatisfied
- LA role in school compliance with statutory duties (inc STP&C)

A well-led and highly-skilled workforce

- Selection on interpersonal as well as academic
- Improving routes into employment-based training
- Practise-based Masters qualification for teachers
- Entitlement to CPD – link to PM and professional standards
- Licence to teach – revalidated every 5 years based on PM
- System leadership
- Leadership succession planning
- Flexibility in GB composition and mandatory training for CoG
- Everyone in children's workforce to be qualified to level 3 (where appropriate)
- Wider workforce role – LMs, PSA, SBM, ExSchCoor

Key issues for governing bodies

- Are you aware of your strengths and weaknesses?
- Do you consider your GB to be good or outstanding? How do you know? Are you a successful school?
- Do your governors know the priorities for the school?
- Have you developed succession planning in your school?
- Does your school work in partnership with other schools and agencies?
- Do you work with other governors/GBs?
- Is your school compliant with respect to the National Agreement on Workforce Reform?



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