

Ealing Council



The White Paper and Education Bill 2011 Briefing for Heads and Chairs 3 February 2011

Key Aims of White Paper

- Improve standards internationally
- Close attainment gaps

by....

- Increasing school autonomy – **but also accountability**
- Improving the quality of teachers and leaders
- Improving the standards of qualifications and the curriculum – slimmer, more academic, more rigorous assessment

New measures of success

Shifting Goalposts?

- **International Comparisons**

(PISA data OECD 32 countries since 2000)

UK dropped from 7th to 25th reading; 8th to 27th maths; 4th to 16th Science)

- **English Bacc-** 15% nationally (18% Ealing)

- **Achievement gaps**

- FSM Gap 5A*-C KS4 (27% vs 59%)
- FSM doing A levels (only 6% in 2008)
- FSM to Oxbridge (45 students in 2009)

Teaching and leadership

- More & Higher quality recruits
- Training more focused on classroom skills
- **Network of 500 Teaching schools**
- More freedoms to manage performance
- **Double NLEs and LLEs**
- **New Specialist Leaders**
- **Streamline AST/Excellent teacher**
- Cut bureaucracy- SEF, FMSIS,



Behaviour



- Increased powers for teachers
- Anonymity for accused teachers
- Authority to enforce discipline beyond school gates
- Fresh approach to:

Response to prejudice
Appeal process
PRUs
Permanent exclusions

Curriculum, assessment and qualifications

- **Slimmer knowledge-based National Curriculum**
- Phonics screening check at age 6
- Assessment reviews- KS2 & EYFS
- **The English Baccalaureate**
- Review of vocational education
- International benchmarking



New schools system



- Academies get back old freedoms
- All schools can now become academies
- Lowest attainers and outstanding schools first
- The formation of Free Schools
- Strategic role for LAs – “structural solutions”
- Schools responsible for their own improvement

Role of LA

- Champion for parents and families
- Champion of vulnerable pupils
- Champion of Educational Excellence
- Provision of places, fair admissions and transport
- School monitoring but no more SIPs – flexible approach
- No expectation to provide support to schools but can be a provider of services
- Directed by Sec of State to use intervention powers- can request Ofsted inspection; IEB; Academies



Accountability



- More accountability to parents, less to Government
- Reduction of burdens and bureaucracy
- Transparent data including online tool for parents
- New and moving floors based on attainment and progression
- Governors better equipped to challenge

Performance tables

- New basics measure for English, maths and sciences
- **The English Baccalaureate**
- Heightened profile for:

Progression

Pupil Premium

Lowest 20%

Review of vocational qualifications



Ofsted



- Focus on core educational business
- Steep proportionality of inspection
- Outstanding schools exempted
- Schools can request paid-for inspection

Floor standards



- New floors based on attainment **and** progression
- **35% 5*A-C EM + NA Expected progress**
- **60% L4 English and Maths + progress**
- Fairer to schools – recognises prior low attainment can be a factor

Funding approach being finalised but likely to be small amount of funding for both LAs and schools

Schools causing concern and the “merely satisfactory”

- Relentless and robust focus on underperformance capacity to improve
- Strong presumption of conversion to Academy with a sponsor for the worst performers
- Model of delivery building on the success of the National and City Challenges
- Building capacity in the system to – National Teaching Schools and National/Local Leaders of Education
- Sec of State new power to direct LAs to use their powers



Good and Outstanding Schools

- The end of centrally-driven strategies
- Schools will draw down what they need from the market
- More lateral learning – use of great heads, teachers and practices
- Education Endowment and Collaborative Incentive Funds to support innovative projects involving other schools



What have other people said?

- **ACSL –EBacc** – “could have such a detrimental effect on the rest of the curriculum. However, ASCL also urges members to not feel pressurised into making hasty changes to their curriculum”
- **NAHT**
 - Teaching schools, NC Review, NLE, EEF – “potentially good”
 - Exclusion changes, Free schools, Reading Test, English Bacc, Floor standards, LA reduced SI role- “worrying”
- **Institute for Public and Policy Research (IPPR)**
 - Welcomes focus on teacher quality- Teach First/SLE
 - Concern Ebacc disincentive for schools to focus on poorest kids

BIG QUESTIONS FOR US

- How can we maintain the significant trajectory of improvement with far fewer resources at the centre?

50% to 75% reduction in staffing (School Improvement and School Partnerships)

- How do we support schools in meeting local challenges?

Local challenges for schools and LA

- Rapidly rising demand for school places
- Closing achievement gaps
- Student mobility
- SEN - numbers, more complex needs and attainment
- Expanding Foundation Learning offer 14-19
- Assessment – especially non-core
- Post 16 teaching, learning and achievement
- Leadership development - especially middle leaders
- High number (25) “satisfactory” Primary schools
- Of these, 6 schools “causing concern”

Immediate resource challenge - LA

- Loss of central government grants to support services to schools – approximately 5.3M
- Proportion of this grant allocation (1.9M) transferred to schools' baseline – i.e. Schools Forum decides how much Local Authority should retain to support schools with their improvement priorities

9th Feb Decision for Schools Forum

To agree how much of 1.9M should be retained to:

- Support schools in meeting existing and new challenges (Education Bill)
- Fund a smaller team of high quality people at centre to respond to new ways of working
- Respond to a new proposal – sent to all Headteachers on 21st January. Illustration for schools shared with Heads 1st February.