

Opportunity for all: strong schools with great teachers for your child

White paper published April 2022

First schools white paper since 2016

Strong links to SEND green paper and levelling up paper

Our Schools white paper vision, ambitions, and strategy to deliver



Vision

A school system that helps every child to fulfil their potential by ensuring that they receive the right support, in the right place at the right time - founded on world-class literacy and numeracy as the cornerstone of an excellent education. Delivering on the government's priorities of building back better after the pandemic and levelling up across the country.



Ambitions by 2030

- Key Stage 2: 90% of pupils meeting the expected standard in maths and reading at Key Stage 2
- Key Stage 4: National GCSE average grade in both English language and in maths increased from 4.5 in 2019 to 5

Our strategy



1. Teachers

Ensure we have excellent teachers in all areas of the country, trained in the very best literacy & numeracy approaches



2. Standards

Support our teachers to deliver high standards for all pupils, with a relentless focus on behaviour & attendance, and access to the best-evidenced resources



3. Targeted support

Deploy targeted support for those who need it most, especially the most vulnerable and disadvantaged children



4. System

Underpinning this, ensure that there is a stronger school system, including fair and adequate core funding and every school belonging to a strong trust with strong leadership and governance

1. An excellent teacher for every child

- Access to world-class training and professional development at every stage of teachers' career.
 - a trained literacy expert through a new National Professional Qualification for Leading Literacy.
 - a new National Professional Qualification for Early Years Leaders
 - up to £180m investment in the early years' workforce, including literacy and numeracy training for early years practitioners.
- Ensure every school can access funded training for a senior mental health lead to deliver a whole school approach to health and wellbeing.
- To ensure recruitment and retention of the best teachers, teacher starting salaries are set to rise to £30,000, with further incentives to those who work in schools with the most need.

2. Standards – Improving curriculum, behaviour and attendance

- A minimum school week of 32.5 hours by September 2023
- £100m for Education Endowment Foundation so they can continue to evaluate and spread best practice in education across the country
- Build on the success of Oak National academy – digital resources to support high quality curriculum
- Funding for enriched curriculum through funding for arts, sport and culture

2. Standards - Improving curriculum, behaviour and attendance

- Pupils taught in a calm, orderly, safe and supportive school
- Supporting teachers to develop their expertise in managing pupil behaviour and wellbeing through a fully funded National Professional Qualification in Behaviour and Culture.
- Help heads to use the full range of powers available to them – like suspensions and exclusions – so they are more confident to take action where necessary
- SAFE project and Alternative Provision task force
- New legislation including a requirement for every school to publish a clear attendance policy to improve support – new attendance guidance published for Sept 2022
- Using data we will also make it easier for schools to understand individual attendance patterns and for trusts, local authorities and DfE to identify problems more quickly.
- Register of all electively home educated children held by Local Authority

3. Targeted support - every child who falls behind in English or Maths will get the right support to get back on track

- **Parent pledge** - that every child who falls behind in English or Maths will get targeted, evidence-based support to get back on track.
- Schools will tell parents about their child's progress and how they can also support their child's learning at home.
- Tutoring – expectation that every school will make tutoring available to children who need it (one to one and small group tuition)
- Use of Education Endowment Fund to identify evidence based interventions
- Reform of special educational needs system and social care system

4. Stronger, 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.
- Named 55 **Education Investment Areas including Manchester** to increase funding and support to areas in most need, plus extra funding for 24 priority Education Investment Area areas with the most entrenched underperformance.

All schools to be in a Multi Academy Trust by 2030

- MATS to be on a trajectory for at least 7500 pupils or 10 schools (no maximum size)
- Will limit proportion of schools in a local area within one trust
- Improved regulation of school trusts
- Transition to national funding formula to set school budgets directly without local amendment – easier for Trusts to navigate and manage
- Local authorities are to be permitted to establish trusts, where too few strong trusts exist

Plans to legislate to enable Local Authorities to direct schools to join a MAT – currently only maintained schools judged to be inadequate are required by statute to join a MAT through an Academy order from DFE

The government plans to support schools that have received two consecutive Ofsted judgements of below 'Good' to join strong trusts - The initial focus will be on schools in the 55 Education Investment Areas

Principles of Strong Multi Academy Trusts

- High quality and inclusive education
 - Transformative school improvement to quickly improve standards
 - Effective and robust strategic governance
 - Strong financial management
 - Trains, recruits, develops and deploys their workforce effectively
-
- Development of statutory Trust standards – will include a collaborative standard requiring Trusts to work collaboratively with each other and their local authorities.
 - Longer term development of a regulatory review system for Trusts
-
- £86 million available to grow and strengthen multi-academy trusts over the next three years, **with a particular focus on Education Investment Areas.**

Regional variation

- Nationally 79% secondaries, 38% primaries 43% special are academies
- Average MAT has 6.2 schools
- Across GM 69% secondaries, 23% primaries and 36% special academies
- GM – 109 MATs including 48 with 1 school

Context in Manchester

- Overall 40.5% schools are academies (75/185)
- 86% secondaries are academies (25/29)
- 39% primaries are academies (43/135)
- 50% all through schools ($\frac{1}{2}$)
- 31% special schools and PRUs (3/16)
- 35 different academy trusts of which 17 have 1 school in City (
- Most schools - Prosperere Trust with 8 a Manchester based Trust and Cooperative Academies Trust with 5

55 Education Investment Areas

- Includes 24 priority Education Investment Areas –which have some of the highest rates of disadvantage in the country
- Schools in EIAs judged less than good in 2 successive inspections could be moved into a strong MAT – subject to consultation on this
- a further £40 million of additional funding is to be provided for bespoke interventions to address local needs
 - such as high absence rates
 - development of a MAT CEO development programme.
- Levelling Up premium, will be worth up to £3,000 tax-free for eligible maths, physics, chemistry and computing teachers in year 1-5 of their career, working in disadvantaged schools, including in EIAs.
- Opening of targeted number of high quality academic 16- 19 free schools to support access to top universities – prioritised EIAs and priority EIAs. Recent wave for applications for free schools has been announced – includes special, Alternative provision and mainstream as well as post 16

Implementation guidance – 1st phase focuses on EIAs

Production of an area commissioning based plan setting out the coherent organisation of local schools in MATS and based on needs of the area including:

- Incremental growth of strong trusts
- Well planned movement of schools into trusts
- Identify the Trusts which have capacity to grow
- Clarity where new Trusts are needed
- Clarity where existing Trusts do not have capacity for further growth
- Avoid local monopolies
- Test and learn project on Local Authority MATs in some areas where needed

Role of Local Authorities

Local Authorities at heart of the system :

- Champions all children in an area especially most vulnerable
- Coordinates local services to improve outcomes for children including:
 - Special Education Needs and Disabilities system
 - School place planning
 - School admissions including coordination of all in year admissions
 - Attendance
 - Safeguarding

Local Authorities will have NO role/responsibility for assuring the quality or performance of schools in the local area once all schools are in a MAT

- New legal powers to match responsibilities
- DFE to work with Local Authorities to co-design detail

Role of DFE - 'stewards of the system'

- Regional team led by a Regional Director (formally the Regional Schools Commissioner)
- 9 regions
- Brings together functions previously distributed across DFE and Education Skills Funding Agency (ESFA)
- Includes:
 - Making decisions about expanding and creating Trusts
 - Monitoring and intervening when under performing Trusts or schools
 - Assesses and recommends approval of free schools
 - Holds Local Authorities to account for performance of SEND system

Context for Manchester

- Strong family of schools approach and schools work in partnership with Council and each other – includes good relationships with MATS in City
- % good or better schools is above national – only 2 maintained schools successive judgements of requires improvement
- Secondary sector – majority already in MATS and Diocese has plans for RC schools to join a MAT
- Use as an opportunity to bring together coherently different parts of education sector in City - One Education, Manchester Schools Alliance, Teaching school hub and clarify offer
- School attendance is good. Council has access to live data from registers and model attendance policy
- Part of SAFE project (£1m per year) and Alternative provision task force
- Strong systems for managing elective home education and children missing education
- Council already coordinates in year school admissions

Challenges for Manchester

- Place – not clear with these reforms who is accountable for outcomes and quality of schools in Manchester post 2030
- Our current approach means that safeguarding, attendance, admissions and inclusion/SEND are all considered within our quality assurance of schools – holistic overview of performance and issues
- Change in role will mean Council will not have same information on all schools based in the City as currently
- Primary sector – majority of schools remain maintained by Local Authority
- Capacity across Council services to support all schools to join MATs including Education, legal and HR – need to carefully manage and sequence
- A number of empty MATs and very small MATs in the City and need to understand their capacity to grow
- Maintained nursery schools – unclear if are included
- Targets for 2030 will be very challenging for many of our schools – lost ground on closing gap during pandemic
- Impact of National funding formula on school budgets
- Changing relationship with DfE – both OFSTED and DfE will now have regulatory role. DfE is the decision maker for area based commissioning plans.
- 2030 is a long time away but likely to reach a 'tipping point' before then when cannot offer a service for remaining maintained schools

Some key principles

- MATs operating in the City should share the Council's vision, values and priorities for children and be part of the Manchester family of schools
- No dominant MAT especially in any sector/phase or within a place/community
- Ideally develop a group of Manchester schools within larger/national MATS so not isolated (or across GM)
- Build strong MATs first so they have the capacity to take on struggling schools
- Any proposals for new MATS should have a viable growth plan
- Mixed MATs which include special schools and both phases where possible

Schools advised to

- Try before you buy
- Ensure MATS have strong office back structure and clarity of offer for other schools
- No rush and needs to be sequenced - but do need to start the discussion with Governing body

Next Steps

- Understand what means to be an Education Investment area – no details yet
- Ongoing discussion with primary sector and special school sector
- Ongoing discussion with Chairs of governors
- Planned discussions with MAT leaders regarding their growth plans
- Work with regional DFE to input into their Local Area Commissioning Plan
- Education website bringing together Education, MSA, Schools and One Education
- Development of a Schools Strategy for City to 2030 including future role of Local Authority
- Sequenced plan and timeline for schools into MATS and ensure capacity in place to achieve this
- Offer from Local Authority to support maintained schools with conversations about MATS
- Ongoing communication and development of resources to support schools with discussions and decisions e.g. checklist for maintained schools to support discussions with Governors, FAQs etc.