

# Schools White Paper

Vicky Beer, Regional Schools Commissioner for Lancashire,  
West Yorkshire Region

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# Who are we? | Regional Schools Commissioners



- North East - Katherine Cowell
- North West - Vicky Beer
- Yorkshire and the Humber - TBC.
- East Midlands - Kate Copley & Carol Gray
- West Midlands - Andrew Warren
- East of England - Jonathan Duff
- London - Claire Burton
- South East - Kate Dethridge
- South West - Hannah Woodhouse



# What do we do? | Regional Delivery Directorate

**Regional Schools Commissioners** are part of the DfE and lead regional teams within the **Regional Delivery Directorate (RDD)**. Current role:

## **Academies oversight**

- Trust accountability including free schools & UTCs
- SAT/MAT growth, intervention and academy transfers

## **Free schools and places planning**

- Assessment of new free schools
- Viability and assessment of sufficiency

## **School improvement (all schools)**

- Supporting Teaching School Hubs
- School improvement resource



# We will be changing | Regional Directors in Regions Group

- Delivering a joined-up approach across Department priorities (Children's Social Care, SEND, Schools and area-based programmes) offering a single point of contact
- Make decisions that deliver for and respond to local needs and priorities
- Develop an even better understanding of how local context impacts on children and learners, particularly vulnerable and disadvantaged children and young people.
- Play an essential role in helping shape policy across DfE to reflect sector needs.
- Be responsible for how place influences delivery of commitments in the Schools White Paper, of proposals in the SEND Green Paper and of any actions arising from the Government's response to the Independent Care Review, as well as for the department's parts of the Levelling Up White Paper.



# Our challenge | Over a third of pupils below expected KS2 standards in reading, writing, and maths, with outcomes varying between different groups and regions

## Core challenge



35% pupils fail to meet expected standards at KS2 in RWM

- We've made progress since 2016: in 2019 79% met standards in maths (up from 70% in 2016) and 73% (up from 66%) in reading
- But only 65% pupils meet expected standards in reading, writing, and maths combined (RWM) at KS2

## Complications



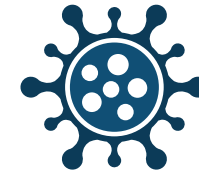
Certain groups almost twice as likely to under-perform at KS2

- ~30% of the population has a vulnerability / disadvantage but they make up ~60% of those not meeting standards
- If extended to those with vulnerability / disadvantage at some point during schooling, they make up 80% not meeting standards



There is also a wide geographical variation in performance

- There is an 8pp gap between top and bottom performing English regions in achieving KS2 standards
- This is even more pronounced at local authority level with a 29pp gap between the highest and lowest performers



COVID-19 has exacerbated these challenges

- In autumn 2021, the average primary school pupil had lost 1.9 months in maths and 0.8 months in reading
- Disadvantaged children lost an additional 0.3 months in maths and 0.4 months in reading



Strong trusts drive better outcomes but the system remains mixed

- Over 7/10 sponsored academies now rated Good or Outstanding vs 1/10 of LA-maintained schools they replaced
- Regional variation means not enough strong trusts in areas most in need (e.g. in the North West only 23% schools are MAT vs 52% in the South West)

# 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



# An excellent teacher for every child

Schools White Paper  
*Chapter 1*



## Context & our ambitions

- Teaching quality is the most important in-school factor in improving outcomes, especially for disadvantaged pupils
- Excellent teachers are made, not born. We will ensure access to world-class training and professional development at every stage of their career
- We will ensure high-quality early years provision, building strong foundations for the rest of their time in school
- We have more to do to make teaching an attractive, high-status profession, and recruit and retain the best teachers, in key subjects and areas



## Key policies

1. 500k evidence-based<sup>1</sup> teacher training and development opportunities across ITT, NPQs, ECF by 2024, incl. three new NPQs (Leading Literacy, EY Leadership, SENCO<sup>2</sup>)
2. £180m investment in the EY workforce
3. Establishing the Institute of Teaching as England's flagship teacher training provider
4. Reforming ITT by re-accrediting all ITT providers vs a new quality threshold
5. Recruiting the best teachers
  - Raise teacher starting salaries to £30k
  - New Physics ITT course for engineers
6. Retaining the best teachers
  - Levelling up premiums
  - Continuing to champion flex-working



# Delivering high standards of curriculum, behaviour and attendance

Schools White Paper

*Chapter 2*



## Context & our ambitions

- From EY onwards, all children will be taught a **broad, ambitious, knowledge-rich curriculum** with access to high-quality extra-curricular provision
- All children will be taught in calm, orderly, safe and supportive schools with high attendance. We will strengthen support, guidance, and legal frameworks for **behaviour and attendance**
- Children will have fair access to enriched, high-quality education regardless of where they live



## Key policies

1. A new **arms-length curriculum body** to work with teachers across the UK to co-create free, optional, adaptable digital resources
2. **Improved behaviour and attendance** from new national behaviour survey and attendance data solutions, strengthened regs., Behaviour & Culture NPQ funding
3. A new national expectation for the **length of the schools week** for all mainstream state-funded schools
4. Support for an **enriched education** through funding for sports, arts, music, culture
5. **Improved safety and wellbeing** from new Mental Health Support Teams and strengthened RSE and Health education and statutory safeguarding guidance







# Targeted support for every child who needs it

Schools White Paper  
*Chapter 3*



## Context & our ambitions

- World-class training and teaching is critical to improving children’s life chances and raising standards
- Even pre-COVID-19, too many children (especially the most vulnerable) fell behind and never caught up with peers, and C-19 has worsened this
- We need targeted support that complements great teaching and a strong curriculum to get more children back on track when they are struggling, particularly in English and maths
- Every teacher, school, trust must work to identify children at risk of falling behind and provide evidence-based support



## Key policies

1. **Parent pledge**: any child that falls behind in English or maths will receive timely and evidence-based support
2. **Education Endowment Foundation** re-endowed to secure its future
3. **£55 million for our Accelerator Fund** to scale-up the best interventions
4. **Menu of recommended evidence-based approaches** to inform use of the Pupil Premium, Recovery Premium and implementation of the Parent Pledge
5. **Up to 6 million tutoring packages** by 2024 (~100 million hours of tutoring when combined with 16-19 tuition)
6. Reform of the **SEND and Children’s Social Care** systems



# A fairer and stronger school system

Schools White Paper  
*Chapter 4*



## Context & our ambitions

- All children will benefit from being taught in a strong MAT, or their school will have plans to join / form one
- All schools will provide a high quality and inclusive education within the resilient structure of a strong trust, sharing expertise, resources, and support to help deliver better outcomes
- The best trusts will work where they are needed most, levelling up standards, and transforming underperforming schools
- Every part of the system will be held accountable to a set of clear roles and responsibilities



## Key policies

1. A fully trust led system with a single regulatory approach, through growth of strong trusts and establishment of new ones, including trusts established by LAs
2. By 2030 all pupils will be taught in a strong MAT or their school planning to join one
3. Clear roles across the school system with LAs empowered to champion children's' interests and a new collaborative standard requiring trusts to work with other partners
4. Education Investment Areas (EIAs) to receive increased funding (extra in priority areas)
5. Digital infrastructure investment so all schools can take advantage of modern tech

# SEND Review - Problem diagnosis and theory of change



## Symptoms

The green paper identifies three symptoms of a system under pressure: **poor outcomes** for children and young people with SEND and in alternative provision, **low parental and provider confidence**, and **financial unsustainability**.



## Problem diagnosis

The green paper's problem diagnosis is that these challenges are driven by a vicious cycle of **late intervention**, **low parental confidence** and the **inefficient allocation of resource** across the system. This both drives - and is driven by - high levels of inconsistency in practice and provision, based on location, rather than need.

## Our theory of change

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### 1. Improved mainstream

With high quality teaching and consistent expectations of support so needs are identified accurately and quickly reducing the risk of misidentification and escalation of needs.



### 2. Appropriate and affordable specialist provision

For children and young people who require it. This should be close to home where possible, preventing the need for long journeys and associated school transport costs.



### 3. Greater national consistency

On how needs are identified, recorded and met so decisions are taken based on a child's needs rather than where they live, with minimal bureaucracy in accessing the right support.



### 4. Strengthened accountability and funding reform

To ensure that all partners have clear roles and responsibilities in line with nationally consistent expectations, and are held to account for delivering these.

# SEND and AP Green Paper: our goal is for children and young people with SEND to receive the right support, in the right place and at the right time



## A new single national SEND and AP provision system across education, health and care

Statutory national standards on how needs are identified, recorded and met so decisions are taken based on a child's needs rather than where they live, with minimal bureaucracy in accessing the right support



## Excellent provision for early years to adulthood

High quality teaching and consistent expectations of support reducing the risk of misidentification and escalation of needs, with investment in specialist provision for those who require it



## A reformed national vision for Alternative Provision

Children and young people getting targeted support in mainstream or access to placements in AP.



## System roles, funding reform and accountability

Strengthened accountabilities and greater transparency, with clear roles and responsibilities for all partners



## Delivering change for children and families

A well-designed delivery programme that stabilises the system in the immediate term and delivers culture change for an inclusive system in the longer term



Department  
for Education

How will this all happen?



# A fairer and stronger school system

Schools White Paper  
*Chapter 4*



## How we will achieve our vision

- 1. We will increase capacity in the parts of the country that need them most - Education Investment Areas**
  - Trust capacity funding - up to £86m
  - Consulting on moving 2RI+ schools into strong trusts
- 2. We will shape a dynamic system of strong trusts**
  - Setting out MAT size and growth
  - Local governance arrangements
- 3. We will ensure all types of schools can help build the fully trust led system**
  - LA established trusts
  - Protections for faith & Church schools
- 4. We will better regulate school trusts**
  - Trust regulatory framework review
  - Strong trust definition
  - Consulting on schools moving trusts in exceptional circumstances
- 5. We will set out a clear timeframe to achieve a fully trust-led system - by 2030**
  - Powers for LAs to request conversion of their schools
- 6. We will ensure that every actor in the school system has a clear role**
  - A clear role for local authorities; incl. holding new legal powers in areas such as admissions
  - A new collaborative standard on trusts to work with each other and LAs
- 7. We will deliver high quality school places and fair admissions across England**
  - Co-create reformed admissions framework
  - Consult on requirement for LAs to manage in-year admissions
  - Consult on LA backstop power to direct admission of a named child as a last resort



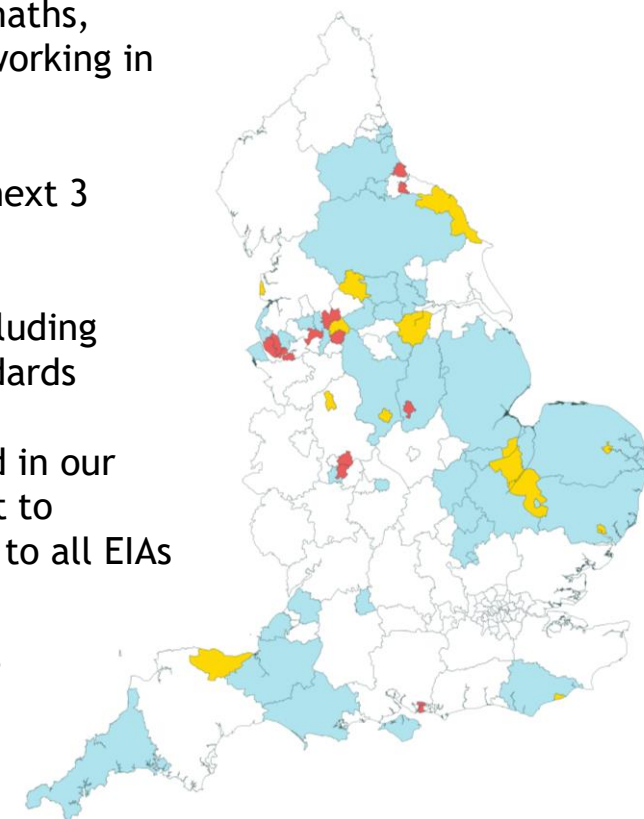
# Education Investment Areas (EIAs) Schools White Paper Chapter 4

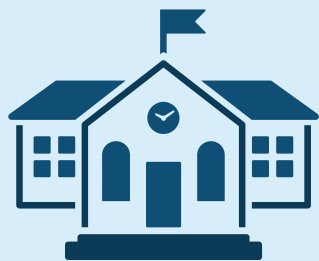
In the Levelling Up White Paper published in February, the government announced plans to drive school improvement in England through 55 local authorities selected as Education Investment Areas (EIAs). There is now more detail on the support available to these areas:

- Schools in EIAs that have been judged less than Good in two or more successive Ofsted inspections could be moved into strong trusts to help drive up standards. The Department is currently consulting on plans to support schools not making necessary improvements.
- 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.
- We have also committed up to £86m in trust capacity funding over the next 3 years, with a particular focus on EIAs.
- Extending the Connect the Classroom (CtC) programme with £150m, including investment in EIAs, to support schools to reach our minimum Wi-Fi standards

We have now also identified 24 Priority Education Investment Areas, listed in our [selection methodology](#). These areas will benefit from intensive investment to address entrenched underperformance, in addition to the support offered to all EIAs - including:

- A share of around £40 million additional funding to address local needs
- A MAT CEO development programme for aspiring trust leaders
- Additional support for digital connectivity through CtC
- Priority access to other DfE programmes - e.g., bids for free schools





## Local Authority Established MATs

Schools White Paper  
*Chapter 4*



The Schools White Paper signalled our intent to enable Local Authorities to establish multi academy trusts (MATs) in areas where there is a need for new strong trusts.



Local Authorities will be shortly invited to register their interest in establishing a MAT and to work with their relevant regional team on a proposal and conversion applications. A proposal and applications will need to be approved before a MAT can be established.



LA established MATs will need to meet the same criteria and will follow the same application process as other MATs, although LAs will take the lead on proposing and forming the MAT, working with the schools who are looking to join.



They will operate in the same way as any other MAT and will be subject to the same assessment, intervention, oversight and other arrangements as other MATs.

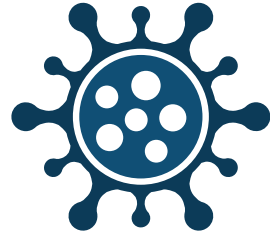


We plan to start with a small number of projects (up to 10) so that we can test the approach and learn from the first ones.



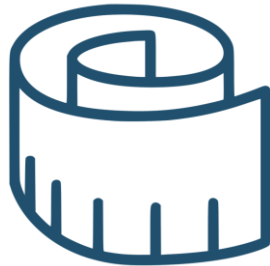


## What does this mean for me as a maintained school?



We know that both schools in the maintained sector and in trusts have worked extremely hard to deliver for your pupils, particularly through the pandemic.

We want you to have a clear vision for the future of your school and how you can best collaborate and partner with others to raise standards.



We know there won't be a 'one size fits all' You will all have different challenges, ethos and values within your schools.

If you have feedback or have an interest in playing an active role in supporting implementation, please contact us at Contact the Department for Education (DfE) - GOV.UK ([www.gov.uk](http://www.gov.uk))

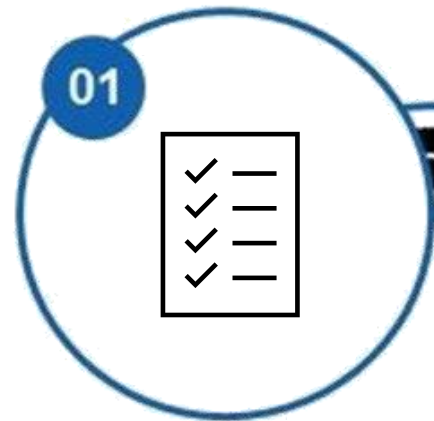


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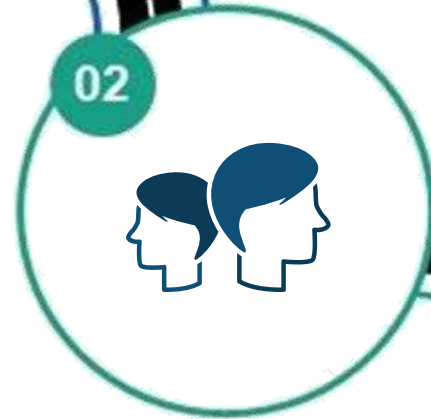


## What should you think about if you do want to join a trust?



### Planning

Think about your schools values are and what is important to you.



### Collaborate with others

Speak with Trusts/academies that have recently joined a Trust.



### Set a clear strategy

Discuss plans with your local authority and/or governing body.



### Contact us

We can provide guidance and support and share webinars and information.



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