

Meeting date: 23rd May 2022

Report to: Schools Forum



Subject/report title: The white paper

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Schools affected:

☒ All Schools

Type of Report For information

Forum Voting Not a voting matter - for information item

Public/private report: Public

1. Purpose of Report

1.1 To update members on the changes to the education system which will be introduced by the Schools White Paper.

2. Schools White Paper

2.1.1 This white paper demonstrates how our education system can deliver on the government's priority to level up across the country. The economic benefits of meeting the white paper's ambitions, and the case for a fully trust led system, are also set out.

2.1.2 There will be no changes to the National Curriculum until at least 2024. The white paper sets out new attainment targets, aimed to help pupils across the country achieve in school. It highlights literacy and numeracy as key tenets of achievement.

2.2 Parent pledge' requirements

2.2.1 Schools will be required to inform parents if their child is falling behind in English and maths and detail the progress they're making. This will be monitored by Ofsted. Expectations on schools will be to:

2.2.2 Monitor pupils' progress in English and maths using robust assessment. Have a response system, including adjusting classroom practice and providing additional support for children who need it. Targeted support for all pupils should complement support for pupils with special educational needs and/or disabilities (SEND).

2.3 Pupil premium spending

- 2.3.1 The DfE is developing a 'menu' of approaches for pupil premium spending. This is designed to help you make decisions about how best to support pupils, especially with numeracy and literacy skills.

2.4 Tutoring to continue as a central intervention

- 2.4.1 Schools will be expected to use tutoring as a 'staple offer' for intervention and are expected to make tutoring available to every pupil who needs it. Tutoring will be a 'core academic option' that schools can spend pupil premium funding on.

2.5 New curriculum resources

- 2.5.1 A new 'arms-length' curriculum body is to be established. Schools will be able to access a digital curriculum and online resources for every subject. The resources are designed to reduce workload, so teachers 'can concentrate on delivering lessons' and spend less time creating new resources.
- 2.5.2 The curriculum body will work with Ofsted and the Education Endowment Foundation (EEF) to ensure high quality and relevant resources.
- 2.5.3 It will also provide resources that go beyond the National Curriculum to help you stretch more able students.

2.6 Ofsted inspections

- 2.6.1 All schools will receive a full inspection under the 2019 Ofsted inspection framework by the end of the summer term 2025. This includes 'outstanding' schools.
- 2.6.2 If schools have not been inspected since September 2019, expect an inspection in this timeframe and start to prepare.
- 2.6.3 Schools that have received a judgement of less than 'good' for at least 2 consecutive inspections may be moved into a strong trust.

2.7 New expectations on attendance

- 2.7.1 Schools expected to provide a 32.5-hour week. This applies to mainstream state-funded schools. It's not a statutory requirement, although Ofsted will consider it as part of its 'quality of education' judgement.
- 2.7.2 Schools are encouraged to provide 2 'substantive' sessions each school day. It's likely this is a requirement for hours on the school site rather than learning hours, and therefore the time can be spent in break or form time or on extra-curricular activities, although this won't include after-hours activities.
- 2.7.3 Schools expected to meet this expectation from existing budget by September 2023 at the latest. However, it's likely schools already provide these hours and most schools won't have to make any changes to meet these requirements.

2.8 Statutory attendance requirements

2.8.1 New legislation to establish statutory expectations for local authority (LA) attendance services is also set to be announced, including new systems for recording attendance, which will highlight concerning attendance patterns.

2.8.2 Schools will be expected to work with LAs to get a better picture of the numbers of children not attending school.

2.9 CPD and leadership opportunities

2.9.1 New national professional qualifications (NPQs) are to be introduced for:

- Leading literacy
- Early years leadership
- Behaviour and culture
- SENCOs (to replace the National Award in SEN Co-ordination, pending a consultation)

2.9.2 Every teacher and leader in a state-funded school will be able to apply for a funded scholarship to pursue these NPQs. 500,000 teacher training opportunities are promised by 2024.

2.9.3 A national 'Institute of Teaching' will be launched to deliver "cutting-edge" training, including targeting disadvantaged areas of the country.

2.10 Plans for an academy-led system

2.10.1 By 2030, all schools will be part of a multi-academy trust (MAT) or will have plans to join or form one.

2.10.2 There are no measures to force well-performing schools to become academies.

2.11 LA-led trusts

2.11.1 Local authorities will have the power to 'request' that a school joins a trust.

2.11.2 LAs will also have the power to launch a new MAT, but this will be limited to areas with a shortage of existing trusts.

2.12 Trust leaders: changes to trust management

2.12.1 You will have to meet a new definition of 'trust strength', which applies to:

- a) High quality and inclusive education: deliver high-quality education across your academies, including for disadvantaged children and children with SEND
- b) School improvement: particularly in transforming previously underperforming schools
- c) Strategic governance: operate effective and robust governance, and effectively hold school leaders to account
- d) Financial management: strong resource prioritisation to deliver the best educational experience
- e) Workforce: training, recruitment and retention of leaders and teachers throughout their careers

2.13 Accountability

2.13.1 Regional school commissioners will become 'regional directors' as part of a new 'regions' group responsible for the oversight of:

- Trust expansion and intervention
- Academy governance
- Safeguarding
- Complaints

2.13.2 The regions group will also hold trusts and LAs to account for how they support pupils with SEND.

2.13.3 The Education and Skills Funding Agency (ESFA) will monitor financial regulation.

2.13.4 New measures currently in development will also give LAs new powers over attendance, and local safeguarding partners will be able to conduct safeguarding audits.

2.14 Admissions

2.14.1 A new statutory framework will change the academy admissions system.

None of these changes are in place yet, and you don't need to take any immediate action. However, be aware that the white paper sets out plans that:

- Trusts will have a new statutory obligation to follow the School Admissions Code
- Trusts will have a new statutory duty to co-operate with local partners and other trusts, including on admissions
- LAs will have ultimate responsibility in making sure every child is allocated an appropriate school place
- LAs will take on responsibility for all in-year admissions (which is already in operation in Solihull)
- LAs will receive 'backstop powers' to force trusts to take on pupils and to object to a school's published admissions plan (subject to a consultation, details yet to be released)

2.14.2 Trusts will have the right to object to forced admissions to the Schools Adjudicator. This process has not yet been set out.

3. What are the key issues for Solihull?

3.1.1 The changing educational landscape will see the responsibilities of the local authority changing. The government want a trust led system. In Solihull the majority of our primary schools remain local authority maintained, many of which are successful. Our role is going to be to support our schools to make the right decisions for their school communities.

3.1.2 We need to consider whether we want to explore having a local authority run MAT and whether there is a local desire to pursue this.

3.1.3 The responsibilities on local authorities are changing and we need to ensure our internal teams and systems can support this changing landscape, we have got time to carefully consider this and ensure that the education system in Solihull remains strong nationally and Solihull continues to be a desirable area to live and work because of its education system.

4. What options have been considered and what is the evidence telling us about them?

4.1.1 We will be considering our options as a local authority, through a working group which is being set up. The membership of this group will include a range of council officers and headteachers. We need to consider the following:

- (a) Is there an appetite for a Local authority Multi academy trust and what might that look like?
- (b) What is our view on schools joining and becoming MATs, what advice can we give?
- (c) What are our statutory powers with schools of concern and joining a MAT?
- (d) What is our view on successful schools and what they should do next?
- (e) What does a successful MAT look like?

4.1.2 In Solihull we have always prided ourselves on a successful education system. Many families will move to live in Solihull because of the successful schools within it. Many of those schools are still maintained. We do not want to lose that, and as an LA we still want to drive standards in our schools and work together as a group of schools for the benefits of all children and young people who live in Solihull. If all schools become academies, it is important to us that we maintain a relationship with those schools and work closely with the MAT leadership team.

5. Reasons for recommending preferred option

5.1.1 Solihull is a desirable place to live and work, and one of the factors families consider when re-locating is the quality of the schools in the area. We have some of the top performing schools in the country in Solihull which is why it is a popular place to relocate, and we do not want to lose that.

6. Implications and Considerations

6.1 Delivery of the Council's priorities:

People and Communities: Take action to improve life chances and health outcomes in our most disadvantaged communities. Enable communities to thrive. Sustainable, quality care and support for adults & children with complex needs.	The white paper sets out the education vision for the next five years, our education system in Solihull needs support to ensure it remains strong and the outcomes for children in Solihull are high. Proposals in the SEND green paper would add national weight to achieving the
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	aspirations of our Additional Needs Strategy to ensure better outcomes for children and young people.
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6.2 Consultation and Scrutiny:

- 6.2.1 The Education Outcomes and Intervention Service will work in partnership with Solihull schools and trusts to support the changing landscape and ensure there is a strategy to support change.
- 6.3 Financial implications: As schools academise, this will reduce grant the council receives for our responsibilities to maintained schools.
- 6.3.1 White paper – The policy changes in the white paper will see a shift in LA responsibilities to trusts. The school improvement grant which funds the school improvement advisors will reduce as more schools academise. We want to retain a strong education system in Solihull, so we need to continue to nurture the strong relationships between school leader and the LA, this function is currently funded by that grant. We need to work in partnership with schools and trusts and develop those relationships further and this work will need to be funded locally, if not funded nationally. As more schools academise there will be financial implications for education services as academies may commission services from elsewhere.
- 6.4 Legal implications:
- 6.5 Risk implications:
- 6.5.1 The risk to the LA is the quality of the local education system.

7. Background papers used to compile this report

[Opportunity for all: strong schools with great teachers for your child \(print version\)](#)

[SEND Review - right support, right place, right time \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)