

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE
10th JANUARY 2011

GOVERNMENT WHITE PAPER
THE IMPORTANCE OF TEACHING

SUMMARY REPORT

Purpose of the Report

1. The White Paper outlines the Government's policy for schools and education. This report provides a digest of the main clauses in the White Paper and provides some commentary on likely effects in Darlington.

Summary

2. The White Paper is divided into an introduction and seven sections covering: Teaching & Leadership; Behaviour; Curriculum, Assessment and Qualifications; New Schools System; Accountability; School Improvement and School Funding.

Recommendations

3. It is recommended that Members note the report for information.

Murray Rose
Director of People

Background Papers

'The Importance of Teaching': The Schools White Paper (2010)

George McQueen : Extension 2847

S17 Crime and Disorder	There are no issues for crime and disorder linked with this report.
Health and Well Being	There are no issues for health and well being linked with this report
Carbon Impact	There are no issues related to this report
Diversity	The report notes the intentions in the White Paper to provide additional diversity in school place supply and methods of accountability to the public.
Wards Affected	All wards in Darlington will be affected by the legislation that will be introduced, following the publication of the White Paper.
Groups Affected	Pupils of compulsory school age and education professionals.
Budget and Policy Framework	There are no issues arising from this report.

Key Decision	No
Urgent Decision	No
One Darlington: Perfectly Placed	There are no issues arising from this report
Efficiency	

MAIN REPORT

Information and Analysis

4. The White Paper 'The Importance of Teaching' was presented to parliament on 24 November 2010. Following forewords by the prime minister and the deputy prime minister and the secretary of state for education it is divided into an introduction and seven main themes.
5. A copy of the White Paper can be obtained from the DfE website:
<http://www.education.gov.uk/schools/teachingandlearning/schoolswhitepaper/b0068570/the-importance-of-teaching/>
6. An analysis for each section is provided below, followed by a commentary of how the proposals might affect the provision of education in Darlington.

Teaching and Leadership

ITT PGCE	<ul style="list-style-type: none"> ▪ at least 2:2 degree or equivalent required for entry from September 2012.
ITT Basic Skills Tests	<ul style="list-style-type: none"> ▪ to be taken at start of training programme; re-take opportunities reduced; 'rigour' to be strengthened.
Assessments of aptitude, personality and resilience	<ul style="list-style-type: none"> ▪ to be part of ITT selection process, subject to evaluation of trialling.
Teach First	<ul style="list-style-type: none"> ▪ to be doubled to 1,140 p.a. and extended across the country and into primary schools.
Teach Next	<ul style="list-style-type: none"> ▪ new employment-based training and accelerated leadership route for career-changers, starting in 2011.
Troops to Teachers	<ul style="list-style-type: none"> ▪ new programme for graduate ex-armed forces, and compressed undergraduate route for non-graduates.
Student loans	<ul style="list-style-type: none"> ▪ loans to be paid off for high-performing graduates in shortage subjects wanting to teach.
School-centred initial teacher training (SCITT) and graduate teacher programme (GTP)	<ul style="list-style-type: none"> ▪ improvement and expansion; central application system.
Training and Development Agency	<ul style="list-style-type: none"> ▪ subject to legislation, key functions to be transferred to the Department for Education.

Teaching Schools	<ul style="list-style-type: none"> national network to ‘take a leading responsibility for providing and quality assuring initial teacher training in their area’.
University Training Schools	<ul style="list-style-type: none"> invitations to ‘some of the best higher education providers of initial teacher training to open’ them.
Advanced Skills Teachers, Excellent Teachers and Leading Teachers	<ul style="list-style-type: none"> replacement by a single new designation.
Specialist Leaders of Education	<ul style="list-style-type: none"> new designation below headteacher level.
Scholarship scheme	<ul style="list-style-type: none"> competitive scheme to support professional development via further subject study or broadening experience.
School Teachers’ Review Body (STRB)	<ul style="list-style-type: none"> 2-year pay freeze after implementation of 2010 2.3% pay award; and STRB to ‘make recommendations on introducing greater freedoms and flexibilities that will make the pay and conditions framework less rigid’.
Regulations on teacher performance and competence	<ul style="list-style-type: none"> to be simplified so heads can ‘deal more swiftly, effectively and fairly with underperforming members of staff’.
Professional Standards for Teachers and Standards for Qualified Teacher Status (QTS)	<ul style="list-style-type: none"> to be changed to ‘ensure that the new standards have a stronger focus on key elements of teaching, including: the best approaches to the teaching of early reading and early mathematics, how best to manage poor behaviour, and how to support children with additional needs, including Special Educational Needs’.
Regulating the teaching profession	<ul style="list-style-type: none"> new arrangements for regulation after abolition of the General Teaching Council for England (GTCE); DfE to have powers to bar teachers, with reduction of current range of sanctions to a straight distinction between ‘barred’ or ‘not barred’.
National Professional Qualification for Headship (NPQH)	<ul style="list-style-type: none"> reform of NPQH; a range of providers, including universities, to offer new qualifications from September 2011.
Future Leaders and Teaching Leaders programmes	<ul style="list-style-type: none"> expansion of the scheme proposed.
National and Local Leaders of Education	<ul style="list-style-type: none"> to be doubled in number by 2015.
Statutory duties and requirements	<ul style="list-style-type: none"> removal of those not needed as legal requirements.
Children’s Trusts	<ul style="list-style-type: none"> legislation to remove obligation for schools/colleges to cooperate with Children’s Trusts; abolition of requirement for LAs to produce a Children and Young People’s Plan.
School Governing Bodies	<ul style="list-style-type: none"> removal of prescription; simplification of list of required decisions.

Self Evaluation Form (SEF)	<ul style="list-style-type: none"> ▪ removal of requirement to complete standardised centrally designed form, but expectation that rigorous self evaluation is maintained.
Centralised target-setting	<ul style="list-style-type: none"> ▪ ended.
Lesson plans and ‘Assessing Pupil Progress’ materials	<ul style="list-style-type: none"> ▪ ‘teachers should have a plan for their lessons. But we will make clear that neither the Government nor Ofsted require written lesson plans, let alone in a particular format’. ▪ ‘we will not be prescriptive about the use of ‘Assessing Pupil Progress’ materials, and the new National Curriculum will not specify the methods teachers use’.
Financial Management Standard in Schools (FMSiS)	<ul style="list-style-type: none"> ▪ to be abolished, and replaced with a ‘much simpler standard’ in 2011/12.
Guidance	<ul style="list-style-type: none"> ▪ all existing guidance to be reviewed, and replaced by a ‘simple, definitive suite of guidance that can be read by a head teacher over a half-term break’.

7. *Comment:* The changes to teacher training are to be broadly welcomed as they concentrate teacher training activities in successful schools. Whether service personnel will be in a position to substantially improve pupil behaviour is a matter for conjecture. Members will note the dilution of activities previously covered by regulation: the need to produce a SEF and for schools to cooperate with Children’s Trusts for example. Regulation is to be provided by more local solutions, focussed on community engagement.

Behaviour

Detentions	<ul style="list-style-type: none"> ▪ same-day detention permitted; abolition of requirement to give 24 hours notice.
Physical restraint of pupils	<ul style="list-style-type: none"> ▪ teachers’ powers to use force or physical restraint reconfirmed; rules to be strengthened to increase confidence; ‘short, clear, robust guide’ to be published.
Teachers’ powers to search and confiscate	<ul style="list-style-type: none"> ▪ to be strengthened and extended to include pornography, tobacco and fireworks [<i>in addition to existing weapons, controlled drugs and stolen property</i>], and a ‘general power to search for any item which they reasonably believe is going to be used to cause harm to others or to break a law’ [<i>e.g. phones, cameras</i>].
Protection from false allegations	<ul style="list-style-type: none"> ▪ teachers’ anonymity promised; investigations speeded up; guidance on teacher’s temporary suspension during investigation to be updated to include alternatives. ▪ legislation to include restriction of reporting to prevent a teacher’s identity being revealed until being charged with a criminal offence.

Headteachers' authority beyond the school gates	<ul style="list-style-type: none"> ▪ 'statutory guidance to extend headteachers' powers to punish school pupils who misbehave on their way to or from school'.
Bullying	<ul style="list-style-type: none"> ▪ re-emphasis of stand against bullying; existing guidance to be rationalised, simplified and shortened; collaboration with non-governmental organisations (e.g. Stonewall, Anti-Bullying Alliance) to promote best practice and advice.
Ofsted inspections	<ul style="list-style-type: none"> ▪ stronger focus on behaviour and safety in school inspection regime; inspectors to give more time to gathering evidence, and being required to respond to parental concerns.
Exclusion	<ul style="list-style-type: none"> ▪ legislation to reform Independent Appeal Panels, in particular to remove review's ability to compel pupil reinstatement. ▪ trialling of new approach in which: <ul style="list-style-type: none"> ○ 'schools will be held accountable for the pupils they exclude'; ○ pupils' academic performance to count in school performance tables; ○ responsibility for finding alternative provision shifting from local authorities to schools, together with the funding for it.
Alternative provision	<ul style="list-style-type: none"> ▪ from September 2011, all LAs required to provide full-time education for all children in alternative provision. ▪ autonomy, accountability and diversity of alternative provision to be increased; Pupil Referral Units (PRUs) to have same self-governing powers as community schools, including powers over staffing and finance, and option to become Academies; provision to be opened up to new providers such as Free Schools in voluntary and private sectors; pending current Ofsted study findings, possibility of quality mark and/or tighter regulation for providers.

8. *Comment:* Teachers' professional associations will note the changes to contact with and detention of pupils. It is unlikely that they will advise their members to make extensive use of the new powers. The protection of identity in cases of false allegation is to be welcomed. There is a much greater emphasis on schools' responsibilities for excluded pupils, given that such pupils will count in the calculation of a school's performance. It is also of note that schools retain financial responsibility for excluded pupils. This will throw into high relief the strength of a local Behaviour & Attendance partnership.
9. The possibility of PRUs being granted Academy status (see below) provides a new situation whereby a facility used by the Local Authority to place some of the most vulnerable and challenging young people becomes its own Admissions Authority, able to set its own admissions criteria and with decisions on pupil admissions being made by its Governing

Body.

Curriculum, Assessment and Qualifications

Reformed National Curriculum	<ul style="list-style-type: none"> ▪ review to look at both the primary and secondary curriculum. ▪ new curriculum to allow ‘a greater degree of freedom’. ▪ ‘the curriculum should embody rigour and high standards and outline a core of knowledge in the traditional subject disciplines’. ▪ ‘must not try to cover every conceivable area of human learning...or become a vehicle for imposing passing political fads on our children and must not squeeze out all other learning’.
Early Years Foundation Stage (EYFS)	<ul style="list-style-type: none"> ▪ commissioned review to report by spring 2011; National Curriculum review to take account of the EYFS review.
National Curriculum and Assessment	<ul style="list-style-type: none"> ▪ national curriculum to continue to inform design and content of assessment at the end of key stage 2 and GCSEs.
Academies and Free Schools	<ul style="list-style-type: none"> ▪ free to depart from National Curriculum where they consider it appropriate, but required by law to ‘teach a broad and balanced curriculum’.
Learning to read: synthetic phonics	<ul style="list-style-type: none"> ▪ synthetic phonics ‘the most effective way of teaching young children to read’; resources to be provided to support the teaching of synthetic phonics in primary schools’. ▪ ‘Ofsted will enhance its inspectors’ expertise in assessing the teaching of reading ... [and] reflect appropriate expectations ... of systematic synthetic phonics teaching’. ▪ ‘reform ITT to ensure that trainee teachers have the confidence to teach synthetic phonics’. ▪ introduction of a new age 6 reading check.
The English Baccalaureate and Performance tables	<ul style="list-style-type: none"> ▪ new award for any student who secures good [A*-C] GCSE or GCSE passes in ‘English, mathematics, the sciences, a modern or ancient foreign language and a humanity such as history or geography’. ▪ performance tables to record the number who secure this combination of GCSEs ... intended as ‘a powerful incentive for schools to drive the take-up of individual science subjects, humanities ... and, especially, foreign languages’.

<p>Science, maths and engineering: strategic support</p>	<ul style="list-style-type: none"> ▪ support to increase the number of specialist teachers in physics, chemistry and maths; and specialist primary maths teachers. ▪ performance tables to ‘support schools’ offering separate science subjects at GCSE. ▪ funding for A level further mathematics teaching; support for ‘in-depth study of physics’. ▪ two new competitions with prizes for the best engineering projects from male and female students in state schools.
<p>Rounded education for all</p>	<ul style="list-style-type: none"> ▪ ensuring space in school day to guarantee a truly rounded education for all. ▪ PE required in all maintained schools; new support to encourage much wider take up of competitive team sports. ▪ improving quality of all PSHE education. ▪ ‘rich menu of cultural experiences; Henley review to improve music education; support for access to live theatre ... appreciation of visual and plastic arts ... work with our great museums and libraries to support their educational mission; freeing teachers to construct a broader, deeper, more enriching curriculum ... complemented by fairer, sharper and clearer method of assessing progress’.
<p>Benchmarking against international measures</p>	<ul style="list-style-type: none"> ▪ comparisons with children in other countries; ▪ legislation to make international comparisons part of Ofqual’s remit.
<p>Assessment and qualifications</p>	<ul style="list-style-type: none"> ▪ review of key stage 2 tests. ▪ introduction of an age 6 reading test. ▪ new testing agency following abolition of the Qualifications and Curriculum Development Authority (QCDA) to oversee statutory tests and assessments for all children up to age 14; this agency to provide new suite of tests for 14 year olds, ‘for schools to use on an entirely voluntary basis’.
<p>GCSEs and A level reform</p>	<ul style="list-style-type: none"> ▪ ‘re-sitting large numbers of units’ to be prevented. ▪ reduction of modularisation in GCSEs, with Ofqual asked to consider how best to reform GCSEs so that exams are typically taken only at the end of the course. ▪ mark schemes ‘to take greater account of the importance of spelling, punctuation and grammar for examinations in all subjects’.

Vocational education	<ul style="list-style-type: none"> ▪ ‘too many young people are following courses because they are easy for schools or colleges to deliver or because they confer advantages in the accountability system’, (3,800% rise in vocational qualifications between 2004 and 2010). ▪ Wolf review of vocational qualifications to report in Spring 2011.
Apprenticeships	<ul style="list-style-type: none"> ▪ continued support for apprenticeships for 16-19 year olds; more emphasis on advanced and higher levels; expansion of programme aiming at 131,000 young people in 2010/11, (from 113,700 in 2009/10).
Education to 18	<ul style="list-style-type: none"> ▪ confirmation of previous government’s minimum education/ training leaving age of 17 in 2013 and 18 in 2015, but legislation to allow enforcement process to be phased in over longer period.

10. *Comment:* This section of the White Paper is again characterised by the removal of regulation, particularly for Free Schools and Academies. Perversely though, one particular style of teaching reading is recommended, and through incentives pupil choice of subjects a GCSE and beyond is to be influenced by the qualifications available and the distribution of funding. The testing regime is relaxed and a review of the early years curriculum is to be welcomed.

New Schools System

Pupil Referral Units (PRUs)	<ul style="list-style-type: none"> ▪ legislation to allow PRUs to become Academies.
Academy status	<ul style="list-style-type: none"> ▪ <i>all</i> schools can become Academies, providing those not classed as outstanding or good with outstanding features by Ofsted work in partnership with a high performing school. ▪ in January 2011, special schools to be invited to become Academies. ▪ low performing schools to be partnered with ‘a strong sponsor or outstanding school and converted to become Academies to effect educational transformation’.
Free Schools	<ul style="list-style-type: none"> ▪ support for teachers, charities, parent groups and others to open Free Schools in response to parental demand.
Local Authorities	<ul style="list-style-type: none"> ▪ key roles to be: <ul style="list-style-type: none"> ○ support parents and families through promoting a good supply of strong schools – encouraging the development of Academies and Free Schools which reflect the local community. ○ ensure fair access to all schools for every child. ○ use their democratic mandate to stand up for the interests of parents and children. ○ support vulnerable pupils – including Looked After

	<p>Children, those with Special Educational Needs and those outside mainstream education.</p> <ul style="list-style-type: none"> ○ support maintained schools performing below the floor standards to improve quickly or convert to Academy status with a strong sponsor, and support all other schools which wish to collaborate with them to improve educational performance. ○ develop their own school improvement strategies – they will be encouraged to market their school improvement services to all schools, not just those in their immediate geographical area.
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11. *Comment:* The Local Authority role is defined as a supporter for vulnerable pupils. Its role in providing coordinated admissions is confirmed, as is the duty to ensure fair access to schools. However the need to maintain a Local admissions Forum and to make annual reports to the Office of the Schools Adjudicator is relaxed. This continues the theme in the White Paper of reduced regulation but greater expectation for cooperation.

Accountability

Autonomy	<ul style="list-style-type: none"> ▪ ‘public services will improve most when professionals feel free to do what they believe is right, and are properly accountable for the results; ... we will reduce duties, requirements and guidance on all schools; ... we will dismantle the apparatus of central control and bureaucratic compliance; ... we will increase parents’ ability to make meaningful choices about where to send their children to school’.
School Improvement Partner (SIP)	<ul style="list-style-type: none"> ▪ removal of requirement for every school to have a SIP.
Information and data	<ul style="list-style-type: none"> ▪ statistical data on attainment in specific subjects, trends over time, class sizes, attendance levels, the composition of the pupil body and financial information to be published in easily accessible online format, and searchable at individual school level by parents. ▪ schools required to publish comprehensive information online, e.g.: admissions information and oversubscription criteria, curriculum, phonics and reading schemes, arrangements for setting pupils, behaviour policy and home school agreement, special needs policy, information about how the school uses the Pupil Premium, and ‘clear signposting for parents who would like more detailed information on any policies and strategies’.
Performance tables	<ul style="list-style-type: none"> ▪ ending of contextual value added (CVA) measure; greater emphasis on progress of every child; specific reporting on progress ‘in the basics’ of those eligible for the Pupil Premium.

Ofsted inspections	<ul style="list-style-type: none"> ▪ less emphasis on inspecting against government policies and more on teaching and learning, observing more lessons, focusing on weaker schools rather than stronger ones. ▪ new inspection framework [<i>explicitly excluding SEF</i>, from Autumn 2011 (after consultation) focusing on: pupil achievement, the quality of teaching, leadership and management, and the behaviour and safety of pupils. ▪ schools able to request inspection (e.g. to raise grading); exemption from routine inspection for all schools (including special schools and PRUs) rated as outstanding.
New minimum ('floor') standard based on attainment and progression	<ul style="list-style-type: none"> ▪ Attainment minimum ('floor') standards <i>Secondary</i>: 35% achieving A*-C GCSEs including English and mathematics. 'In future', this will also include science. <i>Primary</i>: 60% achieving Level 4 in English and mathematics. ▪ Progression <i>Secondary</i>: compared with the national average, proportions of pupils 'making good progress between KS2 and KS4' <i>Primary</i>: compared with the national average, pupils showing 'expected levels of progress between KS1 and KS2'.
Governing bodies	<ul style="list-style-type: none"> ▪ governors to receive the 'recognition, support or attention they deserve'. ▪ legislation to permit smaller governing bodies, while ensuring minimum of two parent governors; schools able to adopt this new model from early 2012.

12. *Comment*: This section of the White Paper contains the most significant changes to the status quo. The removal of regulations, setting of national targets, the requirement for every school to have a School Improvement Partner and for the cessation of contextual value added calculations, introduces a different way of looking at schools, evaluating the 'value for money' they deliver and assessing their performance.

13. The possible reduction in size of governing bodies appears to reduce rather than enhance local interest in school management.

School Improvement

Priorities and targets	<ul style="list-style-type: none"> ▪ schools to set own improvement priorities and targets.
National and Local Leaders of Education	<ul style="list-style-type: none"> ▪ number increased from 1,154 to 3,000 over four years.

'Families of Schools' data	<ul style="list-style-type: none"> ▪ data to be published on regional basis about schools similar in context, to assist Headteachers and teachers to compare performance.
Education Endowment Fund	<ul style="list-style-type: none"> ▪ £110m (over 'the next spending period and beyond') to raise the attainment of disadvantaged pupils in underperforming schools, encouraging bold and innovative approaches from schools, LAs and others.
Collaboration incentive	<ul style="list-style-type: none"> ▪ £35m each year to reward schools supporting weaker schools.

14. *Comment:* This section of the White Paper consolidates new arrangements for teaching and learning and for cooperation between schools, with successful schools helping schools in greater difficulty. This section reinforces that schools rather than local authorities, set priorities for improvements and targets.

School Funding

Pupil Premium	<ul style="list-style-type: none"> ▪ £2.5 billion per year for the education of 'deprived children' in addition to underlying school budget.
Funding formula	<ul style="list-style-type: none"> ▪ to be made clearer, more transparent and fairer. Consultation scheduled for Spring 2011.
Education Funding Agency (EFA)	<ul style="list-style-type: none"> ▪ new executive agency of the DfE (replacing the Young People's Learning Agency) with responsibility for the direct funding of the growing number of Academies and Free Schools and all 16–19 provision (FE colleges, sixth form colleges and independent provision); EFA will also distribute resources to LAs for them to pass on to schools which are not yet Academies.
School sixth forms funding	<ul style="list-style-type: none"> ▪ beginning in 2011-12, school sixth forms to be funded at same level as FE colleges and sixth form colleges, (ending the hitherto higher funding for students in maintained school post-16 education).
Procurement	<ul style="list-style-type: none"> ▪ government to provide easy-to-access information about best deals available.
Capital spending	<ul style="list-style-type: none"> ▪ 60% reduction in education capital spending over next 4 years, but £15.8 billion to be spent between 2011-12 and 2014-15.

15. *Comment:* This section of the White Paper confirms that work will commence towards the creation of a national funding formula, rather than for each Authority to maintain a Scheme for Financing Schools. The introduction of the pupil premium continues a strategy of moving funding for deprivation to schools educating pupils from the most deprived families.

16. Responsibility for school funding will pass to the Education Funding Agency in due course (probably from 2013). The reduction in funding for students in school sixth forms will have an impact for Carmel RC College.
17. The White Paper confirms a 60% reduction in capital spending for school buildings.