

A commitment from
The Children's Plan



Your child, your schools, our future: Timetable for action Primary Schools



Changes for primary schools in the 21st century schools system

Foreword

Our mission as set out in the Children's Plan is to make this the best country in the world for children and young people to grow up. We cannot and should not settle for anything less.

Over the last 12 years, primary schools have changed children's lives for the better. The hard work of head teachers, teachers and support staff, record levels of investment in education and more support for schools have raised standards and narrowed the gaps in attainment. There are more good and outstanding primary schools, we have seen significant improvement in Key Stage 2 results and there are far fewer schools below the floor targets at Level 4 in both English and mathematics than in 1997.¹

We need in the next five years to build on those achievements. In the next period we need to move all services for children, young people and families from good to outstanding in what they achieve for children and families. This will mean:

- guarantees for parents and children of what they can expect from all our services;
- great leadership that innovates to drive ever greater improvement sharing their knowledge right across the system; a highly-skilled and professional workforce across all our services for children and young people which can ensure no child is left behind; and
- partnerships within and between schools and children's services, because no one can deliver for children alone and services need to work together to intervene early.

We can reach these ambitions, even in a tighter fiscal climate. By combining efficiency savings with extra real terms investment in schools we will meet frontline spending needs and deliver the vision set out in the White Paper: *Your child, your schools, our future: building a 21st century schools system*. The Pre-Budget Report announcement last week means that schools are guaranteed an overall 0.7 per cent real terms annual average increase in funding for 2011-12

¹ the number of good and outstanding primary schools has increased with a combined total of 68 per cent in 2008/9 compared with 58 per cent in 2005/6. This includes 16 per cent judged outstanding by Ofsted compared with 9 per cent in 2005/6; in English 80 per cent of pupils are now achieving Level 4+ at KS2, compared to 63 per cent of pupils in 1997; in mathematics 79 per cent of pupils are now achieving Level 4+ at KS2, compared to 62 per cent of pupils in 1997; and out of just over 17,000 primary schools in the country 1,472 have not reached the floor target of 55 per cent of their 11 year olds reaching Level 4 in both English and mathematics this year - compared to around 6,500 in 1997.

and 2012-13 which when combined with efficiency savings of 0.9% will meet the cost pressures they face from things like rising pupil numbers and pay. This investment, with efficiencies, will also see per pupil funding at the frontline rise and secure the delivery of our Pupil and Parent Guarantees as we protect funds for one to one tuition and catch-up support. It will also support a further tranche of projects under the Building Schools for the Future programme, which will be announced in the spring, in addition to the 18 local authority projects already announced in this financial year.

In this tighter fiscal climate schools will need to work together to make achievable efficiency savings totalling £1 billion over 2011-12 and 2012-13 from smarter procurement, back office functions and from working in partnership. The recent publication *Securing Our Future – Using Our Resources Well* began an important discussion with schools, school leaders and their colleagues about what steps we can all take to ensure the best use of our school resources in the coming years.

To support the delivery of our vision set out in the White Paper: *Your child, your school, our future: building a 21st century schools system*, in these tougher financial times, we are setting out next steps and a timetable for action. (**[You can read a summary of the White Paper here](#)**). Our aims are:

- for every child, a world class education that prepares them for the challenges of the 21st century, underpinned by Pupil and Parent Guarantees; and with excellent teaching and learning and the extra help each child needs;
- every school working in partnership, integrating services and sharing expertise because no school can do it alone;
- every school improving, with strong accountability, and rapid intervention when needed;
- every school and school leader supported, with the right roles for local and central government; and
- in every school, a well-led and highly-skilled workforce.

We want all schools to match the standards achieved by the best. That means schools moving from good to outstanding, with excellent teaching and learning, strong discipline and good behaviour for every child driven by accountability to parents and school to school support. From September 2011, this will be underpinned by Pupil and Parent Guarantees which will establish legal entitlements. These will give parents confidence that every child will go to a school where there is good behaviour, strong discipline, order and safety, where they are taught a broad and balanced curriculum and where teaching is personalised to meet their needs. The school will promote their health and wellbeing, and they will be given the chance to express their views and have them heard.

We are also legislating to enhance Home School Agreements so parents and schools can have shared expectations and clear responsibilities for each child's learning and behaviour.

Our aim is for all schools to be driving their own improvement, so that we move from a good system to an outstanding one. To make this a reality, every primary school will receive support to do this, tailored to their specific circumstances and challenges. School accountability will be reformed to provide a more rounded assessment of school performance through the new

School Report Card. At the same time, where children are let down, where their life chances are put at risk, or where schools are not improving, we will not hesitate to take action and we will expect local authorities to do the same.

Schools have increasingly chosen to become involved in collaborations including federations in order to achieve more for their pupils. In future we want to see schools working together to find new ways to improve: sharing expertise; making efficiencies; widening access to specialist teaching; delivering a broad curriculum for pupils and providing access to sports and cultural opportunities. We also want to extend the reach and influence of our best leaders to tackle underperformance and transfer excellence.

We will make sure Government's role supports school leaders by ensuring a National Curriculum and qualifications system that is fit for purpose, an accountability system that provides consistent and accessible information on performance, a fair and predictable funding system and regulation to ensure minimum standards and fair admissions.

The quality of a school system cannot exceed the quality of its workforce, so we will continue to invest in recruiting the most capable graduates as teachers, and to provide initial training of the highest quality as well as professional development throughout a teacher's career. Investing in the workforce will mean that every child can benefit from the best teaching and learning in every school and the Licence to Practise will bring teaching into line with other high status professions from September 2010.

Working together to deliver our reforms, and through continued investment combined with efficiency savings, we can continue to transform the life chances of all children, young people and their families.

Schools, pupils and parents

Pupil and Parent Guarantees – September 2011

The Pupil and the Parent Guarantees set out a comprehensive picture of what every child and young person can expect of their school, and what parents and carers can expect too. Many of the Guarantee elements reflect existing best practice or legal requirements, but they also include some new entitlements, such as one-to-one catch up tuition for primary school children and new, strengthened Home School Agreements.

Within the context of considerable school-level flexibility, they will define a core offer which schools should make available to their pupils and parents.² We will consult schools and parent groups about their content, and how the system will work in early 2010.

You can find out more about the Pupil and Parent Guarantees [here](#) and [here](#)

One-to-one tuition – September 2010

All Key Stage 2 pupils who are behind nationally expected levels and are not making good progress in English and mathematics will be entitled to extra one-to-one tuition. Local authorities must provide this support if a school is unable to do so.

Stronger Home School Agreements – September 2011

New Home School Agreements will make clear, for every parent, the particular expectations and responsibilities around their child's learning, development and behaviour.² They will give schools more power to encourage parents to play their part in their child's behaviour and learning at school. In applying for a school place, every parent will get information about a school's behaviour and other policies and will agree to adhere to them. If a parent does not co-operate in supporting good behaviour, the courts will take this into account when they consider applications for Parenting Orders. The changes will strengthen the school's hand in relation to parents who do not support teachers to improve their child's conduct.

The new primary curriculum – September 2011

The new primary curriculum² will allow teachers to adapt their teaching to the school's particular circumstances and to their pupils' needs.

The change will give schools the option to mix discrete subject teaching with cross-curricular studies. A new 'essentials for learning and life' framework will help primary schools embed literacy, numeracy and ICT throughout the wider curriculum alongside developing children's personal, social, emotional and learning skills. New statutory components of the curriculum will include modern foreign languages and understanding physical development, health and wellbeing.

² Subject to the passage of the Children, Schools and Families Bill, currently going through Parliament.

Preparation and support around curriculum changes – September 2010

Local authorities, teachers and governors will be given the following support to prepare for the new curriculum:

- a new primary curriculum website created by QCDA;
- teacher handbooks and curriculum guidance;
- regional curriculum advisers will support local authorities as they work with schools on local curriculum design and implementation;
- the National College will run primary curriculum conferences for school leaders in all regions during summer term 2010, to help them maximise the benefits of the new curriculum in their schools;
- a new primary curriculum preparation CPD package will be available to local authorities and schools in September 2010; and
- an extra school closure day has been agreed for the next school year to help teachers plan effectively to help with workload.

Renewed focus on classroom assessment and pupils' progression

We will continue to promote Assessment for Learning and Assessing Pupils' Progress (APP) materials to help primary schools track pupils' progress effectively.

APP is a robust and systematic approach, and is central to narrowing attainment gaps between different groups of children. APP materials help teachers make accurate judgements about pupils' progress, so they can tailor their teaching to individual needs. All primary schools have APP materials in the core subjects, and in January 2010 we will launch APP materials in primary science, and speaking and listening at Key Stages 1-3.

We are continuing to put in place the recommendations of the Expert Group on Assessment, which reported in May 2009, and recognise the importance of teacher's own professional assessments of pupils' progress. We want to strengthen the status of teacher assessment by publishing primary schools' Year 6 teacher assessment data in 2010 and moving national curriculum test dates to June from 2011 onwards.

Special Educational Needs (SEN)

Schools will work more closely with parents to raise expectations for children with special educational needs. The two year £31 million pilot programme Achievement for All, which started in September, is working with schools in ten local authority areas to show how a personalised approach, rigorous academic assessment, tracking and intervention and engaging with parents leads to better educational and wider outcomes. This complements guidance to schools on what constitutes good progress for children with SEN.

We are improving workforce skills in relation to SEN and disability. We are rolling out units to strengthen coverage in initial teacher training courses and issuing training resources for serving teachers on communication difficulties and autism. We have also introduced mandatory training for all those coming new to the SEN co-ordinator role. From September 2009, all

SENCOs must be qualified teachers. We are taking forward Sir Jim Rose's recommendation for specialist dyslexia teaching and have announced funding for training 4,000 extra teachers.

We are already acting on recommendations in the interim report from the Lamb Inquiry into parental confidence in the SEN system. Improved information arrangements will allow parents to play a more active role in their children's education. Training for local authority officers on engaging with parents and the writing of SEN statements will lead to a better experience of the system for parents and more focused provision for children with more severe and complex needs. And Ofsted reporting on mainstream schools will include commentary on how well the needs of disabled children and those with SEN are being met.³

Joint working

All schools working together

Schools have a strong track record of working in partnership. Partnership is more important than ever before, as no school alone will be able to deliver everything in the Guarantees. Schools will need to share their expertise and facilities with other schools, and work in partnership with other children's services. Working with partners also means schools can achieve better value for money all round.

The approach to partnership working and more integrated services will vary from school to school. Examples of what might change include pooling resources to ensure better value for money, more shared leadership, teachers and other professionals working in more than one school and more formal partnerships such as federations and shared Trusts, as well as more joined-up services with other partners.

We want more primary schools to share subject specialist teachers to support the introduction of the new primary curriculum; spread good practice in areas such as Early Years, SEN and behaviour management; and co-ordinate ICT support across a group of schools.

Where local authorities and schools buy-in to formal collaboration, with shared governance and sometimes shared leadership, the result is a growing number of federations and shared Trusts. New support roles such as School Business Managers are also bringing advantages across primary school partnerships. Primary schools will be supported by local authorities and the National College's new Leadership Models and Partnerships Programme to get the most out of opportunities for partnership.

The National College is also piloting new learning and development for heads of primary federations, and those who aspire to this role, and the first cohort will have access to this provision in January 2010.

Just as lots of schools already work together successfully in clusters, many of our strongest leaders already take on leadership and management roles beyond their own schools. We will ensure these new extended or shared roles, leading partnerships, federations or broader service delivery are formally recognised and defined; and that school leaders are appropriately rewarded, supported and developed to take on these roles. We have already introduced interim

³ Subject to the passage of the Children, Schools and Families Bill, currently going through Parliament.

changes to the School of Teachers' Pay and Conditions Document from September 2009, and expect to introduce long-term arrangements from September 2011.

From September 2011, we will have a new requirement in place to make sure governing bodies consider shared leadership and governance when a head teacher vacancy arises.

In order that schools know they can trust the support they are offered, we will accredit providers who have the capacity, track record and school improvement experience, or the potential for this, to lead improvement in schools, as Accredited Schools Groups or Accredited School Providers (ASGs and ASPs). This will enable underperforming schools to benefit from the support of the strongest institutions. Early next year we will begin developing primary ASGs in City Challenge areas and in some other local authorities with a high number or proportion of primary schools that have been below the floor target for a number of years. We will also be looking at the learning gained where formal partnerships have been established between strong schools and schools in the most challenging circumstances in order to make decisions about future ASGs at primary level. In the meantime, local authorities have been asked to identify schools in their areas which might take on a wider leadership role.

More joint working between primary schools and local children's services – January 2010

Children's Trusts will bring together and co-ordinate all the local services for children in an area and schools will have a central role in this.

Where young people have a disability or special educational need, or where they or their family face wider problems, schools will make sure they get the help they need. This help will often be based in schools, but as part of multi-agency teams and will ensure early intervention by the school or other services, as soon as problems arise to prevent them escalating.

From January 2010, schools will become 'relevant partners' of the local authority and from April 2010 will be represented on the Children's Trust Board. New Children and Young People's Plan regulations and Children's Trust guidance will be published by March 2010.

Accountability and Improvement

Schools driving their own improvement

The coming years will see a shift away from centralised programmes like National Strategies towards a system where school leaders will have funding devolved to them to focus on their own priorities for improvement. From April 2011, the majority of money from central school improvement programmes will be transferred to schools.

This new system will help all schools continue to improve in a way that is appropriate to them. The School Improvement Partner (SIP) will be schools' main link with the local authority.

SIPs will be trained and accredited to support and challenge heads' decisions on where funding should be used to improve standards. SIPs will spend more time in the schools that need it, for a better understanding of the issues they face, and they will broker a wider range of targeted support.

Between early 2010 and March 2010, we will be consulting on the new SIP role. All SIPs will be accredited – or reaccredited – by September 2012.

School Report Cards – September 2011

Following a two year pilot, the School Report Card will replace the Achievement and Attainment Tables as the central source of objective information on the achievements of a school. It will be introduced in 2011.

The School Report Card will provide a richer picture of school performance, including how schools perform in terms of narrowing gaps between different groups of children and helping all children make progress. It will allow fairer comparisons to be made between the performance of schools which have pupils with different abilities, challenges and social circumstances by putting results in context.

Changes to Ofsted Inspections – March 2010

Since September 2009 Ofsted's reporting framework has used sharper grade descriptors and fuller recommendations on what schools need to do to improve.

From March 2010 Ofsted will introduce interim assessments for schools judged 'good' or 'outstanding'. Where this shows that school performance has maintained or improved, the length of time between inspections is likely to rise to five or six years.

All primaries raising standards

Primary schools have made substantial progress in raising standards and narrowing the gaps in attainment over the past twelve years. Many schools and areas have made excellent progress, despite challenging circumstances; over two-thirds of primary schools are rated 'good' or 'outstanding' by Ofsted.

Improvement has been fast; but there are still too many primary schools which are not on track to meet the 2011 minimum standard of 78 per cent of pupils achieving Level 4 in both English and mathematics at the end of Key Stage 2.

Every school is responsible for its own improvement, based on its own informed and effective self-evaluation and with the support of its SIP. In return for increased freedom, we expect that every head teacher, leadership team and governing body will seek continuous self-improvement and focus on raising standards and delivering a broad and balanced curriculum for every child and young person.

We are introducing a more comprehensive, but locally-led, approach to primary school improvement, expanding access to programmes which are proven to help schools succeed, such as Leading Teachers, and National and Local Leaders of Education, and providing funding for extra days of support from SIPs. We will develop a programme of open-door visits for improving schools to learn from others' best practice, and encourage high-performing primary schools to establish themselves as centres of excellence for others.

Local authorities must make sure that each school has an action plan for extra support which meets the school's individual needs and challenges. All local authorities will need rigorous school improvement plans in place for primary schools below the minimum standard or in the

lowest Ofsted categories. Schools will need tracking systems to understand the levels at which pupils are working, with increased use of Assessing Pupils' Progress informing teacher assessments.

For primary schools that have been below the minimum standard and have not shown improvement for a number of years, and schools in Ofsted categories, we will expect faster and more radical solutions – such as ASGs, federations or Trusts – to be put into place.

Improvement in early years to support children coming into primary schools

Children who are in the bottom 20 per cent for attainment in the early years are six times more likely to be in the bottom 20 per cent at Key Stage 1 than their peers.

SIPs will take on improvement support for early years as part of their role, and will support primary schools on the Early Years Foundation Stage profile. They will broker tailored support with input from local authority Early Years Consultants.

The right support for school leaders

Continued investment in school buildings

We have invested £21.9 billion capital funding for school buildings and facilities between 2008 and 2011.

We are also investing in extended services so that more school sites can have a wider range of services brought together under one roof.

Better technology to support individual learning – March 2011

More pupils will have access to the internet at home under the Home Access Programme, which rolls out from December 2009. By March 2011, more than 270,000 households will benefit from the Home Access Programme. Initially it will target pupils in Years 3 to 9, with a maximum of one grant per household enabling eligible families to buy a computer and internet package.

A fairer funding system – April 2011

Following consultation on the Dedicated Schools Grant in January 2010, we expect to have a new funding system in place by April 2011. Revised regulations will make it easier for schools to pool resources and for funding to go to a federation of schools if that is what schools want, allowing them to achieve better value and better outcomes for children in the area.

We are aiming for a funding system which removes barriers to collaboration, funds the needs of deprived and vulnerable pupils and supports schools to implement the Pupil and Parent Guarantees and succeed in their work.

Support for primaries' commissioning role

Primary schools may have more limited experience and expertise in commissioning services, which will support the new School Improvement model. To assist schools we expect the local

authority and SIPs to fulfil key commissioning support roles, providing advice and networks for schools to plug into as well as regional training and professional development opportunities.

The enhanced role of the SIP will also include training so that they can play the central role we envisage in brokering improvement support for schools and head teachers.

Workforce

Changes to the status and professional development of teachers – September 2011

A new Licence to Practise will bring the professional status of teachers into line with other high-status professions.⁴ Teachers will need to renew their Licence to Practise every five years by demonstrating their effectiveness in the classroom.

We will consult on draft regulations for a Licence to Practise in spring 2010, and introduce the arrangements from September 2010, starting with newly qualified teachers and returners to the profession.

To support these changes, every teacher will be entitled to continuing professional development. Details of this entitlement will be set out in the School Teachers' Pay and Conditions Document, and introduced alongside the Licence to Practise by September 2011. Teaching unions and others will be consulted on the changes.

We want teaching to become a Masters-level profession. Enrolment for the Masters in Teaching and Learning begins in January 2010, with courses starting in April 2010. Year 2 of the programme will start in September 2010, and we will finalise plans for a national rollout by September 2011.

Specialist teachers – January 2010

We expect primary schools to work together to share specialist teaching that they cannot provide on their own.

Independent reviews have found that primary schools need subject specialists. The sharing of expertise among schools will improve the quality of learning and be good for the professional development of staff.

Trained specialist languages teachers have been working successfully in primary schools since 2004. Following the Williams Review's recommendation that every primary school should have a trained mathematics specialist, the first cohort of specialist mathematics teachers will begin their two-year training in January 2010.

For pupils with severe dyslexia, we are making progress with our commitment to have 4,000 specialist dyslexia teachers enrolled on training courses by September 2011.

Support staff – May 2010

We have legislated to formally establish the School Support Staff Negotiating Body, which will be submitting its proposals for a pay and conditions framework for all school support staff to the Secretary of State by the end of May 2010. It will also set new and stronger expectations for

⁴ Subject to the passage of the Children, Schools and Families Bill, currently going through Parliament.

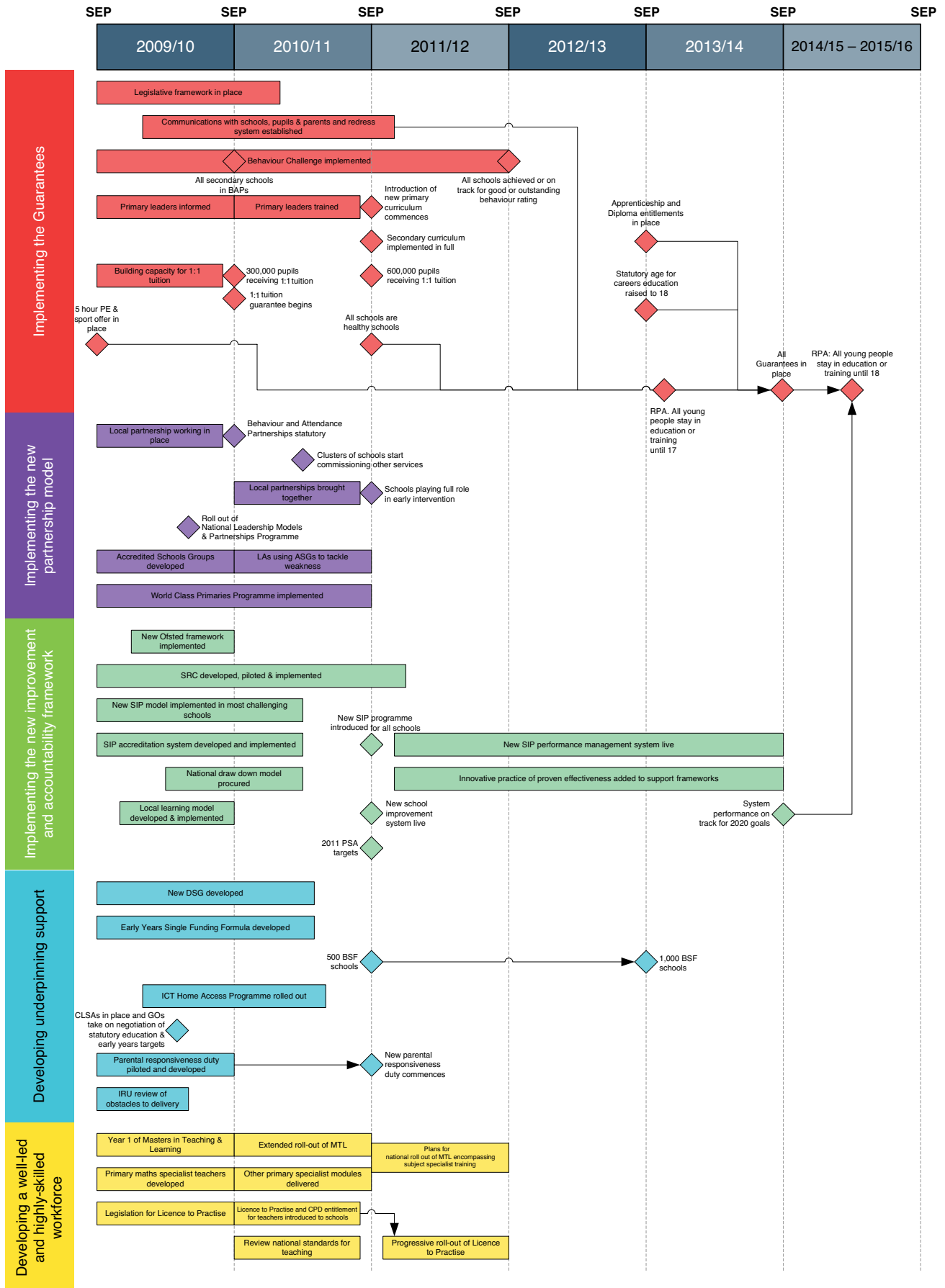
support staff development, including an element of flexibility so that schools can choose individual roles for their support staff and deploy them in a way which best meets their individual needs.

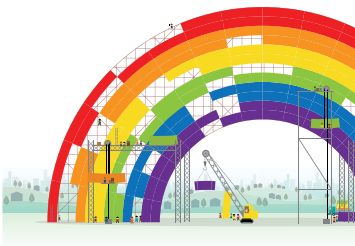
We have also committed £25 million over three years to March 2011 to the Young People's Workforce Reform Programme whose scope extends to those who work within and alongside schools, often providing specialist support to young people.

Governing Bodies – from September 2011

From September 2011 we will introduce compulsory training for chairs of governors and better training on using data, to equip them for their role. To support plans to increase the reach of partnership working, we will ask all governing bodies to consider shared leadership and/or governance when appointing a new head teacher.

Implementing the White Paper: key milestones





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