



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



Changes for secondary 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, secondary schools' achievements 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. GCSE results have improved and the proportion of schools below the minimum standard has reduced substantially – from 631 in 2007 to 440 last year with a further drop this year. Results have improved fastest in the lowest performing and most deprived areas, for example in mathematics by 19.9 per cent compared to an average increase of 14.1 per cent.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, colleges 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 this year 69.7 per cent of pupils achieved five or more GCSEs at grade A*-C, an increase of 4.4 per cent on last year and a significant increase compared to 45.1 per cent of 15 year olds in 1997; only one in 12 secondary schools are still below the minimum 30% standard for GCSE results, compared to one in two in 1997; and the lowest performing and most deprived areas and schools have improved the fastest. Since 1998 the most deprived local authorities have improved their 5 GCSE A*-C results including English and maths by 19.9 per cent compared to an average increase of 14.1 per cent

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, 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 secondary 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 – from 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 or small group catch-up tuition for children in Year 7, personal tutoring for every secondary school pupil 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 – from September 2010

Any pupil who is behind national expectations in English and/or mathematics at the start of Year 7 will be given extra support through one-to-one tuition or small group work. Local authorities must provide this support if a school is unable to do so.

Teachers will assess the progress of pupils who receive extra tuition in Year 7. Assessing Pupils' Progress materials and a new progress check will support teachers in making their assessments and report to parents on progress.

Stronger Home School Agreements – from 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.

Behaviour Challenge and Behaviour and Attendance Partnerships – from September 2010

Most secondary schools deal effectively with bad behaviour. By 2012 we expect all schools to have a 'good' or 'outstanding' Ofsted rating on behaviour, or to be on track to reach one at their next inspection.

The Behaviour Challenge is part of our strategy to raise overall standards. It includes 'satisfactory' schools learning from those with good behaviour, and working with parents and pupils. All secondary schools will be required to be part of a Behaviour and Attendance Partnership from September 2010, sharing resources to improve behaviour and tackle persistent absence.

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

We will consider whether updating skills in pupil behaviour management should be integral to the core professional standards required for teachers under the Licence to Practise.

Personal Tutors – from September 2010

Every secondary pupil will have a Personal Tutor from September 2010. Tutoring involves knowing pupils well, having an overview of their progress across the curriculum and signposting them towards advice, support or resources to help them to address any learning needs and issues and help them to succeed. Along with strengthened Home School Agreements, this will help schools engage parents in young peoples' learning, their responsibilities, and their choices and enable them to identify issues early.

We are currently looking at how personal tutoring works in secondary schools in forty-six local authorities and we will draw on good practice from these areas to support all secondary schools in meeting this commitment from September 2010.

Curriculum and qualifications – up to September 2011

In secondary schools, teachers and heads are already seizing the opportunities of the new secondary curriculum and designing an engaging, rich and relevant curriculum in all subject areas with a new emphasis on personal, learning and thinking skills. Various changes are already well underway and come into effect between now and 2011. This includes further Diplomas, more apprenticeships, Foundation Learning provision in every area from 2010/11, and new GCSEs and A'levels. This means that secondary schools and young people will have access to a wider set of qualifications and choices for their learning.

Raising the participation age – from 2015

From 2015 young people will stay in education or training until 18. They will be able to choose whether they stay in full-time education – either at school or college – or move to work-based learning, such as an apprenticeship. If young people are employed or volunteering for more than 20 hours a week it could take the form of part-time education or training. More details will be available in the RPA delivery plan which will be published early in 2010.

Information, advice and guidance and 'real life' experience – from September 2010

In January 2010 we will launch pilot schemes in five regions, looking at community service activities for young people aged 14 to 16. This initiative will allow young people to learn outside the classroom and show how they can make a positive difference in their communities. From April 2010, there will be 14 to 16 community services co-ordinators covering all local authority areas.

From September 2010, secondary schools will have to provide careers education to all pupils in Years 7-11. The Apprenticeships, Skills, Children and Learning Act 2009 states that careers advice must include information on 16 to 18 education, training and apprenticeships.

We plan to extend the statutory age for careers education in schools and colleges to 18, in line with the timetable for Raising the Participation Age. This is subject to consultation on timing and implementation.

We will introduce statutory PSHE in secondary education from September 2011.³ This will build on the work schools are already doing with the SEAL programme and will also help to underpin whole-school approaches to improving the emotional and mental health and wellbeing of pupils.

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, and we have 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 teachers – we 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 and 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

Alternative provision – from September 2011

To make sure that all children succeed and participate up to 18 we need to improve alternative provision. In particular we need to see more pupils leaving alternative provision with accredited qualifications or recognised steps towards them.

Alternative provision will also be used more often as an early intervention to address behavioural problems before they result in pupils being excluded. Pupils in alternative provision will receive a personalised curriculum that is tailored to their needs.

Local authorities will be required³ to provide full-time education for all children in alternative provision, subject to exceptions on medical grounds.

In December 2009, we will launch a full public consultation on arrangements for pupils in alternative provision, including information passports, personal learning plans and their core curriculum entitlement of curriculum and hours.

We expect all local authorities to be complying with the core entitlement by September 2011 and to be working towards this goal between now and then. While the core entitlement

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

establishes an expectation for full-time provision, we are looking to go further. Local authorities will be under a obligation to comply with new provisions in the Children Schools and Families Bill which provides a specific duty on local authorities to arrange full-time education for all school age children who are in alternative provision, apart from those where this would not be appropriate or practicable due to reasons which relate to their physical or mental health.⁴

Joint working

More formal and aligned partnerships between schools and other learning providers

Schools have a strong track record of working in partnership. Partnership is more important than ever, because 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 if they are going to meet the individual needs of all children and young people. Working with partners also means 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.

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.

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 changes to the School Teachers' Pay and Conditions Document from September 2009, and expect to introduce long-term arrangements for 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 the strongest institutions, including maintained schools, FE colleges and universities, as well as private sector organisations, to support underperforming schools. As accredited groups, schools can develop their model further, build their capacity and share their expertise and excellence across the system.

Secondary schools will also 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.

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

More joint working between secondary 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 from either schools 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.

Specialist schools

Like all schools, specialist schools will need to show how they work with partners and what specialism-related outreach work they are doing. Ofsted will make judgements about the effectiveness of this and from Spring 2010 SIPs will be responsible for making decisions on the initial designation of specialist schools and their ongoing re-designation. We are developing a national benchmarking framework for specialism that sets out clear expectations for schools.

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 Card – 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 (healthchecks) 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.

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 co-location of 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 – by March 2011

The Home Access Programme will give internet access to more than 270,000 households by March 2011. The scheme will provide one grant per eligible household to buy a computer and internet package. Families with children in Years 3 to 9 will be targeted initially.

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 the deprived and vulnerable and supports schools to implement the Pupil and Parent Guarantees and succeed in their work.

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 the governance systems of other high-status professions.⁵ 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 2011, starting with newly qualified teachers and returners to the profession.

To support these changes, every teacher will be entitled to continuing professional development. This entitlement will be set out in the School Teachers' Pay and Conditions Document, and introduced alongside the new 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.

Support Staff – May 2010

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

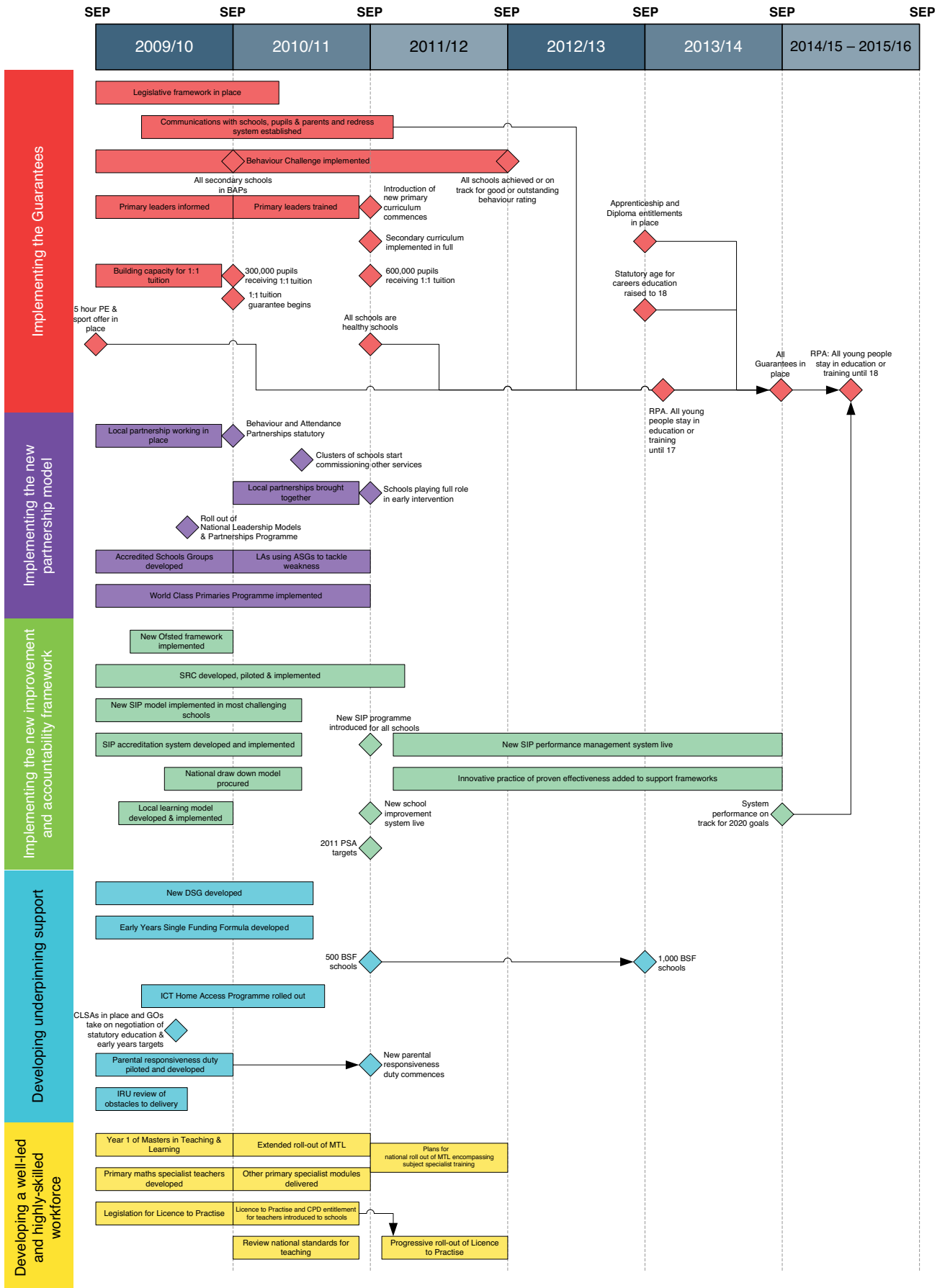
We have also committed £25million over three years to March 2011 to the Young People's Workforce Reform Programme whose scope extends to those who work within and alongside schools, often providing specialist support to young people.

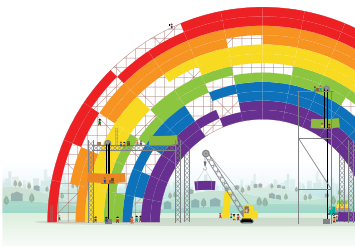
Governing Bodies – from September 2011

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.

Annex A

Implementing the White Paper: key milestones





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