

Briefing Note Title	Briefing Paper – Government White Paper Opportunity for All: Strong schools with great teachers for your child (28th March 2022)			
Date	25 th April 2022			
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Intended Audience(s)	Executive Advisory Panel (EAP) Education, Skills and Employment			
Purpose	Discussion		Information ✓	
Confidential	Not Protected	Official Public	Official Internal	Official Sensitive
Purpose	To summarise the key information.			
Summary	The Schools White Paper sets out a long-term vision for a school system that helps every child to fulfil their potential by ensuring that they receive the right support , in the right place , at the right time – founded on achieving world-class literacy and numeracy . The policies will be delivered in close alignment with the findings of the SEND review.			
Key messages	<ul style="list-style-type: none"> • The White Paper will be underpinned with legislation. • The aim for literacy and numeracy is that by 2030, 90% of primary school children will achieve the expected standard in reading, writing and maths, and the percentage of children meeting the expected standard in the worst performing areas will have increased by a third. • Currently, 2019 data for Northamptonshire currently stands at 61% of primary school children having achieved the expected standard in reading, writing and maths. The 2019 national figure was 65% and East Midlands 65%. • The aim at secondary is for the national GCSE average grade in both English language and in maths increases from 4.5 in 2019 to 5 by 2030. • The White Paper sets out the intention to achieve these ambitions by ensuring: <ul style="list-style-type: none"> • An excellent teacher for every child, including delivering world-class training and professional development at every stage of their career. • High standards of curriculum, attendance and behaviour, creating the conditions in which great teaching flourishes. • A pledge to parents that children who are behind in maths or English will receive evidence-based targeted support, such as tutoring, to help them make progress. • A stronger and fairer school system that works for every child, encouraging the growth of the best school trusts as the collaborative structure best suited to supporting quality teaching. All organisations in the school system will have a clearly defined role, so parents know who to turn to in every situation. 			

	<p>Core policies Chapter 1</p> <p>An excellent teacher for every child</p> <ul style="list-style-type: none"> • 500k teacher training and development opportunities by 2024, including: <ul style="list-style-type: none"> ○ A new Leading Literacy NPQ ○ A new Early Years Leadership NPQ ○ A new SENCO NPQ (subject to consultation) ○ Up to £180m investment in development of EY workforce to support literacy & numeracy • A commitment to raise teacher starting salaries to £30k • Levelling up premiums to incentivise teachers to work in subjects and places where they are needed most
	<p>Chapter 2</p> <p>High standards of curriculum, attendance and behaviour</p> <ul style="list-style-type: none"> • A new arms-length curriculum body, OAK national academy, that will work with teachers across the UK to co-create free, optional, adaptable digital curriculum resources. • Improved behaviour and attendance through: <ul style="list-style-type: none"> ○ a national behaviour survey ○ a new national attendance data solution ○ strengthened regulations to promote joint working between local services ○ funding for the Behaviour & Culture NPQ • A new national expectation for the length of a schools week.
	<p>Chapter 3</p> <p>Support for children who are behind in English or maths</p> <ul style="list-style-type: none"> • A Parent Pledge that schools will provide evidence-based support for children falling behind in English or maths and tell parents about their progress • Up to 6 million tutoring courses by 2024 with action to cement one-to-one and small group tuition as permanent feature of our school system. • A secure future for the Education Endowment Foundation. EEF will be re-endowed with at least £100m, lasting for at least the next decade.
	<p>Chapter 4</p> <p>A stronger and fairer school system</p> <ul style="list-style-type: none"> • A fully trust led system with a single regulatory approach. This will involve growing strong trusts and establishing new ones, including trusts established by LAs. • A clear role for every part of the school system, with LAs empowered to champion childrens' interests and a new collaborative standard requiring trusts to work constructively with other partners. • Education Investment Areas to increase funding and support to areas in most need, plus extra funding in 24 Priority EIAs facing the most entrenched challenges (including existing OAs)

	<ul style="list-style-type: none"> Digital infrastructure investment, with all schools being able to take advantage of modern technology <p>Further legislation on the key proposals in the White Paper will follow in the coming months</p>
<p>Further messages</p>	<p>The Importance of the role of the Local Authority in the Schools White Paper</p> <ul style="list-style-type: none"> Councils have a crucial role to play in education, from ensuring every child has a school place to turning around struggling schools, as shown when providing vital support to schools during the pandemic. Councils have a continued role at the centre of local education systems with powers to match their duties around place-planning and ensuring pupils out of school return to the classroom as soon as possible. Councils will be allowed to set up and lead their own Multi-Academy Trusts (MATs). More legislation is set to follow in the coming months. Councils are to be given powers to direct all schools, including academies, to admit pupils that are out-of-school and make sure they are back in the classroom as quickly as possible. There is a proposal to introduce a duty on parents to register home-schooled children with their local council. Additional support to keep children with Special Educational Needs and Disability (SEND) in mainstream settings will also be crucial to the success of a reformed SEND system, as set out in the SEND Green Paper. With sufficient powers and funding councils are ideally placed to act as the 'middle tier' between central government and schools, bringing together place-based leadership, an existing duty to promote wellbeing of all children and; synergies with wider roles including safeguarding, public health, criminal justice, employment, skills and cohesion as identified in the Levelling Up Paper. <p>How the Schools White Paper links to the Levelling Up White Paper Policies we already knew about as a result of the Levelling Up agenda:</p> <ul style="list-style-type: none"> An excellent teacher for every child High standards of curriculum, attendance and behaviour Target support for every child who needs it <p>How the Schools White Paper links to the SEND Green Paper Building on the schools white paper, the SEND Review Green Paper (published 29 March 2022) sets out proposals for a system that offers children and young people access to the right support, in the right place and at the right time, so they can fulfil their potential and lead happy, healthy and productive adult lives. The consultation will be open for 13 weeks, closing on 1 July 2022.</p> <p>This includes ensuring that there is absolute priority placed upon excellence in early years provision and high-quality teaching for all children at the very start of their educational journey.</p> <p>Regional School Commissioner Change</p> <ul style="list-style-type: none"> New statutory intervention powers are proposed to deal with trusts which fail to achieve the 'expected outcomes'. Regional Schools Commissioners (RSC) will be known as 'Regional Directors' (RD) - overseeing 'Regions Groups' (which bring together functions currently

	<p>distributed across the Department for Education (DfE) and the Education and Skills Funding Agency (ESFA)) which will 'drive improvement, expanding the reach of our strongest trusts and proactively intervening where trusts are not providing the excellent education we expect'.</p>
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- The Groups will consist of nine regions, aligned to the geographies used across the rest of the Government.