

Opportunity for All: Strong Schools with Great Teachers for your Child

Introduction and background

This White Paper has been produced as part of the government's Levelling Up agenda. It sits alongside the Skills for Jobs White Paper, the Levelling Up White Paper, the Special Education Needs and Disabilities Review, and the Independent Care Review. It sets out a vision for every child in England to receive a world-class education founded on literacy and numeracy.

The introduction to the White Paper highlights improvements across the educational landscape over the last decade such as increased funding, a narrowing of the attainment gap, and higher rates of literacy and numeracy. It also acknowledges that there is more work to do and sets out 2 ambitious targets. The first is to ensure that by 2030, 90 per cent of children will leave primary school having achieved the expected standard in reading, writing, and maths, up from 65 per cent in 2019. The second is to lift the attainment of all secondary pupils by increasing the national GCSE average grade in both English language and in maths from 4.5 in 2019 to 5 by 2030. These targets are underpinned by 2 principles: a rigorous commitment to using, building, and sharing evidence so that every school knows 'what works' for all of their children; and a focus on enabling collaboration between teachers, schools, and wider children's services so that every child is supported to realise their full potential. The paper sets out 4 key areas within which its commitments will be fulfilled: an excellent teacher for every child; high standards of curriculum, behaviour, and attendance; targeted support for every child who needs it; and a stronger and fairer school system.

Key points

An excellent teacher for every child

- The White Paper acknowledges the central role of quality of teaching in improving outcomes for all pupils. It promises the 'biggest programme of teacher development ever undertaken in this country' which will build on the reforms to date, most notably the Early Career Framework and the Initial Teacher Training (ITT) market review.
- The government undertakes to provide 500,000 teacher training and development opportunities by 2024, across ITT, the Early Career Framework and National Professional Qualifications (NPQs), giving all teachers and school leaders access to evidence-based training and professional development throughout their career.
- There will be 150,000 funded training scholarships for NPQs during this Parliament. Every teacher and leader in a state-funded school or 16-19 institution will be able to access these scholarships.
- The range of NPQs will be expanded. There will be a new NPQ for Early Years Leadership, recognising the expertise required to deliver good early years outcomes. This will be accompanied by up to £180m investment in the early years workforce, including training for early years practitioners to support literacy and numeracy teaching. There will also be an expanded Professional Development Programme for early years and commitments to increase the number of trained graduates and SEND qualified Level 3 practitioners in the early years sector.
- The government will consult on introducing a leadership level SENCO NPQ to replace the National Award in SEN Coordination as the mandatory qualification for new SENCOs.
- The White Paper reiterated a government commitment to £30,000 starting salaries for teachers by 2023-24. There will be a Levelling Up Premium of up to £3,000 to incentivise maths, physics, chemistry, and computing teachers in the first 5 years of their careers to work in disadvantaged schools.
- A new scholarship will be introduced to attract the most talented language graduates to the profession and the government will pilot a new ITT course designed to support more engineers to teach physics. There will also be bursaries for international trainees in priority subjects.
- The White Paper acknowledges the key role of up-to-date evidence. To this end, the ITT Core Content Framework, the Early Career Framework, and the National Professional Qualification frameworks will be updated in line with the best available evidence.
- The government intends to set up a new Institute of Teaching which will work closely with the Education Endowment Foundation (EEF). It is envisaged that the Institute will be England's flagship teacher development provider which will have degree-awarding powers and provide teachers with the opportunity to study academic programmes.
- The government has already begun re-accrediting all ITT providers against a higher standard. Providers will be supported by £36 million to support the delivery of new quality requirements. Ofsted will increase the frequency of their inspections of ITT providers. It will also speed up the inspection cycle so that all providers are inspected by July 2024, and then every 3 years after that.



High standards of curriculum, behaviour, and attendance

- The government's aim, as stated in the White Paper is that 'by 2030, every child will be taught a broad and ambitious curriculum in a school with high expectations and strong standards of behaviour'.
- The White Paper highlights some of the advances which have been made to-date towards achieving this goal but acknowledges that there is more to be done.
- There will be a new arms-length national curriculum body which will work with teachers to co-design, create, and continually improve packages of optional, free resources which are sequenced to help teachers of all subjects and across all areas of the UK to deliver a high-quality curriculum. The curriculum body will work closely with Ofsted, the EEF, and those delivering teacher training and professional development.
- To address disparities in the length of the school day, the government will introduce a minimum expectation on the length of the school week of 32.5 hours (the current average) for all mainstream state-funded schools by September 2023. This expectation will not apply in specialist settings.
- The government will build on its current citizenship education by supporting the National Youth Guarantee, promoting volunteering, and expanding access to the Duke of Edinburgh Award and Cadet Schemes.
- The legal requirement to provide independent careers guidance to all secondary school children will be expanded to include all children, not just those who are over 13.
- The White Paper commits to improving uptake of the Ebacc subjects, especially amongst the most disadvantaged children, and will focus on high-quality language teaching to realise this. From 2023, it will establish a network of modern foreign language hubs and introduce more effective continuous professional development courses for language teachers in both primary and secondary schools.
- There will be a new test of literacy and numeracy, taken by a sample of children in year 9, to estimate performance at a national level.
- The government will ensure better behaviour and higher attendance through more effective use of data, including an annual behaviour survey. All teachers and leaders in state-funded schools will have access to a fully funded training scholarship to undertake a National Professional Qualification in Behaviour and Culture.
- The Education Endowment Foundation and the Youth Endowment Fund will develop further off-the-shelf attendance interventions for schools and introduce new voluntary standards for attendance professionals.
- The government will establish a register for children not in school, exploring how this data should be used by local authorities and multi-agency teams. Schools and local authorities will be expected to work closely with attendance services to re-engage children who are 'severely absent' (missing more than 50% of their sessions in school).

Targeted support for every child who needs it

- The government acknowledges that ensuring 90 per cent of children meet the expected standard in reading, writing and maths will require targeted support to those who fall behind.

- The White Paper proposes a Parent Pledge - a promise from government, via schools, to families: any child that falls behind in English or maths should receive timely and evidence-based support to enable them to reach their potential. The Pledge is a commitment to effective assessment and support and the government will embed it as a central part of any school.
- When making decisions about how to effectively deliver the Parent Pledge, schools will be able to consult a menu of recommended evidence-based approaches to make decisions about Pupil Premium spend.
- Small group tuition has an average impact of an additional 4 months in primary schools and 2 months in secondary school. The government's vision is that tutoring should no longer be the preserve of families who can afford to pay for it, but that it is the right of any child in need of additional support. It will therefore deliver up to 6 million tutoring packages by 2024 and will expect every school to provide tutoring to those who need it.
- The EEF will be endowed with at least £100m to cement its role as a long-term feature of the education landscape for at least the next decade. The government will also provide over £55 million for its Accelerator Fund to develop and scale-up literacy and numeracy interventions.
- The government will set out ambitious reforms in the SEND Review, ensuring that all children and young people with SEND are able to access the right support.

A stronger and fairer school system

- The White Paper states the need for a 'stronger and fairer system that will allow all children to feel the benefits of strong trusts.' It sets out a vision that by 2030, all children will benefit from being taught in a school belonging to a strong multi-academy trust or with plans to join one.
- The government will shortly be consulting on moving schools that have received two consecutive below 'Good' judgements from Ofsted into strong trusts to tackle underperformance. This approach will begin in Education Investment Areas, which are most in need of rapid improvement.
- The government will commit up to £86m in trust capacity funding over the next 3 years to support the strongest trusts to expand into Education Investment Areas.
- Local authorities will be able to establish new multi-academy trusts where too few strong trusts exist, enabling high performing schools with a track record of local partnership to formalise their relationships and add expertise and capacity to the trust system.
- Local authorities will have new responsibilities and new powers to coordinate local services to improve outcomes for children, particularly the most vulnerable. They will have a stronger role in admissions and in ensuring that children attend school.
- A new Regions Group will drive improvement and intervene where trusts are not providing an acceptable standard of education. The group will consist of 9 regions. Regional Schools Commissioners will become Regional Directors.

The full document can be downloaded from:

<https://www.gov.uk/government/publications/opportunity-for-all-strong-schools-with-great-teachers-for-your-child>