



# The Schools White Paper - what does it mean for governance?

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# Aims of this session:

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to review the recently published schools White Paper;



to reflect on the key themes and their implications for school governance;



to focus in the light of this week's Queen's Speech on prioritising our responses.

# The White Paper:



- Published 28<sup>th</sup> March;
- First education White Paper in six years;
- Supported by three additional publications;
- Four chapters/themes

# The White Paper – ambition/targets

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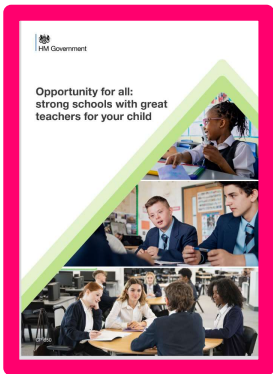
Positioned as part of the government's '*levelling up*' strategy:

- by 2030, 90% of children will leave primary school at the expected standard in reading, writing and maths;
- increase the national GCSE average grade in both English language and in maths from 4.5 (2019) to 5 by 2030.

Described by Secretary of State as '*Measures of Success*' for the White Paper.

# The White Paper – four *chapters*

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- An excellent teacher for every child;
- Delivering high standards of curriculum, behaviour and attendance;
- Targeted support for every child that needs it;
- A stronger, fairer school system

# *An Excellent Teacher for Every Child*

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- 500,000 teacher training & development opportunities by 2024;
- National Professional Qualification (NPQ) in Leading Literacy;
- NPQ in Early Years Leadership and £180 m for EYFS training to support literacy and numeracy teaching;
- £30,000 starting salary for teachers (additional incentives for schools in most need)



# An Excellent Teacher for Every Child

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What this should mean for children and young people:

I am taught by highly-skilled teachers, developed by **world-class Initial Teacher Training** and an **Early Career Framework** programme

My school has a trained literacy expert who has completed the **Leading Literacy NPQ** and is improving literacy teaching across the school

Current and aspiring early years leaders at my provider complete the **new early years NPQ**, and the quality of the teaching I receive improves

My school can more easily recruit trainee teachers attracted by **new starting salaries of £30,000**



# Implications for Governance:

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- Reflect on recruitment and retention issues in our own schools and trusts;
- Can the vision of improved supply be realised by 2024?
- What will be the impact on the budget if ECF teacher earn £30,000, and will it be funded?

# High standards of curriculum, behaviour and attendance:

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- A new curriculum body working with teachers to create free, optional, adaptable digital curriculum resources
- A richer, longer average school week making the most effective use of time in school ensuring children enjoy a rounded education.
- Better behaviour and higher attendance through more effective use of data, annual behaviour survey and national data system

# Curriculum, behaviour and attendance.

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## What this should mean for children and young

My school offers at least the **new minimum of 32.5 hours** which could mean extra time for English, maths, sport and arts

My school publishes a new **attendance policy** and my teacher gets funding for a **Behaviour and Culture NPQ**, meaning I learn better in a calmer, more orderly environment

My school is **inspected by Ofsted**, as every school will be by 2025

My school gets **high-speed broadband**, helping my teachers make the most of modern technology

# Curriculum, behaviour and attendance (2).

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What this should mean for children and young

I receive more focused early literacy and numeracy teaching due to the **Early Years Foundation stage reforms**

I receive the **phonics screening check** aged 6-7 for my teacher to check I'm on track

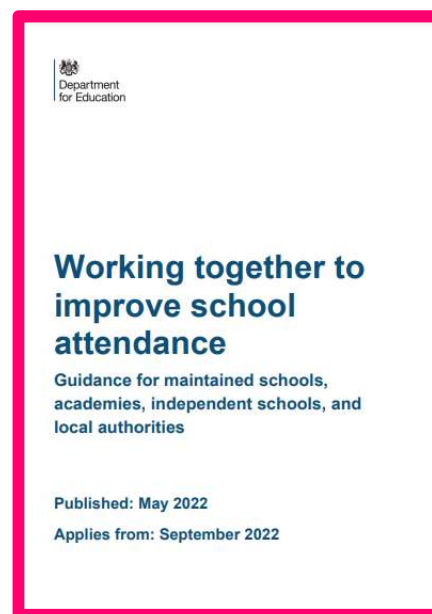
I receive the **multiplication tables check** aged 8-9 for my teacher to check I'm on track

My teachers use high-quality, evidence-based materials from the **new curriculum body**, reducing the time they spend planning

# Implications for Governance:

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- Reflect on the role of the new curriculum body and how this impacts on recent (Ofsted driven) curriculum review;
- Workload impact;
- New attendance duties



# Targeted support for every child that needs it:

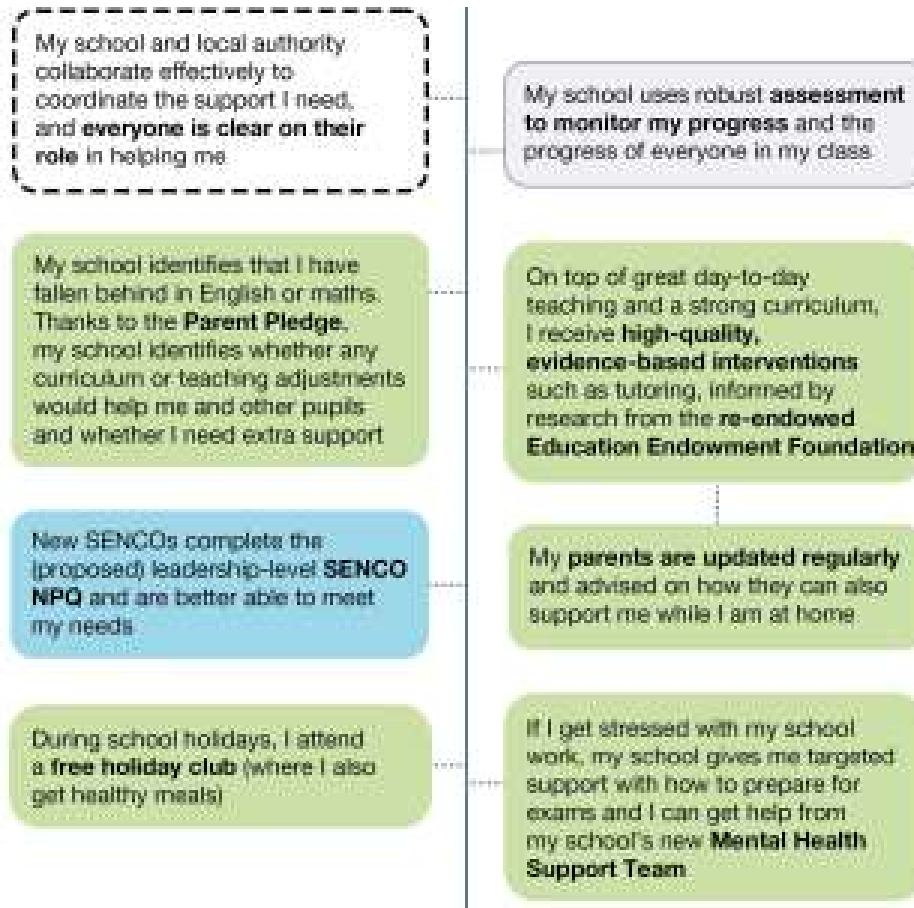
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- A *Parent Pledge* that schools will provide evidence-based support if a child falls behind in English or maths;
- Up to 6 million tutoring courses by 2024 with one-to-one and small group tuition as a permanent feature of our school system.
- A secure future for the Education Endowment Foundation, putting evidence at the heart of our education system

# Curriculum, behaviour and attendance.

What this should mean for children and young people:





# Implications for Governance:

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- What is definition of '*falling behind*'?
- 2<sup>nd</sup> May announcement of DfE publishing date '*revealing how their school is using the National Tutoring Programme*'
- How much use does my school/trust currently make of evidence in planning?

# A stronger, fairer school system:



*By 2030, all children will benefit from being taught in a family of schools, with their school in a strong multi academy trust or with plans to join or form one*

- Two x *Requires Improvement* judgements = academisation;
- Investment in 55 Education Investment Areas;
- 24 Priority Education Investment Areas.
- Local Authorities able to create MATs



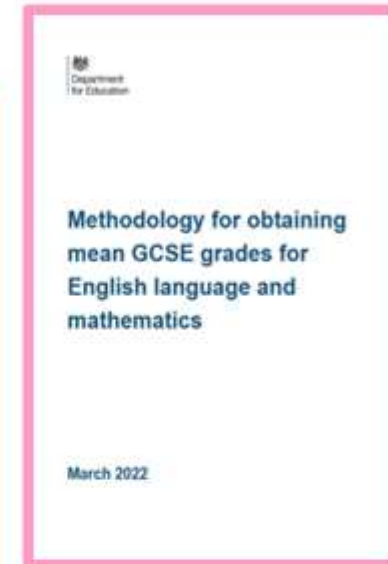
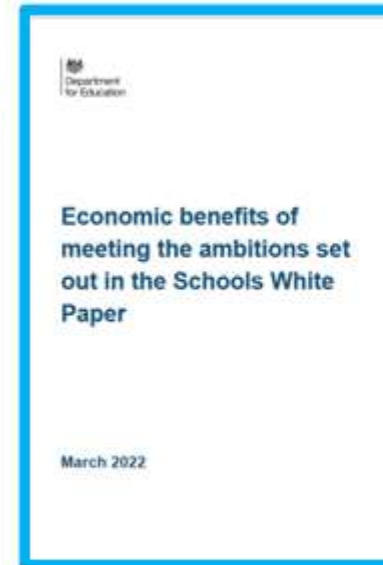
# Implications for Governance

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- 2030 is a long way off in education and politics!
- Has the board/will the board discuss a long term plan including structure?
- The debate continues.....Local Government Association research (Tuesday) NAHT opposition

# Additional publications:

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# The Queen's Speech – May 11th:

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- 'Schools Bill'
  - tighter regulation of academy trusts
  - supporting more schools to become academies;
  - reform to attendance legal framework;
  - National Funding Formula;
  - Establish 'children not in school' registers
  - Expand registration requirements for independent schools (safeguarding)
  - Strengthen Teacher misconduct regime

# Any Questions?

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# References:

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- The White Paper

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

- Attendance Guidance (May 2022)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1073616/Working\\_together\\_to\\_improve\\_school\\_attendance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1073616/Working_together_to_improve_school_attendance.pdf)

- Queen's Speech guidance notes

<https://www.gov.uk/government/publications/queens-speech-2022-background-briefing-notes>



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# Thank you