



**Confederation
of School Trusts**

Schools White Paper – high level summary of key policy themes and proposals

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Four chapter headings

1. An excellent teacher for every child
2. Delivering high standards of curriculum, behaviour and attendance
3. Targeted support for every child who needs it
4. A stronger and fairer school system

Two ‘national ambitions’

1. 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.
2. In secondary schools, the national GCSE average grade in both English language and in maths will increase from 4.5 in 2019 to 5 in 2030.

These aims are not targets for schools, but a measurement of success across England at a system level.

An excellent teacher for every child

Builds on existing reforms:

- Initial Teacher Training Core Content Framework
- Early Career Framework
- National Professional Qualifications - 150,000 funded training scholarships for National Professional Qualifications during this parliament
- Institute of Teaching
- Pay new teachers a starting salary of £30,000

New announcements:

- Leading Literacy National Professional Qualification from September
- National Professional Qualification for Early Years Leadership
- SENCO National Professional Qualification (replace the National Award in SEN Coordination as the mandatory qualification for new SENCOs)
- Levelling Up Premium - worth up to £3,000 tax-free for eligible maths, physics, chemistry and computing teachers, in years one to five of their careers, who choose to work in disadvantaged schools, including in the new Education Investment Areas

Curriculum, behaviour and attendance

Builds on existing reforms:

- Oak National Academy – moves into public ownership
- Embed curriculum and assessment reforms – English and maths hubs
- introduce legislation to establish a register for children not in school

New announcements:

- Length of the school week - from September 2023, a minimum expectation on the length of the school week of 32.5 hours for all mainstream state-funded schools, but not specialist settings
- Extend the legal requirement to provide independent careers guidance to all secondary school children
- Introduce a new test of literacy and numeracy, taken by a sample of children in year 9, to estimate performance at a national level
- National Behaviour Survey to better understand what parents, children, teachers and leaders think of behaviour and wellbeing in their school

Targeted support

Builds on existing reforms:

- Up to 6 million tutoring courses by 2024 with action to cement one-to-one and small group tuition as a permanent feature of our school system
- Embed tutoring in every school

New announcements:

- A Parent Pledge - schools will provide evidence-based support if a child falls behind in English or maths
- A re-endowment of the Education Endowment Foundation
- Reform of the SEND and Children's Social Care systems
- £2.6bn in high needs capital investment over the next three years
- DfE new Regions Group to hold local authorities and academy trusts to account for local delivery for children and young people with SEND, make better use of data to understand system health and work with independent inspectors and health colleagues



A stronger, fairer system

Builds on existing reforms:

- A fully trust led system with a single regulatory approach with all schools in a trust by 2030
- Education Investment Areas (EIAs) to increase funding and support to areas in most need, plus extra funding in priority areas facing the most entrenched challenges
- Further support to 24 Priority Education Investment Areas (a subset of the 55 Education Investment Areas), to address entrenched underperformance
- Transition to a direct National Funding Formula, without local amendment

A stronger, fairer system

New announcements - general:

- Consultation on moving schools that have received two consecutive below ‘Good’ judgements from Ofsted into strong trusts
- Consultation on a statutory framework to govern children’s movements so that all placement decisions – including AP – are always made in the best interest of the child
- Up to £86m in trust capacity funding over the next 3 years, with a particular focus on Education Investment Areas
- A new collaborative standard requiring trusts to work constructively with others.
- A new CEO development programme for established leaders
- An expectation that most trusts will be on a trajectory to either serve a minimum of 7,500 pupils or run at least 10 schools
- No maximum size of trust, but will limit the proportion of schools in local area that can be run by an individual trust
- So that trusts “continue to be responsive to parents and local communities, all trusts should have local governance arrangements for their schools”

A stronger, fairer system

New announcements – local authorities:

- Local Authority established trusts and a clearer role for local authorities “empowered to champion the interests of children”
- New powers enabling the Secretary of State to bring a local authority’s maintained schools into the academy system where a local authority has requested this as part of their local strategic plans
- Local authorities will retain the overall sufficiency duty to provide an appropriate place for every child - will determine the number of school places, including special and alternative provision places, that are needed in a locality
- Strengthened role overseeing local admissions arrangements, assuring arrangements to keep children safe, and make sure children attend school
- Government will work with local authorities, trusts, schools and parents to reform the admissions framework, including the over-subscription criteria
- Consultation on a new backstop power for local authorities to direct trusts
- to admit children – with the right of appeal for trusts to the schools adjudicator
- Local Safeguarding Partnerships will commission safeguarding audits every three years.

A stronger, fairer system

New announcements - regulatory review (May 2022):

- To increase clarity in the short term, government proposes to bring together both proposed and existing requirements on academy trusts (currently set out in legislation and funding agreements) into statutory academy trust standards
- New statutory intervention powers will underpin the standards – will provide a framework to tackle any trust which fails to achieve the expected outcomes by managing and governing their schools effectively
- RSCs become regional directors - will take a single regulatory approach to trusts
- Consultation on “the exceptional circumstances in which a good school could request that the regulator agrees to the school moving to a stronger trust”
- A definition of trust strength AND the academy trust standards will be the basis for transparent assessments of their potential for growth
- New transparency measures will ensure that it is always clear to parents how the flexibility to GAG pool is being used

A stronger, fairer system

New announcements - definition of a strong trust:

- **High Quality and Inclusive Education** – delivers high quality education, including for disadvantaged children and children with SEND, and operates fair access. Has effective central leadership teams, strong school leadership and teaching, and uses evidence-based curriculum design and implementation.
- **School Improvement** – works quickly to improve standards within all their schools, particularly transforming previously under performing schools.
- **Strategic Governance** – operates an effective and robust governance structure that involves schools and exemplifies ethical standards. Utilises the expertise and skills on its boards to oversee the strategic direction and hold leaders to account. Has a strong local identity, engaging effectively with parents and the wider community.
- **Financial Management** – is underpinned by strong and effective financial management, prioritising the use of resources, including the estate, to deliver the best educational experience for children.
- **Workforce** – trains, recruits, develops, deploys and retains great teachers and leaders throughout their careers. Deploys the best staff in the schools where they are needed most and prioritises staff wellbeing.



CST's view of a strong trust

1. Quality of Education
2. Expert Governance
3. Effective and efficient operational structures
4. Workforce resilience and wellbeing
5. Public benefit and civic duty

Further reading

- Cruddas, L. CST's White Paper (2019) [The Future Shape of the Education System in England](#), CST
- Cruddas, L., 2020, [Systems of Meaning: Three Nested Leadership Narratives](#), CST
- Cruddas, L. and Simons, J., 2020, [School Trusts as New Civic Structures – A Framework Document](#), CST and Public First
- Cruddas, L. and Rollett, S., 2021, [A Bridge to the Future](#), CST
- Bauckham, I. and Cruddas, L., 2021, [Knowledge Building – School Improvement at Scale](#) CST
- Rollett, S. 2021, [Communities of Improvement – School Trusts as Fields of Practice](#)
- Cruddas, L. 2021 [Intelligent Systems of Accountability](#)
- Cruddas, L. 2021 [Governing a School Trust](#)
- Coulter, M. 2021 [The Role of Trusts as Talent Architects](#)
- Cruddas, L. 2022 [What is a Strong Trust?](#)
- Cruddas, L. 2022 [Public Benefit and Civic Duty - guidance](#)



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Thank you

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