

## **EDUCATION WHITE PAPER – Your child, your schools, our future.**

### **Introduction**

1. The White Paper was finally published on 30 June 2009. The document contains six chapters each setting out the 'vision'
2. These chapters cover:
  - The vision – what the Government want from education in the 21st Century
  - The School – teaching and the learning
  - Partnerships – the different partnerships required to meet the vision
  - Accountability – The various steps in the accountability chain.
  - Government and Local Authority roles
  - Governance, leadership and the wider workforce
3. The White Paper contains much of interest to governors. Chapters 6 and 4, with their respective focus on leadership and accountability, are those most directly relevant, but these must be viewed through the vision for teaching and learning and increased partnership working set out in chapters 2 & 3.
4. This briefing starts with those sections, which will directly impact on governors and governance.

The Executive summary sets out the aims for governance:

'School governors play a vital role in our education system by holding to account the school's leadership for the performance of the school. We want to strengthen this role by enshrining in law governing bodies' fundamental duties to children, young people and the wider community. We will require SIPs to provide information and advice to the governing body about the school's performance, so that governors are more able to challenge and support school leaders. We will also improve governor training and expect all chairs of governing bodies to undergo specific training. We will expect initial training for governors to focus on the central tasks: providing effective challenge and support, holding to account, making effective use of data and information to manage performance and ensuring value for money. Governors will also be trained where appropriate in overseeing more than one school and managing co-located services. And we will introduce greater flexibility into rules about the composition of governing bodies.'

### **Chapter 1 – The vision**

5. This sets out where the education system is at present and where it needs to get to.
6. In particular, the document focuses on the fact that the gap in performance between the advantaged and disadvantaged has not narrowed sufficiently and is greater than in many other countries. In jargon this is known as 'high in-school variance and volatility' where 'variance' = wide gaps in performance across subjects

or different pupil groups and 'volatility' = significant changes both up and down in standards year-by-year.

7. The document makes clear that the global job market has changed and young people need to be equipped to operate in this market. In particular the number of unskilled jobs is shrinking, down from 3.2m in 2004 to an estimated 600,000 by 2020. Pupils not only need the traditional knowledge but the ability to adapt to new situations.

8. It also makes clear that to achieve the desired progress schools will not be able to work in isolation and more partnership working will be necessary, with a renewed emphasis on formal partnership working through federations and Trusts.

9. Pupil and Parent Guarantee – there will be guarantees for both pupils and parents setting out what they can expect from the system and what is expected from them.

10. The workforce will need to be trained and have access to ongoing development to ensure that young people have the skills and knowledge to equip them for the modern world. This will include a renewable 'licence to teach' for teachers and a requirement that support staff assisting pupils with their learning will need to have at least a Level 3 NVQ qualification.

## **Chapter 6 – Governance, Leadership and the wider workforce**

11. The Government wants to strengthen the role of governing bodies, particularly in relation to their responsibility for challenging performance in order to improve outcomes for all young people. This improvement is to be achieved through better training, targeting recruitment, access to the information and data needed to do the job, and support from external bodies, such as the School Improvement Partner (SIP). Chapter 6 also sets out the need to train and reward school leaders for taking on more responsibility and the need to ensure the wider-workforce have the necessary skills.

### **Governance**

12. The document makes passing reference to the Ministerial Review, the report from which has yet to be published, and states that the Government believes it is time to 'simplify and streamline' the governance regulations.

13. The Government plans to clarify the role of governors. In particular legislation will place upon governing bodies duties to:

- ensure the education, development and wider wellbeing of the children on their school's roll
- promote the education, development and wider wellbeing of all children in their area
- support the needs of the wider community.

14. These new duties are very much in line with the theme of the document that, in order to give every child and young person the best opportunities, schools will need to work together and take collective responsibility for all young people, not just those on the roll of the school.

15. The plans to strengthen and streamline will come in the following manner:

- Greater flexibility around the composition of governing bodies with the proportionality requirements (for the various categories of governors) being relaxed
- Partnerships – existing rules will be relaxed to give the most effective governing bodies the opportunity to become accredited providers of new schools.

16. Governors are to be encouraged to establish links with business and to recruit governors from both businesses and other education bodies (e.g. colleges, universities and independent schools). They will also be encouraged to establish formal links with such bodies through Trusts. The governing body will also have to appoint a governor with responsibility for business partnerships (see the section on partnership working page 12)

17. In addition, there will be a new requirement for all governing bodies to consider, at the point at which they need to recruit a new headteacher, whether to federate or appoint a shared/executive headteacher.

### *Training*

18. Training for governors is to be further developed:

- Chairs of governing bodies will be expected to undergo specific training for the role.
- Local authority induction training for governors should focus on how to provide effective challenge and support, to hold to account and make good use of data to manage performance, to ensure value for money and to oversee more than one school.

### *Data*

19. Governors should already receive good quality information through the RAISEonline system. The intention is to extend what is available so that governors have all the information they need to carry out their functions effectively.

### *School Improvement Partners (SIPs)*

20. The expanded role of SIPs is covered in more detail in the accountability section (see page 8). The key point for governors is that they will be given a role in choosing the SIP for their school and there will be a clear requirement for SIPs to report and provide advice to the governing body.

21. The governing body will be given the opportunity to request an Ofsted inspection (e.g. where the SIP has expressed concern about the performance of the school).

## Headteacher and the Senior Leadership Team

22. The paper acknowledges that the role of headteachers has already changed and will continue to do so as the White Paper is implemented. The range of roles for headteachers will cover:

- Working as School Improvement Partners or Local or National Leaders of Education
- Taking the lead in local partnerships
- Working as Executive Headteachers – leading two or more schools in a federation or partnership.
- Leading multi-agency teams as part of early intervention strategies.

23. The government wants to encourage the best headteachers to spread their expertise outside of their own school.

### *Headteacher pay*

24. The current School Teachers' Pay and Conditions Document (STPCD) has fallen behind developments in headship and in particular makes no allowance for executive heads of federations. As an interim measure the Schools Teachers' Review Body (STRB) has proposed and the Government has recommended that from September 2009 governing bodies will be able to offer a 5-20% premium on existing salaries for heads where they have taken on additional responsibilities.

25. A further review of leadership pay will take place so that all relevant models of leadership can be recognised and rewarded in the STPCD.

### Issues to consider

26. The premium on pay is specifically for additional responsibilities, *not to reward good performance*. Governors will need to keep detailed records of any decision to award the headteacher a premium.

## Licence to Teach

27. The DCSF has already introduced plans to make teaching a Masters-level profession. From January 2010 the first new teachers will start their Masters qualification in teaching and learning. They now plan to introduce a renewable licence for teachers to provide ongoing evidence that they are still able to do the job.

28. Probably every five years teachers will be assessed to ensure that their knowledge and skills still meet the required level. The assessment process will focus on teachers' recent record of professional practice and development. The General Teaching Council will be carrying forward work on the licence with its planned introduction in September 2010 in maintained schools (community, foundation, voluntary aided and voluntary controlled schools) and in non-maintained special schools and short stay schools (formerly pupil referral units). The scheme will not cover Academies – it is not clear if they will fall under the scheme in future.

### *Continuous Professional Development*

29. The licence to teach is based on the premise that all teachers should continuously develop their skills and knowledge. The DCSF recognises that in requiring teachers to update their knowledge, effective training and support must be available and teachers must be able to access it. The DCSF has been working with its Social Partners on what an entitlement to CPD for teaching staff might look like.
30. In addition, local CPD clusters will be developed to provide teachers and the wider workforce with support and access to best practice.

### **Wider Workforce**

31. The Workforce Agreement has revolutionised the school workforce with many more support staff working with teachers to assist pupils' learning and within the school in other roles. The White Paper envisages that this will continue, but recognises that support staff need access to high quality training to ensure they continue to develop their skills and to have the opportunity for career progression.
32. School staff directly involved in pupils' learning will have, or will be working towards, a Level 3 NVQ qualification.
33. The DCSF will initiate the following other steps in regards to the wider workforce:
- DCSF will work with partners to develop principles and guidance on the recruitment and deployment of the wider workforce.
  - Schools should plan the deployment of their Higher Level Teaching Assistants (HLTAs) more effectively.
  - TDA is developing a strategy for the professional development of the children's workforce. This will be published shortly.
  - Formal performance reviews for the wider workforce will be introduced, based on the TDA's National Occupational Standards for teaching and learning following a consultation process.
  - Continue to bring a wider range of skilled professionals into the workforce.

### *School Support Staff Negotiating Body (SSSNB)*

34. The Apprenticeships, Skills, Children and Learning Bill (ASCL Bill) will bring into being the SSSNB, which will be responsible for negotiating and reaching agreement on pay and conditions of support staff. Its remit will be to develop a framework that contributes to the effective use of support staff.

## **Chapter 4 – Every school improving: strong accountability and rapid intervention when it is needed**

35. It is intended that school improvement will be driven more at school and local level than from the centre and that a wider range of providers (e.g. high performing schools) will support school improvement. Local authorities and schools will be

provided with help to establish local clusters to share expertise and key staff and develop centres of excellence.

36. The DCSF will not in future provide or fund school improvement support. It will ensure that a sufficient supply of quality-assured improvement support is available through:

- Improvement support frameworks – these would be identifiable quality-assured providers of support who would apply to be included in the framework. Schools would then be able to choose (and pay for) accredited providers.
- High performing schools (e.g. National and Local leaders of education) – to provide school-to-school support.
- Identifying where gaps in school improvement support exist and commissioning new provision.

#### *Good and Great Schools programme*

37. This is a new initiative, which recognises good schools and provides them with opportunities to support ongoing development. It will include ‘open door’ visits to allow schools to learn from each other.

#### *Families of Schools*

38. These currently operate in City Challenge areas and it is intended that they will be extended nationally. This approach provides benchmarking information to enable schools to identify similar schools in the local area who are successful.

#### *Literacy and Numeracy*

39. The new primary curriculum is currently under consultation. It contains extensive revisions to the current National Curriculum for primaries. In particular it sets out three curriculum aims, three essentials for learning and life (literacy, numeracy and ICT capability) and six areas of learning (e.g. scientific and technical understanding).

40. The White Paper makes clear that DCSF still considers it is best practice to have a daily literacy and numeracy hour and that the accountability (i.e. School Report Card and Ofsted) will focus heavily on these issues.

#### *National Strategies*

41. From 2011 there will be no centrally driven and funded National Strategies Programme. The current central contract will not be renewed and the money will in future be delegated to schools. There will be an expectation that it is used to continue to improve literacy, numeracy and other core skills.

### *Other Central Support*

42. As each central programme comes up for renewal the DCSF will consider whether it needs to be a central programme or whether the money could be more effectively used at local level.

### *Local Authorities*

43. Local authorities will be expected to commission school improvement support to cover all the ECM outcomes. What is on offer and its cost must be clear. There is an expectation that local authorities should work directly through SIPs and not also employ link advisers to create multiply layers of accountability.

### *Accountability system*

44. The key mechanisms for accountability will be:
- Ongoing self-improvement – based on thorough self-evaluation
  - School Report Card – (a separate 58 page prospectus has been issued about this).
  - Ofsted inspection – under the new framework from 2009
  - School Improvement Partners (SIPs) – still appointed by the LA, but the role will be strengthened.

### *School Report Card*

45. To be introduced from September 2011. The School Profile will be abolished. The SRC will focus on measurable outcomes. It will be piloted over two years, starting in September 2009. The SRC will include the following:

- An overall grade
- Pupil attainment information
- Pupil wellbeing information
- Information about how successful the school is at 'narrowing the attainment gap' between its most advantaged and disadvantaged pupils
- Parents' and Pupils' views of the school.

45.1. The Prospectus launched at the same time as the White Paper sets out the next phase of development, in particular which indicators may be used to inform the judgements in the SRC. From the initial consultation on the School Report Card, Ofsted/DCSF have determined a range of data that schools should already be collecting to evaluate their contribution to pupils' wellbeing. Legislation will be put in place to ensure that all schools are under a duty to report on this information.

### *Ofsted*

46. Ofsted also looks at measurable outcomes, but in addition it takes account of things which require first-hand observation (e.g. classroom observation to assess the quality of teaching and learning). Under the new framework Ofsted will:

- Spend more time on classroom observation – assessing the quality of teaching and its impact on learning in the school.

- Focus more clearly on partnership working and the school's contribution to a partnership.
- Use limiting judgements – schools will continue to need to be performing effectively in relation to pupils' progress, safeguarding and equalities to be judged good or outstanding overall.
- Report on pupil wellbeing – more information will be available as a result of the new school-level indicators.

47. Raising the bar – Ofsted has published new descriptors for its categories. These include raised expectations of schools. If schools cannot demonstrate continuous improvement they may slip a category at their next inspection.

48. Joint inspections – with more federations being set up Ofsted is to look further at developing joint inspections and for co-ordinating inspections of schools involved in collaborations.

#### *School Improvement Partner (SIP)*

49. The role of SIPs is to be strengthened – they will provide support and challenge to schools on behalf of local authorities. For Academies SIPs will work on behalf of the Young Peoples' Learning Agency (subject to the ASCL Bill being passed).

50. The role of the SIP will be to:

- monitor schools' performance, including any early years or sixth form provision
- provide advice to the governing body
  - including on the performance of the headteacher
- ensure school improvement plans are realistic and ambitious.

51. The amount of time SIPs are able to spend in schools will be increased for schools with less effective performance – possibly to the same level as that of National Challenge Advisers (20 days).

52. In schools deemed to be weak performers no additional funding for school improvement will be provided unless the SIP has signed off the school improvement plan.

53. The process for accrediting SIPs will be reviewed:

- Over a phased period all existing SIPs will need to be re-accredited.
- SIPs will be subject to ongoing quality assurance
- A national register will be developed to show which SIPs are best placed to support and challenge particular types of school.

#### *National Challenge*

54. The section on the National Challenge is slightly contradictory because on the one hand it states that by 2011 the National Challenge will ensure that all secondary schools achieve 30% 5 A-Cs including English and maths; but then goes

on to say that any schools that don't achieve this will be closed or turned into an Academy or Trust School.

55. In future the School Report Card's broader definitions of under-performance will be used to identify schools requiring additional support.

*Primary School Improvement Strategy*

56. Local authorities will use both the School Report Card and the Ofsted Inspection to produce a school improvement assessment – this will determine the level of intervention schools will receive.

Special Measures

57. The DCSF policy remains that, if a school is placed in special measures, closure should be considered, but that a more preferable option will be a structural change to an Academy, a Trust School, a new provider or an Accredited Schools Group.

**Chapter 2 The School – teaching and learning**

58. One of the key parts of this section is the introduction of the Pupil and Parent Guarantees.

**Pupil Guarantee**

59. There are five key principles which underpin the guarantee and the document then sets out what action is required under each principle:

- All pupils will go to a school where there is good behaviour, strong discipline, order and safety:
  - From September 2009 every pupil will know what behaviour is expected of them and the consequences of misbehaviour.
  - From Spring 2010 all pupils will be able to have a say about the standards of behaviour expected of them.
  - Pupils who need support for their behaviour outside the classroom will have access to high-quality learning opportunities.
- All pupils will go to a school where they are taught a broad, balanced and flexible curriculum including skills for learning and life:
  - The curriculum to be tailored to individual needs
    - From September 2011 every primary pupil will receive the necessary support to access the new curriculum.
    - Phased in from September 2010 every 11–14 year old will have a challenging curriculum in all subjects and will be able to develop the skills to make sensible choices.
  - By 2013 all 14–19 learners will have a choice of learning routes and qualifications.
  - All pupils will have the opportunity to study two science GCSEs and from September 2014 triple science will be available.

- From September 2009 all young people aged 14–19 will have the opportunity to undertake community service and high-quality work-related learning.
- From 2013 all young people aged 17 and under will be participating in education or training and from 2013 all young people aged 18 and under will participate.
- All pupils will go to a school where they are taught in a way that meets their needs, where their progress is regularly checked and where additional needs are spotted early and quickly addressed:
  - From September 2010 all secondary pupils will have a personal tutor
  - All secondary pupils will have access to high quality careers information, advice and guidance.
  - From September 2010 pupils aged 7–11 who have fallen behind national expectations and are not making good progress will receive one-to-one tuition in English or maths.
  - Schools will identify additional needs quickly and involve other services where appropriate.
  - From September 2010 every pupil starting secondary school who has fallen behind national expectations in English and maths will receive one-to-one or small group tuition.
  - From September 2010 all gifted and talented pupils will receive written confirmation from their school of the extra challenge and support they will receive.
  - All pupils will be given the opportunity to comment on their school and offer suggestions for improvement.
- All pupils will go to a school where they take part in sport and cultural activities:
  - From September 2009 all pupils aged 5–16 must have access to 5 hours (3 hours for those aged 16–19) high-quality PE and sport per week, in or out of school.
  - All pupils should have access to regular competitive sport, coaching to improve their skills and a choice of different sports.
  - Through partnership working every pupil should have access to high-quality cultural activities in and out of school
  - By September 2010 every primary school pupil should have access to childcare.
  - By September 2010 every pupil should have access to out of school hours activities, including study support/play/sport/arts & crafts and other special interests.
- All pupils will go to a school that promotes their health and well-being, where they have the chance to express their views and where they and their families are welcomed and valued:
  - By 2011 PSHE will be compulsory for all pupils.
  - All pupils should go to a Healthy School that promotes healthy eating and an active lifestyle and emotional well-being.

## Parent Guarantee

60. As well as a Pupil Guarantee there will be a Parent Guarantee. This is part of the parental engagement campaign which aims to make sure that parents are

actively involved in, and supporting, their child's education. This requires action from schools as well as from parents.

61. Legislation will provide clarity about the relationship between parents and schools. Schools will have to publish their approach to working with parents and how parents should expect to work with the school.

62. Virtual school gates – a pilot study will look at the possibility of setting up a network site for parents of pupils at individual schools to share advice, information and local services.

63. The Pupil and Parent Guarantees will be enshrined in legislation. The key principles of the Parent Guarantee are that parents will:

- Have opportunities, information and support to exercise choice with and on behalf of their child:
  - Parents will receive a package of information about schools they wish to send their child to. This will include the School Report Card, the School Prospectus and information about the school's policies including behaviour.
  - Parents will receive high quality information about the career and subject choices open to their child
  - Parents will be asked for their views on how the school is doing. This will be included in the School Report Card
  - Local authorities will need to seek and respond to parents' views on school provision in their area
- Have a Home School Agreement outlining their rights and responsibilities for their child's schooling:
  - The Home School Agreement will set out the parents' responsibilities particular in relation to their child's behaviour
  - Schools will be given stronger powers to enforce Home School Agreements particularly where parents are not meeting their responsibilities in relation to behaviour
  - Parents will understand the expectations placed on them and their child, and the consequences of not supporting the school in addressing any behavioural issues
- Have the opportunity, information and support to be involved and engaged in their child's learning and development:
  - Parents will have a named individual (Personal Tutor) who they can contact about their child.
  - All parents will understand their child's learning and development priorities and their needs.
  - All parents will understand their responsibilities to help their children progress and understand how to support them.
  - By 2010 (Secondary) and 2012 (Primary) parents will be provided online with information on their child's behaviour, attendance, Special Needs, progress and attainment.
  - Parents will receive information about catch-up support for pupils entering secondary schools and will receive information about their child's progress

- Parents will receive written information about the extra challenge and support their children will receive if they are identified as gifted and talented, and a clear understating of what they should do to help them.
- Have access to extended services, including support and advice on parenting
  - By 2010 parents should have access to a range of services, including parenting support, childcare, activities to enhance their own learning and learning with their child
  - Parents' views of the additional needs of their child will be taken into account

64. The White Paper states that successful schools assess pupils' individual learning needs, tailor teaching methods and have high expectations for all pupils. It also says that they have adopted the national strategies framework including the daily literacy and numeracy hours. It goes on to say that it expects every school to 'continue with this practice'.

*National Framework for Early Intervention*

65. In Autumn 2009 a consultation document will be issued setting out standards for how Children's Trusts deliver their programmes for early intervention. Part of this approach will be to encourage multi-agency teams to be based in schools or close by.

*National Healthy Schools Programme – School Health Teams*

66. This programme will be developed further to include services to be provided by School Health Teams which will be based around school nursing services – the aim is to provide a more consistent universal preventative service, and more focused services for those with additional needs. Pupils, schools and families will have a clearer idea of what services are available to them. Guidance will be published later this year.

**Chapter 3 Partnership Working**

67. This section makes clear that it will not be possible for schools to meet the needs of their pupils in isolation and will need to work in partnership with other schools and agencies. Federations and close collaborations are seen as key means to tackle school improvement. Partnership working is seen as a means to:

- ensure that the pupil and parent guarantees are met
- ensure pupils get their curriculum opportunities
- tackle under-performance, and share excellence – including excellent governance
- ensure access to wider services
- generate efficiency savings which can be reinvested

68. Legislation will be changed to ensure that schools can use some of their budgets to cover partnership working.

*Hard Federations/formal partnerships*

69. National Challenge will continue and the creation of Academies and National Challenge Trusts will be accelerated.

*Accredited Schools Groups*

70. An accreditation system will be developed for education providers. To be accredited providers, schools will have to show sound governance, effective leadership and management and a strong managed model for improving schools, a track record of improving outcomes and the capacity to effect real change in the schools they are supporting. £20m will be made available over two years to support accredited providers.

71. The powers of governing bodies will be extended to enable those who are high-performing to become accredited providers and to establish new schools.

72. LAs will in future be expected to consider using an Accredited Schools Group when a school is placed in an Ofsted category or the LA itself has concerns. The options for LAs when schools are causing concern will in future be limited to:

- Seeking support from an Accredited Schools Group
- Replacing the school with an Academy
- Changing the school into a Foundation Trust
- Closing the school

73. The Secretary of State's powers to intervene at schools causing concern, if the LA is unable or unwilling, will be strengthened.

*Children's Trust Boards (CTBs)*

74. Legislation will require CTBs to be established and the number of statutory partners is being extended. Schools will become statutory partners. Partners are accountable to each other for delivering their contribution to the Children's and Young People's Plan. This does not mean that every school must be represented, but some form of representation will need to be established – possibly along the lines of schools forums.

75. Statutory guidance and regulations will be issued for consultation in Autumn 2009. Schools will receive specific practical advice to ensure that they can fully take part as 'relevant partners'.

*Shared Governance*

76. Further work will be done to see if it will be possible to extend shared governance arrangements across other educational establishments including colleges, Academies, Independent Schools and Sure Start Children's Centres.

### *Working with Employers*

77. All schools will be expected to develop relations with employers and must appoint a member of the governing body and the senior leadership team responsible for business partnerships.

### *Specialist Schools*

78. The process for seeking specialist status will be revised and simplified and will in future decisions will be taken by School Improvement Partners. The SIP will take into account the school's performance, its work with other schools and the local pattern of specialist provision. National standards will be developed.

## **LOCAL AND CENTRAL GOVERNMENT**

### *Funding*

79. Dedicated Schools Grant – a review has been underway for several years to establish a new formula for distributing funding from the DCSF to local authorities. This review is now drawing to a close and proposals will be published in the Autumn for consultation. The DCSF has set out some key principles, particularly in relation to deprivation funding, in the White Paper:

- The deprivation funding made available to local authorities should be delegated to schools and pupils who need it. By the end of the next Parliament 100% of deprivation funding should be delegated.
- The system has to be more adaptable to enable it to take account of changes in pupil characteristics at LA or school level.
- The level of resources allocated nationally for deprivation should at least be maintained.

80. The review also looks at providing more flexibility for schools working in partnership to pool their resources. Legislation to enable this is part of the ASCL Bill. Definite proposals are that:

- Schools will be able to spend money on all outcomes and on children at other schools
- The current prohibition on spending delegate budgets on extended services will be removed.

### *Building Schools for the Future (BSF)*

81. In July 2009 the DCSF will announce the future of BSF – including the next wave of LAs.

### *Schools Forums*

82. Schools Forums – a consultation is already underway about changes to schools forums, principally to change the status of the Academy sector from observers to members and to take account of the changes regarding funding for early years places. The changes in respect of Academies is because although they

receive their funding direct from the DCSF, one part of it is based on the relevant local authority's local funding formula.

### *Children's Trusts*

83. The ASCL Bill will make it a legal requirement to set up a Children's Trust Board – which must include local authority representation and representation of 'relevant partners'. Maintained schools (Community, Foundation and Voluntary Aided & Controlled) and Academies are all classed as relevant partners.

### **Local Authority**

84. Local authorities will be responsible for effectively challenging maintained schools and supporting them to improve. This means that they must intervene early when there are signs that a school's performance has slipped.

85. They will be expected to ensure that their SIPs are performing well and have access to continuous professional development. The White Paper spells out very clearly that LAs are commissioners not providers, and they must set out for schools what support is available at what cost.

86. The document makes clear that LAs should stop employing link advisers and work directly through SIPs in relation to school improvement to prevent duplication and multiple conversations.

### *School Admissions*

87. Parents' views – it will be made a legal requirement for LAs to gather parents' views on secondary school places and to act on them. Surveys will ask whether parents are satisfied with the quality and range of provision available and, if a set proportion (to be determined) of parents are dissatisfied, the local authority should consult further, work to improve their offer and publish a plan. Parents will be able to appeal to the Schools Adjudicator about the plan. This approach will be trialled in ten LAs this Autumn.

### Department for Children Schools and Families (DCSF)

88. The DCSF's future function will be ensuring that LAs and other providers are able to discharge their school improvement responsibilities effectively. There will be less centralisation of strategies.

89. From April 2010 statutory education and early years targets will be moved from National Strategies to DCSF Children and Learner Teams in Government Offices. A new role of Children and Learners Strategic Advisers is being created to lead and support the central government challenge and to support LAs and Children's Trusts across all five ECM outcomes.

90. Legislation will provide further powers for the Secretary of State to direct an LA to issue a warning notice to a school if the SofS feels the LA is not taking appropriate steps.

## **NEXT STEPS**

91. Some of the White Paper will require primary legislation and some secondary legislation. The new governance duties will require primary legislation, but changes to the make-up of governing bodies and the requirement for Chairs of Governors to train can be made through changes to Regulations.

92. In some cases the ASCL Bill currently going through Parliament will create the primary legislation; in other cases more primary legislation will be needed. For any new primary legislation the timetable will be extremely tight, given that it will not be introduced until the new Parliamentary session in November 2009.