

A. TEACHING AND LEADERSHIP

1. Improve the quality of entrants to teaching:
 - a) Reform teacher training to increase the focus on core teaching skills;
 - b) Only fund trainees who have at least a 2:2 **degree** (from Sept 2012);
 - c) Review '**basic skills**' literacy and numeracy tests for trainees to ensure rigour;
 - d) Assess aptitude, personality and resilience as part of the **selection** process.

2. Increase recruitment routes into teaching:
 - a) Expand **Teach First** - highly-qualified graduates who intend to work in other professions but are willing to teach before doing so;
 - b) Apply financial incentives in shortage subjects (e.g. paying tuition fees);
 - c) Develop **Teach Next** (recruiting in 2011), a new employment-based route from other professions, providing an accelerated route to leadership;
 - d) Develop '**Troops to Teachers**' programme to sponsor leavers from armed services.

3. **Transfer key functions** from arms-length bodies to the Secretary of State (regulating the profession, misconduct and competence, defining teacher quality standards):
 - a) **Review national standards** for teachers and headteachers.

4. Increase **school to school support**:
 - a) Double the number of National Leaders in Education (NLE) and Local Leaders in Education (LLEs) by 2015 – 'accredited' headteachers from good and outstanding schools recruited to support their peers in other schools;
 - b) Introduce 'Specialist Leaders of Education' (SLE) – excellent leaders below the headteacher (deputies, bursars, heads of department);
 - c) Develop **Teaching Schools** - outstanding schools led by NLEs, funded to lead local training for teachers and headteachers (quality assured by National College);
 - d) Teaching Schools draw together **outstanding teachers** locally who are committed to supporting other schools (absorbing the current roles of Advanced Skills Teachers, Excellent Teachers and Leading Teachers);
 - e) Introduce competitive **national scholarships** to support training (from 2011);
 - f) **University Training Schools** created to access academic research and innovation.

5. Expand **National College** - train Chairs of Governors and leaders of children's centres.
6. More freedom to reward **good performance** (pay flexibilities to attract good graduates and reward high performance, introduced at the end of the current pay freeze) and to tackle **poor performance** (shorter simpler competence regulations and no duplication between performance management and 'capability' procedures).
7. Remove unnecessary **statutory duties** and requirements - duty to cooperate with Children's Trusts; requirement for LAs to produce a Children and Young People's Plan; simpler list of governing body decisions (e.g. length of school day); Financial Management Standard.

B: BEHAVIOUR

1. Strengthen teachers' powers to issue same day **detentions**, use **reasonable force** and to **search** pupils.
2. Extend headteachers' powers to punish pupils who misbehave **en route** to or from school; support headteachers to tackle **bullying**.
3. Trial a new approach to **exclusions**:
 - a) change independent **appeals process** – faster, with no compulsion for headteachers to reinstate a pupil following a serious offence (but review panel can request governors to reconsider their decision and may require schools to contribute towards the cost of additional support for the excluded pupil);
 - b) new **responsibilities** for schools to find and fund ongoing education and care of excluded children (shift money for alternative provision from LAs to schools who could collaborate with others to provide suitable places, or buy them from the LA, voluntary sector or local colleges);
 - c) ensure results of excluded children count in school performance tables.
4. Improve and expand **alternative provision** using Free Schools and voluntary sector providers. PRUs gain the same self-governing powers as community schools (including staffing and finance and the option to become Academies). If necessary, Secretary of State will close inadequate PRUs and specify what sort of provision will replace it.
5. Protect teachers from malicious **allegations** – speed up investigations, grant teachers anonymity when accused by pupils until they are charged with a criminal offence, update guidance to ensure allegations do not automatically result in suspension.

6. Focus Ofsted **inspection** more strongly on behaviour and safety, including bullying.

C: CURRICULUM, ASSESSMENT AND QUALIFICATIONS

1. Review the national curriculum:
 - a) reduce prescription, refocus on **core subject knowledge and concepts** that every pupil should gain in traditional subject disciplines;
 - b) all schools required to teach a broad and balanced curriculum but Academies and Free Schools will retain freedom to disapply aspects;
 - c) review **Early Years curriculum** to prepare all children for school (report Spring 2011);
 - d) every primary school to teach **systematic synthetic phonics** and introduce a simple national reading check at age six, ensuring children master core arithmetical functions by the end of primary school.

2. Review the examinations system:
 - a) ensure **proper assessment** at each transitional stage: ages 6, 11, 16;
 - b) Ofqual to make sure **exam standards** match the highest standards overseas;
 - c) direct schools to take part in **international tests** of literacy, mathematics and science;
 - d) certify an **English Baccalaureate** to recognise any student with C+ GCSE in English, maths, 2 sciences, modern or ancient foreign language and a humanity (history or geography);
 - e) reform **GCSEs and A levels** to support progression to further and higher education or employment, limiting the number of re-sits; favouring terminal exams; ensuring spelling, punctuation and grammar are emphasised in examinations in all subjects.

3. Reform **vocational education**:
 - a) to support progression to further and higher education and employment whilst ensuring low-attaining pupils do not disengage (recommendations Spring 2011);
 - b) support Apprenticeships for 16–19 year-olds, with more emphasis at advanced and higher levels, progression to high level skills or higher education.

4. Raising the **participation age** in education to age 17 by 2013 and to 18 by 2015.

D: THE NEW SCHOOL SYSTEM

1. Increase **freedom and autonomy** for all schools to choose how best to develop:
 - a) restore **Academy freedoms**, ensuring a level playing field on admissions;
 - b) **Academies programme** open to all schools: schools identified by Ofsted as good with outstanding features automatically eligible, all other schools must work in partnership with a high performing school or other sponsor;
 - c) every school judged outstanding or good with outstanding features must commit to **support at least one weaker school** in return for Academy status;
 - d) open to **special schools** from January 2011
 - e) no school meeting minimum standards will be forced to apply;
 - f) more schools to **collaborate** through Academy chains, multi-school trusts and federations;
 - g) support teachers, charities, faith organisations and parents to set up new **Free Schools**, especially in areas of deprivation;
 - h) LAs will encourage good schools to expand and ensure an Academy or Free School is the first choice where there is a need for a **new school**.

2. Addressing the **lowest performing schools**:
 - a) schools attaining poorly and in an Ofsted category, or not improving, will be considered for conversion to Academies;
 - b) DfE powers to require conversion if need be, and extend powers to close schools subject to a notice to improve;
 - c) LAs support maintained schools performing below floor standards (*see section E below*) to improve quickly or convert to Academy status, helping other schools to collaborate with them;
 - d) LAs expected to take action over concerns about the performance of any school, using intervention powers in maintained schools to act early and secure improvement (concerns in Academies and Free Schools raised directly with the school for informal resolution; if concerns significant and not adequately addressed, LAs can ask Ofsted to inspect, or escalate concerns to Secretary of State).

3. **LA strategic role** as champions for parents, families and vulnerable pupils:
 - a) bringing together local services;
 - b) ensuring supply of high quality school places;
 - c) co-ordinating fair admissions (revised Admissions Code by July 2011).

4. LAs develop their own **school improvement strategies**:
 - a) supporting local schools to deliver an aspirational curriculum and ensuring teaching and learning reflects the nature of their local community;
 - b) marketing services to schools beyond their immediate geographical area;

- c) focusing on issues needing attention across more than one school;
- d) challenging schools which fail to improve (transparent publication of school-level data will enable local people to raise concerns);
- e) supporting **vulnerable pupils** – those looked after, with SEN or outside mainstream education.

E: ACCOUNTABILITY

1. Reduce **duties, requirements and guidance** on all schools to make sure every school can, over time, enjoy the freedoms that Academies currently have.

2. More **information in the public domain** to enable parents and others to assess and compare performance:
 - a) attainment in specific subjects, trends over time, class sizes, attendance levels, composition of the pupil body, financial information, admissions information, oversubscription criteria, curriculum, phonics and reading schemes, setting arrangements, behaviour policy and home school agreement, SEN policy, information about how the school uses the Pupil Premium;
 - b) **'families of schools'** documents, grouping similar schools in a region with detailed performance information so schools can identify others from which they can learn;
 - c) online information on **expenditure**, including the amount allocated per pupil;
 - d) establish **common performance measures for 16–19 education** and training;
 - e) reform **performance tables**, avoiding perverse incentives for schools to offer lower quality qualifications and removing the contextual value-added measure (CVA).

3. Reform **Ofsted inspection**, by Autumn 2011:
 - a) more time in classrooms;
 - b) reduced focus on key issues of educational effectiveness (pupil achievement, the quality of teaching, leadership and management, the behaviour and safety of pupils);
 - c) strong focus on key pupil groups, including the most vulnerable;
 - d) termly monitoring of schools judged inadequate (currently 6 monthly);
 - e) satisfactory schools making little progress to receive a monitoring visit within a year - judged inadequate if they have not improved;
 - f) no routine inspection for outstanding schools - inspect only if evidence of decline or widening attainment gaps;
 - g) from Autumn 2011 schools can pay Ofsted to inspect if it feels the last judgement is out of date and does not reflect the improvement it has made.

4. New '**floor standard**' for primary and secondary schools:
 - a) an **escalating minimum** expectation for attainment, including expected standards of both attainment and progression;
 - b) from January 2011, primary schools below 60% at level 4+ [with English & Maths] and fewer pupils than the national median making expected progress between KS1-KS2;
 - c) from January 2011, secondary schools below 35% with 5+A*C [with English & Maths] and fewer pupils than the national median making good progress between KS2-KS4;
 - d) the floor will rise over time, and will include science in the secondary phase.

5. More flexible models of **governance**:
 - a) smaller, more focused governing bodies from early 2012 (a minimum of two parent governors and the headteacher), encouraging business people and professionals to volunteer;
 - b) stronger focus on strategic direction, supporting governors to set high expectations and ask challenging questions through access to comparative data;
 - c) encourage the use of trained clerks;
 - d) National College training for chairs of governors.

F: SCHOOL IMPROVEMENT

1. Governors, head teachers and teachers have responsibility for improvement:
 - a) no statutory targets - schools set their own priorities;
 - b) schools free to choose (and pay for) whatever external support they want;
 - c) no requirement for every school to have a **School Improvement Partner**;
 - d) LAs, Academy chains, professional associations, subject associations and others will bring together teachers and headteachers in formal and informal ways;
 - e) LAs free to provide whatever **improvement support** they choose, defining their role in local school improvement: e.g. continuing to provide support and challenge to schools that want it, running improvement conferences, bringing people together to tackle local problems, brokering support from excellent schools to support others;
 - f) LAs and schools to bring forward applications to an **Education Endowment Fund** for innovative projects to raise attainment of deprived children in underperforming schools.
 - g) A new financial **collaboration incentive** to reward schools which effectively support weaker ones and disadvantaged pupils and improve their performance.

2. Support for schools **below floor standard** (including Academies and Free Schools):
 - a) ensure those seriously failing or unable to improve are converted to Academies;

- b) any mainstream school below floor standard, or a special school judged inadequate by Ofsted, will receive focused intervention and support from DfE, working directly with schools and LAs to fund an experienced and effective education professional (e.g. serving or recent headteacher) to act as lead adviser;
- c) schools below floor and not progressing, or judged inadequate by Ofsted, will receive further intervention.
- d) if school sixth form provision falls below minimum levels of performance for post-16 provision, it will be subject to improvement action, which could result in loss of funding.

G: SCHOOL FUNDING

1. **New Pupil Premium** will follow poorer children directly to the school they attend:
 - a) in addition to underlying schools budget from 2011–12;
 - b) not ring-fenced for schools - can decide how it is used to support our poorest young people.]

2. Clear, transparent and fair **national funding formula** (consultation Spring 2011):
 - a) new DfE Education Funding Agency (**EFA**) responsible for direct funding of Academies, Free Schools and 16–19 provision and distributing resources to LAs to pass on to maintained schools;
 - b) Academies and Free Schools receive funding for services which maintained schools receive from their LA - calculation under review to ensure it is fair both for LAs and for Academies and Free Schools;
 - c) requirement for LA claw-back removed from 2011/12, guidance reviewed for 2012/13;
 - d) **FMSIS** financial standard replaced with a simpler standard during 2011/12;
 - e) SEND Green Paper will explore proposals for funding high cost provision – eventually, money for **alternative provision** will go directly to schools;
 - f) ensure school sixth-forms and colleges are funded at the same levels (beginning in 2011/12 and completed by 2015);
 - g) cut bureaucracy from the allocation of **capital funding**, ensuring places for the predicted increase in the number of school age children, particularly at primary level;
 - h) **devolve** maximum funding to schools, making information and tools available to governors and headteachers to support them in making good spending decisions.