



Schools white paper: Opportunity for all

Policy summary

The latest schools [white paper](#), 'Opportunity for all: Strong schools with great teachers for your child' sets out the government's vision for education, which includes:

- a range of programmes for teacher development and recruitment
- additional support for schools to secure the fundamentals of behaviour, attendance and wellbeing for all
- various interventions to target support to those who need it most
- introducing a fully trust-led system with a singular regulatory body

This document summarises what those in education can expect for the future. Governing boards may wish to cover the white paper as a topic on an upcoming meeting agenda; this summary can be circulated to board members to refer to.

The Department for Education (DfE) will be consulting a range of views on different proposals outlined in the paper. Governing boards and school leaders may wish to share their views and contribute to [upcoming consultations](#).

Chapter 1: An excellent teacher for every child

By 2030, every child will be taught by an excellent teacher trained in the best-evidenced approaches.

To achieve this, the government will expand on existing policies by:

- delivering 500,000 teacher training and professional development opportunities across Initial Teacher Training (ITT), the Early Career Framework and National Professional Qualifications by 2024
- raising teachers starting salaries to £30,000 by 2023 and offering incentives for new teachers in specific subjects who choose to work in disadvantaged schools
- retaining the focus on pupil premium as a driver of attainment for disadvantaged pupils
- asking Ofsted to inspect all ITT providers by July 2024, and then every three years

New proposed policies include:

- a new scholarship to attract talented language graduates and training to support more engineers to teach physics
- a new Leading Literacy National Professional Qualification available from September 2022
- a new National Professional Qualification for Early Years Leadership
- initiatives to attract trainees and recognise high-quality teaching qualifications from all over the world

Chapter 2: Delivering high standards of curriculum, behaviour and attendance

By 2030, every child will be taught a broad and ambitious curriculum in a school with high expectations and strong standards of behaviour.

To achieve this, the government will expand on existing policies by:

- establishing Oak National Academy as an arms-length curriculum body, offering free resources for teachers
- working closely with the Education Endowment Foundation and Ofsted, to ensure work is informed by the best available evidence and aligns with best practice
- making no changes to the national curriculum, with GCSEs and A-levels remaining in place
- introducing Mental Health Support Teams that provide extra capacity for early support and advising school staff
- strengthening Relationships, Sex and Health Education, as well as statutory safeguarding guidance

New proposed policies include:

- all mainstream schools to run a 32.5-hour week minimum by September 2023
- revising the behaviour, suspension and permanent exclusion guidance
- introducing a National Professional Qualification in Behaviour and Culture for all teachers and leaders
- launching a National Behaviour Survey to gather stakeholder views on behaviour and wellbeing in their school
- introducing legislation to establish a register for children not in school
- legislation to create statutory guidance on attendance that requires every school to publish a clear attendance policy
- a new literacy and numeracy digital test for a sample of year 9 pupils to estimate performance nationally
- legislation to modernise rules on recording attendance which will provide a blueprint for other parts of the system
- a network of modern foreign language hubs, and effective professional development for language teachers
- updating plans to support sport and music education and producing a new cultural education plan
- a new careers programme for primary schools in areas of disadvantage and improved professional development for teachers and leaders on careers education

Chapter 3: Targeted support for every child who needs it

By 2030, every child who falls behind in English or maths will get the right support to get back on track.

To achieve this, the government will expand on existing policies by:

- providing up to 6 million tutoring courses by 2024 cementing tuition as a permanent feature of the school system
- equipping schools to robustly and routinely identify children who need support, including those with SEND

New proposed policies include:

- a Parent Pledge – that for any child “falling behind” in English and maths, parents should receive timely and evidence-based support, funded largely by pupil premium, making it easier for schools to use this money to support literacy and numeracy where needed
- new guidance on providing catch-up support and conducting effective assessments for children who have fallen behind
- tutoring as a core academic option in the pupil premium menu
- reform of the SEND and Children’s Social Care systems (see NGA’s [green paper summary](#))
- an investment of £2.6 billion in high needs capital investment over the next three years to deliver new places and improve existing provision for children and young people with SEND or with those requiring alternative provision
- equipping the DfE new Regions Group to hold local authorities and academy trusts to account for local delivery for children and young people with SEND

Chapter 4: A stronger and 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.

To achieve this, the government will expand on existing policies by nurturing a system of strong trusts where all schools will be in or joining a multi academy trust (MAT). This will include:

- 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 plan
- 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
- local authorities establishing new MATs where too few strong trusts exist

Local authority trusts will be regulated in the same way as any other trust, and the government will ensure that safeguards are in place to effectively manage any potential for conflicts of interest, both for the trust, and the local authority.

- clearer expectations for trusts over providing high-quality, inclusive education, school improvement, financial management, parental engagement and workforce deployment, training and retention

- investing in 55 Education Investment Areas across the country where outcomes are poor in English and maths
- transitioning to a direct National Funding Formula, without local amendment

New proposed policies include:

- a CEO development programme for established leaders
- £86 million to be committed to trust capacity funding over the next 3 years
- all trusts having local governance arrangements for their schools to be responsive to stakeholders.
- good schools requesting that the regulator agrees to the school moving to a stronger trust
- local Safeguarding Partnerships to commission safeguarding audits every three years

Defining a strong trust as:

- **Delivering high quality education**, including for disadvantaged children and children with SEND. Having effective central leadership teams, strong school leadership and teaching, and using evidence-based curriculum design and implementation.
- **School improvement** - working quickly to improve standards within all their schools, particularly transforming previously under performing schools.
- **Strategic governance** - operating an effective and robust governance structure that involves schools and exemplifies ethical standards. Utilising the expertise and skills on its boards to oversee the strategic direction and hold leaders to account. Having a strong local identity, engaging effectively with parents and the wider community.
- **Strong and effective financial management** - prioritising the use of resources, including the estate, to deliver the best educational experience for children.
- **Workforce** - training, recruiting, developing, deploying and retaining great teachers and leaders throughout their careers and prioritising staff wellbeing.

Upcoming consultations

To support the proposals of the white paper, the DfE will be consulting on:

- moving schools that have received two consecutive below 'good' judgements from Ofsted into strong trusts to tackle underperformance
- the exceptional circumstances in which a good school could request that the regulator agrees to the school moving to a stronger trust
- a statutory framework to govern children's movements so that all placement decisions – including alternative provision – are always made in the best interest of the child
- a new backstop power for local authorities to direct trusts
- allowing local authority-maintained specialist providers to move into either specialist-only or mixed trusts, based on individual and local circumstances
- a new leadership level NPQ for SENCOs, replacing the National Award in SEN Coordination as the mandatory qualification for all new SENCOs

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