

A cartoon illustration of a young girl with brown hair in a ponytail, wearing a red shirt and green skirt, and a young boy with black hair, wearing a green shirt and blue pants. They are both smiling and holding up a large, orange, trapezoidal banner. The banner contains the following text in white:

**21st Century
Schools:
A World-Class Education
for Every Child**



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Foreword by Ed Balls

Secretary of State for Children, Schools and Families



One year ago, we set out in *The Children's Plan* our ambition to make England the best place in the world for children and young people to grow up. World-class schools and world-class standards are central to achieving this vision. It is because every child deserves a great education that we are taking the next steps to making it a reality.

Many schools already offer a genuinely personalised learning experience for their pupils and succeed both in improving standards and in supporting their children's development in the round. They provide great teaching in an environment of good behaviour and discipline. They inspire their young people and engage parents, carers and the local community in the life of the school. They work closely with other local children's services so that they can overcome the barriers to learning that their pupils may face, and they stretch and challenge the most able learners as well. Great schools work with other schools to ensure that all local children can benefit from high standards, good behaviour, specialist facilities and a wide curriculum offer.

The example of what great schools are already doing shows us what a 21st century learning experience looks like. But it is our ambition to go further and to create a whole 21st century school system, where all schools can provide this

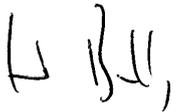
experience for all children, young people and parents. This means every school, and not just some, working in strong partnerships with parents, with other children's services, and with other schools and providers.

Government does not run schools. Our job is to create the system that best supports school leaders and staff working in and around schools. That means streamlining the school accountability system so that it is clear, powerful, easily understood, recognises the whole range of each school's achievements, and focuses attention on the progress of all children. It means schools being properly funded and able to deploy a well-trained and highly professional workforce. It means schools playing their full part within Children's Trusts, identifying children's additional needs early and being able to draw on excellent support. It means a system that makes more use of the best school leadership, with more heads working across more than one school, and more innovative federations and clusters of schools. It means all schools working together for the benefit of all local children, for example on admissions, behaviour and the curriculum offer.

I believe that the school system of the future looks very different to the one we have today, and I believe that it is one which will continue our drive

towards higher standards and better outcomes for all children. Our intention is to publish, in spring 2009, a White Paper on 21st century schools, which will cover the actions we will take to realise this vision.

Between now and then, I want to involve as many of you as possible, so that we take the right decisions and build a strong consensus both for the vision and for the way we will achieve it. The publication of this document marks the start of our consultation on both the wider vision of 21st century schools and on the more specific proposal to introduce School Report Cards. So, I look forward to your views on our plans, and hope you will be able to take part in the consultation events we plan for early in 2009.

A handwritten signature in black ink, appearing to read 'Ed Balls'.

Ed Balls

Secretary of State for Children, Schools
and Families

1. Executive summary

Vision: Expectations of a system of 21st century schools

- 1.1** We set out in *The Children's Plan* our ambition to make England the best place in the world for children and young people to grow up. World-class schools, and world-class standards for every community, are central to realising this ambition¹.
- 1.2** Schools rightly see their central purpose as preparing children and young people for life. Now, more than at any time in the past, a changing society and economy place great demands on our school system. The future will require more of today's young people to have higher-level skills and qualifications than ever before and schools and wider children's services will need to meet the needs of a much more diverse group of children.
- 1.3** Now, more than ever, it is vital that our school system is capable of preparing every young person to make a success of their life. We believe that every young person, no matter what their background, has the

potential to achieve and succeed, and that it is the task of our education system to make that a reality. Above all, we need a school system which is supported to break down barriers to achievement and which breaks the link between deprivation and low educational attainment.

- 1.4** As it makes a reality of this, the 21st century school system will ensure:
- children and young people are fully engaged with their education until at least the age of 18, reach world-class **standards** and acquire skills, understanding and qualifications that will serve them well in the future;
 - all children and young people are supported to **progress**, with excellent teaching; stretched to develop their talents; given the opportunities to pursue an engaging curriculum and qualifications; and to learn in a way which excites them and meets their needs;

¹ The vision for a 21st century school system set out in this consultation document supports the Government's wider ambitions set out in *Excellence and Fairness: achieving world-class public services* (Cabinet Office, 2008). In particular, in line with the Government's main principles for reform, this document sets out steps to: support parents as partners in their child's learning, shape more personalised learning around the needs of individual children and empower parents through a new School Report Card; ensure a universally excellent workforce; and for Government to provide strategic support and leadership to the school system, for example, through appropriate systems of accountability and funding.

- all children and young people learn in an environment of good behaviour, are not bullied or discriminated against, and develop the **wider personal skills**, characteristics and attitudes they need to succeed and make a positive contribution to society, while enjoying a fulfilling and healthy childhood;
- through collaborative working with other services, children and young people's **additional needs** (including SEN) are met as early as possible – an end in itself; and because doing so supports learning by removing barriers and ensures that children and young people do not become distracted or disengaged from learning; and
- high levels of **parental engagement** and satisfaction with schools.

1.5 Many schools and local areas are already leading the way. Some offer a genuinely personalised learning experience for their pupils, tailoring the curriculum and high quality teaching and learning to the needs of individual pupils: focusing both on improving standards and supporting pupils' development in the round. Some, through effective home-school relationships, are leading the way in engaging children, young people, parents and carers in the child's learning and in the services provided. Many are working effectively with others, to offer a wide range of extended services to children and families and the wider community. Some have teams of other professionals working on site to ensure that children's additional

needs are met. Many work with other schools to offer more between them than any one school could offer alone: some are now working in formal federations to extend the influence of the best school leadership beyond the boundaries of a single school.

Establishing the key components of a 21st century school system

- 1.6** From examples like these, we have a clear sense of what it will look and feel like to be within a system of 21st century schools, whether as a child, a parent, or member of the children's workforce. The system will be characterised by a diverse and highly expert workforce of skilled professionals with great leadership; and a shared determination to do the best for every child. It will do this by:
- maintaining high aspirations for all children and young people and providing **excellent personalised education and development** to ensure that all are able to progress and reach high standards;
 - enabling schools to play a key role in **identifying and helping to address additional needs**, working at the centre of a system of early intervention and targeted support; and
 - providing a **range of activities and opportunities to enrich the lives of children, families and the wider community**; and contributing to community objectives such as local cohesion, sustainability and regeneration.

1.7 Progress on each of these dimensions can be partly achieved through the efforts of individual schools. Academies have made a big difference in many areas where standards were too low, and we will continue to expand the Academies programme in the coming years as a key part of the National Challenge. In recent years, schools have initiated greater collaborative working, coming together to deliver a wider range of provision including, for example, the new 14-19 Diplomas and are working with other services (such as health and social care) to focus on the full range of Every Child Matters outcomes as an essential way of raising standards. The next logical step in the development of our education system will come from all partners, including Government, working together to create a 21st century school system. In this system, schools will work with colleges, universities, employers, local authorities and the full range of children's services to offer, between them, a comprehensive, highly responsive and personalised service which focuses on what every child and young person needs in order to succeed and makes sure it is put in place.

1.8 This 21st century school system, which is beginning to develop, will look and feel very different to the one we have been used to. It will be one in which, to achieve their core mission of excellent teaching and learning, schools look beyond traditional boundaries, are much more outward-facing, working in closer partnership with children, young

people and parents; other schools, colleges, learning providers and universities; other children's services; the third sector, the private sector and employers; and the local authority and its Children's Trust partners. It will be much more common for leadership and services to work across more than one school, and we will set out in the *Children's Plan One Year On* document how we will further incentivise co-location of wider children's services on school sites. Better use of the opportunities provided by modern technology will enhance all of the dimensions of a world-class education system.

1.9 We therefore intend to work with partners to develop a 21st century school system in which **schools work more extensively and effectively with parents, other providers and wider children's services**. These partnerships will support improvements in outcomes and, in turn, children and young people's life chances by:

- providing a more personalised approach for each child and young person, through ensuring greater integrated working and coherence between services;
- delivering a wider offer: schools can provide collectively, and with other partners a greater range of provision than they can alone;
- meeting additional needs: as the main universal children's service, schools are key to ensuring problems are identified early and addressed;

- contributing to school improvement through maximising the impact of the best leaders and governors and sharing effective practice and professional development;
- making the best use of resources: for example, through sharing staff, functions and facilities across a number of school sites; and
- ensuring greater collective accountability for outcomes for children and young people in the local area.

Making a reality of a 21st century school system

1.10 We will make sure that everything we do in Government supports the efforts of leaders of schools and of other services to make a reality of a system which meets the need of every child and young person. Both the National Challenge and our coasting schools strategy are part of this. Our longer term approach will include aligning the way we hold schools accountable and intervene where necessary; the way we develop and deploy excellent leaders and a world-class workforce; and the way we fund the school system.

Accountability

1.11 The accountability system – including published information and Ofsted inspection – is a key influence on school behaviour. There is wide agreement that all schools should be held appropriately accountable for the outcomes to which they contribute.

Externally validated tests and examinations are central to this and an Expert Group is considering ways to improve the current system. Our accountability framework also needs to fully recognise the wider set of outcomes and the more collaborative ways of working that we expect from 21st century schools.

1.12 We intend, therefore, to develop **an accountability framework and school improvement strategies for all schools, underpinned by the new School Report Card**. The new School Report Card will provide stronger accountability to parents and local communities and provide the common tool for all aspects of school improvement and intervention. It will make sure that schools are held appropriately to account for their contribution to the full range of outcomes, including narrowing gaps in performance between the most and least advantaged. The publication of this document – and the more detailed companion document (*A School Report Card: consultation document*) – initiates a consultation which will be key to shaping the development of the School Report Card.

Leadership and workforce

1.13 The success of a system of 21st century schools will be dependent upon a **highly skilled and motivated workforce in schools and beyond, that is well led and effectively deployed**. The forthcoming *2020 Children and Young People's Workforce Strategy* will underpin the development of all

parts of the workforce to ensure they can play their role in delivering our vision. We will build on this as we develop the 21st century school system.

Resources

1.14 We need to ensure that the **resources in the system are deployed to the best effect to improve outcomes for children and young people**. Our ongoing review of the Dedicated Schools Grant will ensure the funding system acts to promote the delivery of the vision of the 21st century school.

A future White Paper on 21st century schools

1.15 Our intention is to publish, in spring 2009, a White Paper on 21st century schools, which will cover the key actions we intend to take; and the ways we will need to work in partnership with others to realise our vision. The responses to this consultation will help shape the White Paper and we will work with a wide range of stakeholders to develop the proposals.

Our vision is of a 21st century school system which:	The White Paper will set out how we will:
provides excellent personalised education and development	support schools to focus on the needs of all pupils through a personalised approach to learning and development
enables schools to identify and help to address additional needs	develop a clear, single, national framework for early intervention to meet children’s additional needs. This will set out the roles and responsibilities of schools and other services, building on existing initiatives, including reforms to targeted youth support
provides a range of activities and opportunities to enrich the lives of children, families and the wider community	explore how we can support schools in their contribution to sustainable and cohesive communities
is characterised by schools working more extensively and effectively with parents, other providers and wider children’s services	consider what needs to change in a 21st century school system to ensure deeper, more consistent and more effective partnership working and its implications for school leadership, governance, accountability and funding

Our vision is of a supporting infrastructure which includes:	The White Paper will set out how we will:
an accountability framework and school improvement strategies underpinned by the new School Report Card	consider detailed proposals for the School Report Card, as well as looking at how accountability should work where schools are increasingly working in partnership and what this means for school improvement strategies
a highly skilled and motivated children’s workforce in schools, that is well led and effectively deployed	will look at how to further strengthen workforce arrangements in schools, including scope for leadership across partnerships, extension of family support roles and support for improved governance of schools
resources in the system deployed to the best effect to improve outcomes for children and young people	as part of the review of the Dedicated Schools Grant, examine the implications of the 21st century schools vision for school funding, in particular of more extensive and formal partnerships within the school system

How to get involved

1.16 Given the scale of our ambition and the potentially wide-ranging implications for the whole school system, we intend to consult widely, with all key stakeholders, in the period between now and publication of the White Paper. You can get involved by:

- going to www.dcsf.gov.uk/consultations to respond to the consultation questions at the end of this document; and those in the separate consultation on the School Report Card by 3 March 2009; and
- participating in a consultation event in early 2009. Details of these will be posted on www.teachernet.gov.uk/21stcenturyschools as soon as details are finalised
- organising your own discussions with colleagues or stakeholders and feeding back the outcomes to 21stcenturyschools.consultation@dcsf.gsi.gov.uk. We intend to hold interactive consultation events in every region of the country.

2. Vision: Expectations of a 21st century school system

Our vision is of a 21st century school system which:

- provides excellent teaching, personalised education and development in an environment of good behaviour;
- enables schools to identify and help to address additional needs;
- provides a range of activities and opportunities to enrich the lives of children, families and the wider community; and
- is characterised by schools working more extensively and effectively with parents, other providers and wider children's services.

Our vision is of a supporting infrastructure which includes:

- a revised accountability framework and school improvement strategies which focus on all outcomes to which schools contribute, underpinned by the new School Report Card;
- a highly skilled and motivated children's workforce in schools, that is well led and effectively deployed; and
- resources in the system deployed to the best effect to improve outcomes for children and young people.

2.1 We set out in *The Children's Plan* our ambition to make England the best place in the world for children and young people to grow up. World-class schools, and world-class standards for every community, are central to realising this ambition.

2.2 Schools rightly see their central purpose as preparing children and young people for life. Since 1997, we have seen unprecedented

change and dramatically improved outcomes in schools and wider children's services, thanks to hard work by all those who are committed to the success of children and young people.

2.3 However, now more than at any time in the past, a changing society and economy place great demands on our school system. The future will require more of today's young

people to have higher-level skills and qualifications than ever before². It will require more of them to be equipped to cope with risk, uncertainty and change; and all of them to be able to make a positive contribution to an increasingly diverse society. We need young people to be prepared to face challenges and change; able to think, learn and work independently; able to show persistence and application; able to research in-depth; work with others, logically, analytically and creatively; and with the personal skills and attitudes to make a success of a range of personal circumstances.

2.4 Meanwhile, as society becomes more diverse and complex and as family structures continue to change, schools now need to meet the needs of a much more diverse body of pupils, who bring to school a much wider range of backgrounds, experience, knowledge, beliefs and assumptions than in the past. Our ambitions remain high: to prepare every child and young person to make a success of their life, no matter what their background and even if it means overcoming barriers like special educational needs³ and disabilities.

2.5 A world-leading education system fit for the 21st century must respond to these challenges. It must ensure delivery of the five Every Child Matters outcomes⁴ and,

particularly, begin to break down the links between social background, deprivation and low educational achievement. Every type of school: primary, secondary, maintained, foundation, community, voluntary-controlled, voluntary-aided, Academies, pupil referral units and special schools will ensure:

- children and young people are fully engaged with their education until at least the age of 18, reach world-class **standards** and acquire skills, understanding and qualifications that will serve them well in the future;
- all children and young people are supported to **progress**, with excellent teaching, stay engaged in learning and develop their talents (including those with special educational needs and gifted and talented children), with every child stretched to do their best; gaps in achievement for disadvantaged or vulnerable children are narrowed; and, as we raise the participation age, all young people experience learning and support that encourages them to stay in education and training;

2 Past trends have shown a continuing increase in the skills demanded in the economy and a decrease in the proportion of the workforce who are unqualified. We expect this to continue. 3.2m unqualified adults were in work in 2004, but by 2020 there will, on current trends, be only 600,000. Institute for Employment Research.

3 Currently being considered by the Lamb review.

4 The five Every Child Matters outcomes are: Be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

- all children and young people learn in an environment of good behaviour, are not bullied or discriminated against, and develop the **wider personal skills**, characteristics and attitudes needed to succeed and make a positive contribution to society (for example, confidence, self-respect, leadership, citizenship, relationship skills) while enjoying a fulfilling and healthy childhood;
- through collaborative working with other services, children and young people's **additional needs** (including SEN) are met as early as possible – an end in itself; and because doing so supports learning by removing barriers and ensures that children and young people do not become distracted or disengaged from learning; and
- high levels of **parental engagement** in their children's learning and development and with the school as an organisation, active support for parents and high levels of parental satisfaction.
- offer, in partnership, effective information, advice and guidance to young people to help them make the right learning and career choices;
- play a central role in improving the aspects of a child's life – physical health, emotional wellbeing, safety, opportunity for wider experiences and the development of skills – that characterise a good and enjoyable childhood and set up a young person for success as an adult;
- actively engage parents (fathers as well as mothers) and carers; listen to children and young people to ensure their needs and choices are taken into account; and, together, ensure all have high aspirations and that children and young people are supported to fulfil their potential and to overcome barriers; and
- recognise their role in keeping children and young people safe from harm, through a strong awareness of safeguarding and child protection issues, and having robust procedures in place to deal with any issues which may arise.

2.6 Many schools and local areas are already leading the way. It is easy to find well led schools which:

- recognise the central importance of ensuring high quality teaching and learning to ensure all children achieve their potential and high standards;
- provide a genuinely personalised learning experience, tailoring their curriculum and teaching and learning to the needs of each child and young person;

Establishing the key components of a 21st century school system

2.7 From examples like these, we have a clear sense of what it will look and feel like to be within a system of 21st century schools, whether as a child, a parent or member of the children's workforce. The system will be characterised by a diverse and highly expert workforce of skilled professionals with great

leadership; and a collective determination to do the best for every child by focusing on responding to the needs of children and young people, their families and the wider community. It will do this by:

- having high aspirations for all children and young people and providing **excellent teaching, personalised education and development in an environment of good behaviour**. This personalised approach ensures that children and young people are engaged in learning, through providing a wide variety – in both content and style – of learning opportunities; ensures that the right learning choices are made through providing effective information, advice and guidance; engages with parents to create a supportive home learning environment; and ensures high expectations for all children regardless of background or needs. It also ensures wider development through opportunities to experience additional learning, recreational, cultural and sporting opportunities; the promotion of healthy lifestyles and helping children develop wider skills such as confidence, self-respect, teamwork, leadership, and relationship skills;
- enabling schools to play a key role in **identifying and helping to address additional needs**. As the main universal service for the majority of children and young people aged 5 to 18, schools have a key role to play at the centre of a system for early intervention and targeted support. This means recognising the potential to prevent problems, for example through working with parents; identifying problems (for example, those at risk of falling behind or coming to harm) and responding quickly and effectively to tackle issues before they have a serious impact, either within the school where appropriate or with other services where necessary; and
- providing **a range of activities and opportunities to enrich the lives of children, young people, families and the wider community**, offering opportunities to take part in a range of sporting, cultural, learning, play and recreational activities, designed in consultation with them; working with a range of partners to provide access to the core offer of extended services (including where appropriate through co-location); and contributing to wider local community objectives, raising the aspirations and prosperity of communities and promoting cohesive and sustainable communities.

2.8 Progress on each of these dimensions can be partly achieved through the efforts of individual schools. Academies have made a big difference in many areas where standards were too low, and we will continue to expand the Academies programme in the coming years as a key part of the National Challenge. In recent years, schools have initiated greater collaborative working, coming together to

deliver a wider range of provision including, for example, the new 14-19 Diplomas and are working with other services (such as health and social care) to focus on the full range of Every Child Matters outcomes as an essential way of raising standards. The next logical step in the development of our education system will come from all partners, including Government, working together to create a 21st century school system. In this system, schools will work with colleges, universities, employers, local authorities and the full range of children's services to offer, between them, a comprehensive, highly responsive and personalised service which focuses on what every child and young person needs in order to succeed and makes sure it is put in place.

2.9 This 21st century school system, which is beginning to develop, will look and feel very different to the one we have been used to. It will be one in which, to achieve their core mission of excellent teaching and learning, schools look beyond traditional boundaries, are much more outward-facing, working in closer partnership with children, young people and parents; other schools, colleges, learning providers and universities; other children's services; the third sector, the private sector and employers; and the local authority and its Children's Trust partners. It will be much more common for governance, leadership and services to work across more than one school; and we will set out in the *Children's Plan One Year On* document how we will further incentivise co-location of wider children's services on

school sites. Better use of the opportunities provided by modern technology will enhance all of the dimensions of a world-class education system.

2.10 We therefore intend to work with partners to develop a 21st century school system in which **schools work more extensively and effectively with parents and carers, other education and childcare providers and wider children's services**. These partnerships will support improvements in outcomes and, in turn, children and young people's life chances by:

- providing a more personalised approach for each child and young person, through ensuring greater integrated working and coherence between services;
- delivering a wider offer: schools can provide collectively and with other partners a greater range of provision than they can alone;
- meeting additional needs: as the main universal children's service schools are key to ensuring problems are identified early and addressed;
- contributing to school improvement through maximising the impact of the best leaders and governors and sharing effective practice and professional development;
- making the best use of resources: for example, through sharing staff, functions and facilities across a number of school sites, taking advantage of developments in technology; and

- ensuring greater collective accountability for outcomes for children and young people in the local area.

2.11 Our vision is of a model of collaborative institutions working together and actively seeking and responding to the preferences and needs of users.

Making a reality of a 21st century school system

2.12 In Government, we will make sure that we put all our support behind the efforts of leaders of schools and other services who are working to make a reality of this vision. We will facilitate and incentivise this way of working by aligning to the vision:

- the way we hold schools accountable and intervene where necessary. We intend to develop **an accountability framework and school improvement strategies for all schools underpinned by the new School Report Card**. Our New Relationship with Schools approach acted to streamline the accountability system, introduced a single plan, greater use of self-evaluation in inspection and the key role of the School Improvement Partner. We want to develop this approach further, with the new School Report Card as the single accountability tool for all parties. This would form the basis of Ofsted's annual risk assessment; it would form part of the dialogue with the School Improvement Partner and would provide a clearer basis for a range of school improvement interventions;

- the way we develop and deploy excellent leaders and a world-class workforce. The success of the 21st century school system is dependent upon **a highly skilled and motivated workforce in schools and beyond, that is well led and effectively deployed**, and receives effective continuous professional development. Effective leaders of 21st century schools share a passion for improving outcomes for children and young people in their school and in the wider community; are outward-facing and clear on the mutual benefits of collaborative working; and are able to take with them their whole school community in driving delivery of better services and better outcomes. The forthcoming *2020 Children and Young People's Workforce Strategy* will underpin the development of all parts of the workforce to ensure they can play their role in delivering this vision; and
- the way we fund schools. We need to ensure that the **resources in the system are deployed to the best effect to improve outcomes for children and young people**. Our ongoing review of the Dedicated Schools Grant will ensure the funding system acts to promote the delivery of the vision of the 21st century school.

Consultation questions:

- 1) Do you support the overall vision of a 21st century school system in paragraphs 2.1-2.12?
- 2) Is there anything missing from the vision for a 21st century school system?

What will be different for children, young people and their families?

Children and young people, who attend a 21st century school, and their families find that the school:

- *addresses the needs of each child or young person better, offering a personalised and tailored approach:*
 - teaching and learning is highly responsive and engages children in their own learning, so that all children, including those with special educational needs, are able to progress, achieve and participate; and every child is stretched to do their best and to attain well;
 - the school focuses on the personal and social development of children and young people, ensuring they are prepared for challenges they may face;
 - each child has a personal tutor who knows him or her well, monitors progress and responds quickly if any problems emerge. The personal tutor in secondary schools guides the child or young person through options, set goals for their learning and is the main point of contact with home; and
 - the school makes sure that any child with additional needs is identified early and that the child has access to any extra support they need; either by the school providing the support themselves, or by accessing any specialist services needed. This would include identifying early children who might be at risk of abuse.
- *engages and consults pupils in the school, not just on their own learning and additional needs, but also on issues related to the school as a whole;*
- *is a resource for the whole community, building on the provision of access to extended services (including childcare), opening up its facilities for community use, providing wider opportunities for children, young people and their families to take part in sporting, play, recreational, cultural and learning activities, and offering easier access to other children's services within the local area; and*
- *engages parents and carers in the child's learning and development and facilitates access to support to help parents and carers do this more effectively.*

What will be different for schools?

Schools will:

- *place an even stronger emphasis on working in partnership* as, working in isolation, no one school will be able deliver the broad range of inputs and outcomes we want to see. There is strong partnership with:
 - parents and carers – the school focuses on children’s learning, but also on their additional needs and the support that their parents and carers may themselves require to support their child’s learning and wider development;
 - other schools, early years education providers, Connexions services, employers, further education colleges and sixth form colleges, higher education institutions, and other education and training providers, for example, to broaden their curricula offer; and
 - those delivering other children’s services in the local area, whether from the statutory, third or independent sector – under the umbrella of the Children’s Trust: the partnership in each area which brings together the organisations responsible for services for children, young people and families in a shared commitment to improving children’s lives. This would include schools’ shared role in safeguarding children and young people.
- *take responsibility for improving outcomes for children and young people in the wider community as well as those on their own roll.* This could mean, for example, schools which have had more success in improving children’s outcomes working with others in the local area to help raise standards across the community.

3. Establishing the key components of a 21st century school system

3.1 Many schools and local areas are leading the way in making a reality of this vision for 21st century schools. Progress in recent years reflects the personal commitment of the children's workforce at every level to support children and young people to make a success of all aspects of their lives:

- standards of education are rising. This year, 107,000 more pupils left primary school with a good level of English and mathematics than in 1997, and 68,000 more gained five or more good GCSEs, including English and mathematics. By the age of 19, 75,000 more young people reached level 2 in 2007 than did so in 2004 and 55,000 more young people reached level 3;
- many schools now offer a much more personalised education for children and young people with greater focus on ensuring all children progress;
- schools have long recognised that they have a role in supporting young people's wider development and they are now under a formal duty to promote pupil wellbeing as defined by the five Every Child Matters outcomes. Schools are increasingly playing a part in intervening early to address additional needs;
- over two-thirds of schools are now providing access to the core offer of extended services; over two-thirds of schools are also fully accredited as healthy schools and the majority of local areas are making good progress towards the goal of delivering targeted youth support by the end of this year;
- partnership working, for a variety of purposes (school improvement, sharing resources, improving teaching and learning, improving behaviour and attendance, delivering a broader curriculum offer, particularly at 14-19) is becoming the norm; and
- there have been significant developments to the schools' workforce with teachers and support staff working together – and increasingly with wider professionals – to meet the needs of each pupil.

3.2 This progress has been achieved through schools taking a wider view of their role, both through schools coming together to deliver a greater range of provision and through focusing on the full range of Every Child Matters outcomes to improve the life chances of children in their area. But to address some of the most difficult challenges that we face – the need to ensure all children can achieve well regardless of background; the need to ensure improvements across the range of outcomes and the need to offer genuinely personalised and engaging provision – will require taking the next steps in the evolution of our education system. The real gains that we need to see will come from developing a 21st century school system where schools come together with each other and other services and providers to collectively deliver a truly personalised and comprehensive offer, supported and facilitated by key aspects of the wider system infrastructure.

3.3 This chapter explores how we can establish the key components of a 21st century school system set out in the vision.

A school system which delivers excellent personalised education and development

Every child is different and has differing needs and abilities. A personalised approach to education and development recognises this and is at the heart of a 21st century school system which ensures that every child – no matter what their background – has the opportunity, through hard work, to progress well, achieve highly, have a fulfilling and enjoyable childhood and go on to succeed as an adult.

The White Paper will draw on our ongoing work to achieve this vision and set out how we will support schools to focus on the needs of all pupils, through a personalised approach to learning and development. This will include every child in a secondary school having access to a personal tutor and schools engaging better with parents to support their child's learning and development.

3.4 Personalised teaching and learning⁵ is not a new initiative. For many years, successful schools and teachers have tailored curriculum and teaching methods to meet the individual needs of each child. As part of this, schools are increasingly developing new and innovative ways to engage pupils and ensure they enjoy their learning. And many schools are extending this approach to other aspects of a child's development, from ensuring tailored input into future learning plans to promoting healthy lifestyles. Personalised learning will better ensure that

5 For more information on personalised learning, please go to <http://publications.teachernet.gov.uk> and search for publication 00844

children with special educational needs receive the support they need to achieve; that gifted and talented children are given stretching opportunities; and that all children have an opportunity to learn a subject which excites and engages them. This will be particularly important in our drive to narrow attainment gaps, which have been a persistent feature of the system for decades and to ensure that all children develop the skills and achieve the standards they need for future success.

3.5 Key to delivering this personalised approach will be ensuring that every child has someone at school who knows them well, monitors progress and responds quickly if any problems emerge. The personal tutor in secondary schools will guide the child or young person through options, set goals for their learning and be the main point of contact with home. This approach will help ensure that schools focus on progress for all children as well as achievement of attainment thresholds. It will ensure that they focus on those at greatest risk and intervene early to ensure success.

Key features of personalised learning:

- providing high quality teaching and learning; and using the opportunities provided by developments in technology and improved knowledge of effective learning approaches to provide innovative ways of engaging, motivating and helping children and young people learn;
- ensuring, through focused assessment and tracking, ongoing evaluation of where pupils are in their learning, what they need to do next and how best to achieve this. This can be supported by effective use of ICT and management information systems;
- using a variety of learning approaches, such as carefully planned pupil groupings, catch-up, stretch, and intensive one-to-one tuition;
- engaging with children so they are involved in their own learning and on issues affecting the school as a whole;
- engaging with parents to ensure they are involved and can support their child's learning and development;
- playing a key role in children and young people's wider development – confidence, self-respect, teamwork, leadership, citizenship, responsibilities and relationship skills;
- teaching children about healthy lifestyles, avoiding risky behaviours, building relationships, managing emotions and acting responsibly;

- ensuring, through joining with other providers, broad and engaging provision and a wide variety of learning approaches, so that young people want to stay in education and training as we raise the participation age to 17 by 2013 and to 18 by 2015;
- offering access to opportunities and activities outside the school day to support achievement and wider development; and
- raising expectations of and for children and young people; and providing them (directly or through other providers) with information, advice and guidance on future opportunities to enable all young people to make informed choices and prepare them for the next stage of their learning.

3.6 For young people aged 14-19, a personalised education will be enhanced by a

transformation of available opportunities for qualifications, curriculum and additional support⁶. Already, young people are studying the first Diplomas in over 140 local consortia of schools and colleges across the country. By 2013, there will be a 14-19 entitlement for all young people which would enable them, at 14 and at 16, to choose the course which best suits their needs and interests, whether this is an Apprenticeship; one of the new Diplomas; a progression pathway in the Foundation Learning Tier; or GCSEs and A-Levels. We will also ensure that they receive the right support including information, advice and guidance about their choices at 14 and 16; a personal tutor to help them make decisions about their learning and wider development; access to integrated youth support services; and targeted youth support should they need it.

Oathall Community College, Haywards Heath, West Sussex

As part of the school's approach to personalised education, pupils are encouraged to take responsibility for their own learning. Some teachers adopt a 'learning partner' approach in lessons, where two or three pupils work together, often with differing abilities to encourage them to help one another. As different projects will require different sets of skills, 'weaker' pupils for some tasks are the 'stronger' ones in other areas. This ensures that help and support is not always provided by the same pupils.

The school encourages pupils to participate at all levels. There is a buddy system to support induction, a peer mediation system to address pupils' grievances and disputes, a prefect system and a paired reading scheme. These are also seen as opportunities for the personalised development of individuals. Further opportunities are available for developing leadership skills, such as the pupils who chair and are involved in the United Nations General Assembly Project, leadership roles on the school farm and the junior sports leader award.

6 For more information about 14-19 reforms, please see <http://www.dcsf.gov.uk/14-19/>

- 3.7** A personalised approach to teaching and learning means that schools are playing a central role in the wider development of children and young people. Doing well at school and doing well in other aspects of life are not separate issues. Schools have always concerned themselves with, and indeed prided themselves on, playing a pastoral role and taking a keen interest in children's personal as well as educational development. Reflecting this, schools have had a formal duty to promote the wellbeing of children since September 2007 and Ofsted have, for some time, inspected schools against their contribution to all five Every Child Matters outcomes.
- 3.8** The extended schools and National Healthy Schools programmes have supported the development of this holistic approach. Among the ways in which schools promote wider wellbeing is provision of access to extended services⁷. These services include providing a varied range of activities, including study support, play and recreation, sport, music, arts and crafts and other special interest clubs, cadet forces, volunteering, and business and enterprise activities. There are currently over 14,700 schools (more than two-thirds) providing access to extended services in partnership with other local schools and providers and all schools should be doing this by 2010. A range of evidence is emerging showing that the provision of extended services can have positive effects on children's attainment and wellbeing. Effects found have included improved pupil attainment and reduced exclusion rates; better mental and physical health; better social outcomes for children and young people; and greater parental involvement in children's education⁸. We will work with schools, children and parents to identify what excellence in extended services looks like and will disseminate this information to enable all schools and local areas to learn from and build on effective practice.
- 3.9** Complementing this programme, nine out of ten schools are currently participating in the National Healthy Schools Programme, with over two-thirds having full National Healthy Schools status⁹. This means that they are, as a minimum, meeting a range of criteria concerned with promoting emotional health and wellbeing (such as tackling bullying); healthy eating; physical activity and providing Personal, Social and Health Education (PSHE).
- 3.10** To build on this success, the *Child Health Strategy*, to be published shortly, will show how schools can both promote universal health improvement for all pupils and provide additional support targeted at those identified as most at risk. In addition, Ofsted's new school inspection framework, to be introduced in September 2009, will incorporate the new wellbeing indicators, on which we are currently consulting.

⁷ For more information about extended schools, please see <http://www.everychildmatters.gov.uk/ete/extendedschools/>

⁸ DfES funded evaluations (Cummings et al 2004, 2005, 2006).

⁹ For more information on the National Healthy Schools Programme, please see <http://www.healthyschools.gov.uk/>

3.11 A personalised approach is at the heart of the 21st century school vision and, while we are clear about the experience we want children, young people and families to have, further consideration needs to be given to how schools can best be supported to deliver this approach for all children.

In developing the White Paper we will:

- consider how schools can be supported to focus closely on the learning and development needs of all pupils through a personalised approach;
- set out our proposals to ensure every child in secondary school has a personal tutor;
- set out how schools can help to narrow gaps in attainment, so that the poorest and most disadvantaged children make even greater gains and begin to catch up on their peers; and
- consider how parents can be helped to support their child's personalised learning and development.

Consultation question:

- 3) How can we support stronger partnership with parents for the purposes of teaching and learning and wider school activities?

A school system which enables schools to identify and help address additional needs

Schools are the main universal service for children and young people and may be the only children's service with which some families are in regular contact. As such, schools play a key role in identifying any additional needs children and families might have and helping them to receive the support they need – either from the school itself or from other children's services in the local area.

The White Paper will set out a clear national framework for early intervention to meet children and families' needs, including the roles and responsibilities of schools and wider children's services.

3.12 Taking a personalised approach to the learning and development of children and young people will be particularly important for those children with additional needs. Many children will have additional needs at some point during their childhood. This may be because of their family circumstances, health needs, educational needs or an unforeseen event in their lives which causes them to need some extra support. As the main universal service for children and young people, schools have a key role to play in identifying children's additional needs and helping them to access the support they need. The core offer of extended services includes providing swift and easy access to targeted and specialist services.

3.13 Schools also play a key role in spotting vulnerable children and children who might be at risk, including those who are persistently absent from school.

Co-ordinated support and services across different agencies, focused on the needs of the child, are vital to safeguarding children effectively by ensuring that problems are identified and addressed at an early stage and prompt action taken to protect vulnerable children where needed.

3.14 The development of Children's Trusts provides the umbrella to ensure that there are effective systems in place to identify early and address the needs of children and young people. Children's Trusts are local partnerships which bring together the organisations responsible for services for children, young people and their families to ensure services are coordinated and integrated around the needs of the child. The revised statutory guidance for Children's Trusts, published on 18 November 2008, places a new emphasis on the role of schools within the local partnership¹⁰. Under proposed new legislation, Children's Trusts will include schools as key partners. This will give schools a greater opportunity to inform and influence the Children and Young People's Plan in each local area, and the way that services for children are commissioned and configured. It should also help schools to get the support they need to help deliver their duty to promote wellbeing. In practice this will mean more children and young

people having their problems identified sooner and more barriers to learning addressed.

3.15 As Children's Trusts develop, many areas are developing models for early intervention, with schools supported by locally-based multi-agency teams, using approaches such as the Common Assessment Framework and assigning Lead Professionals where a child needs support from a range of different services. The drive to ensure all areas provide targeted youth support by the end of the year is central to improving integrated working between schools and wider children's services and that needs are identified early and addressed. Schools are also involved in other specific projects around early intervention, for example, Family Intervention Projects and life skills projects to prevent teenage pregnancies.

3.16 However, there is still more to do to ensure that effective practice becomes the norm everywhere. Many schools remain uncertain about their exact role in early intervention: some schools feel they are able to identify issues, but do not always get the right support from other agencies to follow up concerns. Local authorities and other Children's Trust partners can find that some schools are unwilling to engage with local systems for early intervention or integrated working.

¹⁰ The new statutory guidance on Children's Trusts is available from www.everychildmatters.gov.uk/aims/childrenstrusts/

3.17 An effective system for early intervention depends on:

- every child or young person having someone within the school who knows them well;
- school staff (not just teachers) being trained to identify additional needs accurately;
- schools offering the right teaching, pastoral and family support approaches to meet emergent needs themselves, with good support and advice readily available from wider services as needed; and
- schools being able to access support from multi-agency teams – teams who will support more complex cases as appropriate, co-ordinated by a Lead Professional.

3.18 Schools are central to local children’s services. Roles must be clear: with locally identified and agreed responsibilities for schools and other partners, so that schools are clear about the role they are expected to play and clear about the support they can expect. In line with respondents to the draft school wellbeing guidance, we believe there needs to be a clearer national framework for early intervention which sets out the roles and responsibilities of schools and local services. This framework could be adapted locally to reflect local needs and service provision. We believe that, if schools can be put in a position to identify and tackle problems in children and young people’s

lives, then these problems can be tackled more quickly and more effectively. One consequence will be that achievement – especially of the most vulnerable – will rise.

3.19 We already know that locating services together provides opportunities for joint planning, and making the most of existing resources such as staff, equipment, rooms and other facilities. In certain circumstances, co-locating services such as schools, health, family support, family learning and other activities together on the same site could help to facilitate joint working in support of earlier intervention and easier access for children and families to a range of services – so that they are fitted around needs rather than traditional service boundaries. We have placed strong expectations on our strategic capital programmes – Building Schools for the Future and the Primary Capital Programme – to maximise opportunities for co-location and in many cases we expect that schools will provide the best sites for such co-location given their role and position in their communities.

Shevington High School 'Diamonds' programme

Faced with a cohort with social, behavioural and emotional needs, Shevington High developed a nurturing group called 'Diamonds' with the support of the Wigan Behavioural Support Team. Throughout the development, the school engaged the whole community including governors, pupils and parents. 'Diamonds' focuses on the needs of the pupils starting from transition from primary right through to their leaving secondary school. The wider school community attend all sessions where necessary including the school nurse, educational psychologist, teaching support staff, Educational Welfare Officers, children's social care, parents and governors. Throughout their time on the programme, pupils are monitored for academic progress and attendance, punctuality, behaviour and emotional development.

'Diamonds' uses the Common Assessment Framework to make sure that pupils' individual needs are fully understood and a Lead

Professional works on their behalf to draw together the wider support they need from the range of local services. The problems addressed include: children attending school with no lunch money after leaving home with no breakfast; no uniforms or equipment available for school activities; personal hygiene problems; broken down relationships with parents; attendance and emotional problems; learning difficulties; poor aspirations; and poor support networks.

Impacts identified from the 'Diamonds' programme include:

- increased confidence at transition from primary to secondary school;
- increased attendance (one pupil's attendance rose to 95% following support);
- increased involvement of parents with school; and
- pupils involved showing signs of increased confidence.

In developing the White Paper we will:

- consider what the evidence says about systems for local areas which will support early intervention;
- develop a clear national framework of early intervention to meet children's needs, which sets out the roles and responsibilities of schools and local services;
- establish how this framework could be put into place in every local area to make a reality of early intervention; and
- consider what more we can do to support local areas to move towards greater co-location of children's services.

Consultation question

- 4) Do you agree with the description in paragraph 3.17 of an effective system for early intervention?

A school system which provides a range of activities and opportunities to enrich the lives of children, families and the wider community

As schools are based at the centre of local communities, they are ideally placed to help local people make the most of opportunities to take part in activities for fun, learning and development. By doing this, schools can contribute to improvements in the whole community, not just for the pupils on their roll and their families.

The White Paper will explore how we can support schools in these wider aims, including their contribution to sustainable and cohesive communities for the 21st century.

3.20 Schools are a vital resource for the whole community in a local area and have a key role in shaping the society we want to build for the future. Through providing wider opportunities for children, young people and families to take part in a range of sporting, cultural, recreational and learning activities; and working with a range of partners – through co-location, where appropriate – to provide access to extended services, they can contribute to local community objectives such as supporting community cohesion and sustainable development.

3.21 The core offer for extended services includes providing access to a varied range of activities outside of school hours; childcare from 8am-6pm, 48 weeks a year for primary schools; parenting support, including family

Tenbury High School, Worcestershire

Tenbury High School offers a range of extended services to pupils, parents and the local community including:

- art, music, cooking, sport, ICT and study support;
- adult and family learning courses run with input from a parents' forum;
- swift and easy access to services such as Connexions and sexual health advice.

The school has set up its extended services by consulting with the community, appointing an

extended services co-ordinator, two family liaison officers and a family support worker, and providing transport to enable those from rural areas to access the services.

Tenbury has seen improvements in results, an increase in attendance, fewer exclusions and detentions, and recognition from Ofsted of its progress. The school uses self-evaluation to record impact, and in a recent Ofsted inspection was rated 'outstanding'.

learning and community access to facilities including adult learning, ICT, play, recreation and sports facilities. Over two-thirds of schools are already working in this way.

3.22 Extended services have already been shown to have significant positive effects on families and communities, alongside those noted earlier for children. Wider services help to enhance children and families' self-confidence, improve relationships, raise aspirations, improve attitudes to learning, regenerate communities and provide opportunities for multi-agency working¹¹. We need to build on this and encourage more schools to follow this approach.

3.23 There are good examples of schools using a multi-agency approach to provide access – out of school hours and in school holidays – to adult education classes; family learning

classes; youth clubs and support groups for the local community; and drop-in centres for elderly residents through the school. This can enable adults to take up learning and training opportunities; and can provide a route back into paid employment, even among groups that may be reluctant to access provision through a further education college with which they are not familiar and to which they feel no connection. This approach can substantially change attitudes to learning for whole communities, creating a sense of ownership of the facilities and trust. This in turn can have very positive effects, from reducing vandalism to actively discouraging truancy and minimising exclusions, as the school is increasingly seen as an asset and learning is valued.

11 DFES funded evaluations (Cummings et al 2004, 2005, 2006).

3.24 Contributing to stronger, more sustainable communities is not just about the services schools can provide to the local community, but also about their ethos and values and providing teaching and learning that will equip today's young people for life in an increasingly interconnected world. The contribution schools can make in building stronger relationships and understanding across communities, both locally and internationally, is recognised in their new formal duty to promote community cohesion alongside the duty to promote wellbeing. Meanwhile, sustainable schools set an example of careful management and global awareness so that children and their families are educated and enabled to live in a world with limited resources and a changing climate.

In developing the White Paper, we will:

- identify where further support is needed for the school workforce in promoting community cohesion;
- consider what other support schools may need to develop their role to contribute towards sustainable and cohesive communities; and
- consider further how schools can play their part in the fight against climate change.

Consultation Question:

- 5) What additional support is needed to enable schools to extend their role in developing sustainable and cohesive communities?

Schools working more extensively and effectively with parents, other providers and wider children's services

The vision of 21st century schools is ambitious. No single school working alone will be able to deliver its key components.

To improve the lives of children, young people, families and the wider local community, schools will need to work in partnership with children and young people; with parents; with other schools and colleges; with early years providers; and with wider services. We want to make more use of the best school leadership, with more heads working across more than one school, and more innovative federations and clusters of schools.

The White Paper will consider what needs to change in a 21st century school system to ensure deeper, more consistent and more effective partnership working and its implications for school leadership, governance, accountability and funding.

3.25 Partnership with parents to support their child's development is a key element of personalised learning. Parents' engagement in their child's learning is the most important influence on their child's achievement. Most parents already help their child to learn – reading to, or with, them; talking to them and their teachers about their learning; helping them with their homework; taking them to interesting places; and discussing subject and career options. But not all parents do this to the same degree. Some parents do not realise how important their

contribution is, and some may feel that they lack time or confidence to be able to help their children.

3.26 We will continue to encourage and support parents to become engaged in their child's learning and to provide a supportive home learning environment, through providing better information for parents, support for networks of parents and the re-alignment of existing family programmes. And we will support schools in their efforts to improve parental engagement with the school, by providing further support for the children's workforce in schools and guidance for schools; and through accountability systems including the School Report Card.

3.27 Schools are increasingly working together and with other services to meet a range of objectives. For example: through working with other learning providers as part of 14-19 partnerships, schools are providing a wider menu of learning opportunities; through Trust models, external partners are bringing expertise to schools, including for the purposes of school improvement, where schools are underperforming; through federations, specialist school partnerships and school behaviour and attendance partnerships, schools are sharing resources, staff and facilities, to raise standards and to take a more collective approach to tackling issues such as behaviour, attendance and reducing the need for permanent exclusion.

3.28 More widely, many schools now provide access to extended services, often through cluster arrangements, allowing both a

greater range of provision and ensuring better value for money; schools are joining with wider services to improve outcomes, for example through multi-agency teams and working closely with social workers, police officers and other professionals; 0-7 partnerships are bringing together early years' settings and Children's Centres; and Safer Schools Partnerships are providing a structured way for schools and police to work together to promote pupil and community wellbeing and to reduce crime and anti-social behaviour.

3.29 We are clear that schools will not be able to deliver the 21st century school vision in isolation. In the past, it was considered legitimate for individual schools to remain isolated and inward-looking; in the future, schools will instinctively seek to work in partnership with each other and with other providers and services, in order to offer a greater range of provision, to learn from each other and to take collective responsibility for improving outcomes for children, young people and families in their local area. Strong school-to-school partnerships are one of the key means of driving up standards and making more effective use of the best leadership across the school system. We want to see more heads working across more than one school, and more innovative federations and clusters of schools.

3.30 Stronger partnership working will support improvements in outcomes through:

- **ensuring a more personalised approach:** for example through involving parents in their child's learning and development and ensuring continuity in learning and support through the major transitions;
- **delivering a wider offer:** a partnership of schools and services is needed to ensure that children have access to a broad curriculum with specialist teaching in maths and other specialist subjects; that young people have opportunities to learn a subject in a style that engages them; and that the full range of extended services can be offered;
- **meeting additional needs:** we want schools to be capable of identifying wider problems in the lives of children and young people and making sure that they are addressed. But that cannot be the responsibility of the workforce in schools alone: it will require schools to be part of a wider children's service and for other professionals working with children and young people to be part of the team working in school;
- **contributing to school improvement:** spreading the impact of the best leaders and governors across a group of schools is one way to reduce the variability between and within schools. Several Trust models, federations and Academy chains provide a formal structure and secure framework for strong, successful schools to work in partnership with schools that are struggling to raise standards. Schools working together can also cooperate to provide a greater range of professional development opportunities; and to plan and support better leadership succession planning;
- **making the best use of existing resources:** for example by sharing specialist teachers; making joint appointments of school leadership team members, bursars and HR professionals; and sharing access to co-located specialists from wider children's services. NCSL are currently undertaking demonstration projects using 'school business directors' to share resources across clusters of schools, build partnerships and reduce headteachers' workloads. Research has shown that such roles can save up to a third of a headteacher's time and enable reinvestment of up to 5% of the school's budget; and

Chudleigh Knighton Primary School

In May 2006, Chudleigh Knighton Primary School was issued a 'notice to improve'. Following this, in September 2006, the school entered into a federation with a nearby larger primary school. This involved the creation of a single governing body, the appointment of an Executive Head Teacher and the creation of a specific post of Head of Teaching and Learning at Chudleigh Knighton. This is a move which Ofsted, in its inspection report on 12 June 2007, found to have brought about "rapid improvements". Ofsted said:

- "The visionary decision by the governors to enter a federation with another school has led to major improvements in the quality of teaching";

- "Outstanding use has been made of the extensive range of skills and expertise that exists within the staff of the two schools. In particular, leadership of English, mathematics and science across the school is leading to a rapid rise in standards in these subjects"; and
- "Very good use has been made of the expertise of external partners such as local businesses and the local authority."

The report also notes that a typical comment from parents is that "every area within the school has improved one hundred per cent." Overall, the Ofsted inspection rated the school as "a good school which has made improvement rapidly" and said that "this rapid improvement has occurred because of the outstanding leadership and management resulting from the federation."

- **ensuring greater collective accountability for outcomes for children and young people in the local area**, including those children in alternative provision, and as children move between the different phases of education.

3.31 As recommended by the National Council for Educational Excellence, we want to build on existing and developing collaborative arrangements. Already we are taking steps to require all maintained secondary schools and new Academies to be part of a school attendance and behaviour partnership. We have been clear that, subject to local resources, every school that wants a Safer

School Partnership should have one to ensure there are effective and worthwhile partnerships between all schools and the police.

3.32 Our vision is of increasing alignment of partnerships and, where appropriate, greater formality so that, wherever this would deliver significant benefits, they become single partnerships with several purposes and with collective responsibility for outcomes for children in a local area. For example, alignment may be possible between behaviour partnerships and 14-19 consortia; or between clusters of secondaries with their feeder primary schools and partnerships with

wider children's services for the purposes of early intervention.

- 3.33** In developing the White Paper, we want to explore how best to encourage and enable partnership working. We want to continue the development of partnerships initiated and led by school leaders and local collaboration. But we also want Children's Trusts to shape arrangements in order to ensure that effective partnership working takes place; and from a national perspective, to ensure that the underpinning infrastructure, in particular the wider accountability system, drives partnership working.
- 3.34** This will be a key issue for the White Paper. We want to be clear about when and how we should use the most effective models of strong school-to-school partnership (executive heads, federations, trusts, multi-agency partnerships); the best and most efficient ways of establishing them; and how we can remove barriers that prevent them being created. We need to be clear on the respective roles that Government, Children's Trusts, local authorities and schools should play in the development of partnerships. And we want to consider when partnerships should be prescribed, for example for school improvement purposes, building on our current approach through the National Challenge. We will need to explore the implications of these partnerships for school leadership, governance, accountability and funding.

In developing the White Paper we will:

- consider what more we can do to place a real partnership with parents at the heart of every school's teaching and learning as well as its wider activities;
- research in more detail the extent and impact of current partnership working and explore the variety of models that could be developed;
- consider what further areas of provision partnership working could support to ensure all children have access to a broad and engaging curriculum and provision that allows them to develop and reach their potential;
- consider how we can encourage and support stronger partnership working, especially between schools, and how we can remove barriers that prevent strong partnerships being created, particularly through our accountability systems and wider system infrastructure;
- set out what forms of more prescribed partnership arrangements are needed to ensure ongoing school improvement; and
- consider the implications for the school system of developing partnerships, including for school leaders, governance, accountability and funding.

Consultation questions:

- 6a) Which do you think would be a more effective partnership model: (a) a single partnership which delivers as far as possible across a range of collaborative activity *or* (b) a number of fluid partnerships which form and change to deliver different activities?
- 6b) How best can the performance/impact of partnerships of schools and other services be recognised and monitored?
- 6c) Other than how we measure performance, what are the key changes that need to be made to drive the development of stronger partnerships?

4. Making a reality of a 21st century school system

4.1 The underpinning infrastructure of the education system has been constantly evolving to reflect both developments in priorities and expectations of schools and examples of effective practice shown by leading practitioners. For example, the remodelling of the school workforce has reflected the need to ensure resources in the system are used to the greatest effect. Similarly, school leaders have been leading the development of new models of working and governance between schools. And the accountability system has been evolving to reflect the focus on the Every Child Matters outcomes alongside ensuring coherence in how schools are held to account. All of this has been underpinned by unprecedented increases in funding.

4.2 But sometimes these developments have tended to lag behind innovation. As we pursue the development of a world-class school system, we also need the infrastructure to drive school improvement. This means:

- aligning the accountability system so it reflects what we expect of the school system, drives ongoing school improvement, and recognises the achievements of schools. The new School Report Card provides an opportunity to streamline and focus the accountability system further;
- improving governance and capitalising upon increases in the size, diversity and skill of the school workforce so that they provide the foundation for achieving the transformation of the school system that we are seeking, allowing greater opportunities for the development and deployment of excellent leaders and professionals; and
- ensuring that resources are deployed to the best effect to improve outcomes for children and young people.

An accountability framework and school improvement strategies for all schools underpinned by a new School Report Card

A 21st century school system must ensure that all schools and therefore all children and young people are offered the opportunities set out in the vision. The way schools are held to account must be aligned to this vision through the new School Report Card, and strategies for school improvement should follow suit.

The White Paper will consider the detailed proposals for the School Report Card, as well as looking at how accountability should work where schools are increasingly working in partnership and what this means for school improvement strategies.

4.3 To deliver our vision for a 21st century school system, we must make sure we are clearer about who schools are accountable to, what schools will be held accountable for (and what they will not), how they will be held to account and the consequences of both excellent and poor performance. The same principles will need to apply to partnerships: we need to develop a way to set out what is expected of partnerships and how they will be held to account. So our accountability framework needs to fully recognise the wide set of outcomes and the more collaborative ways of working that we expect from the 21st century school system.

4.4 Accountability is a key driver of school improvement. Externally validated tests and examinations will continue to form a part of

accountability arrangements for all schools. We are piloting single level tests in primary schools as a possible development of testing arrangements, and an Expert Group on Testing and Assessment is considering the form of arrangements for assessing the National Curriculum.

4.5 Despite developments in the current accountability system for schools, there are still issues that need to be addressed. For example, parents can find it hard to access information about schools' performance, particularly on the wider outcomes they achieve. Similarly, schools are often unrecognised and unrewarded for improvements they make to children's lives, which do not show up in traditional educational attainment measures. The focus on threshold measures of educational attainment is important in making sure that children do not fall behind and in promoting high standards, but can result in too little emphasis on pupils whose performance is either well above, or well below the borderline. The development of wellbeing indicators and progress measures provides an opportunity to recognise wider progress and we need to ensure these performance measures help to drive school improvement. Finally, there are few incentives for schools to take in their full share of pupils from disadvantaged backgrounds or take wider responsibility for improving outcomes for children in the local area who are not on their roll – nor to narrow gaps in attainment

between different groups of children and young people.

- 4.6** To support the delivery of the 21st century school system and address these issues, we have announced the development of a new School Report Card. The School Report Card will ensure that schools are clear about the outcomes that they are expected to deliver and that parents and local communities can see how schools are performing.
- 4.7** We intend that the School Report Card will be the common tool for all aspects of the

accountability system. The New Relationship with Schools reforms set out three key components of the accountability system that the School Report Card will complement: the use of self-evaluation, the role of the School Improvement Partner and Ofsted inspections. The School Report Card will complement Ofsted inspection reports by providing a more up-to-date assessment of performance and forming the core of the automated element of the risk assessment used by Ofsted to select schools for

Aims of the new School Report Card

For parents and carers, the new School Report Card will:

- provide a clearer, more balanced and comprehensive account of each school's performance, which complements Ofsted's inspection reports;
- inform parents' choice of school and improve schools' accountability to parents; and
- provide information in a more easily understandable format, which is accessible to a wider audience.

For schools, the new School Report Card will:

- provide a single, clear and prioritised set of outcomes against which schools will be judged by all parts of the system, with predictable consequences for both excellent or poor performance;
- recognise the value of schools' work for all children and across all outcomes (but only hold schools to account for those outcomes they can influence); and
- provide a balanced account of outcomes achieved and the degree of challenge faced by each school.

For Government, the new School Report Card will:

- provide a means of supporting the vision for 21st century schools;
- help to hold schools predictably and consistently to account for what is most important; and
- incentivise schools in the right way, and remove perverse incentives.

For Ofsted, the new School Report Card will:

- support the school inspection process.

inspection. The School Improvement Partner will be able to use the School Report Card alongside the school's self-evaluation to identify and discuss areas of strengths and development with the school which will then inform the school improvement steps required. These are then agreed and set out in the single School Improvement Plan.

- 4.8** To ensure the School Report Card fits into a coherent and streamlined accountability system, we will develop the accountability framework around the School Report Card. This will include being clear how the variety of school improvement strategies (such as the coasting schools strategy) fit with the assessment made in the School Report Card and, where performance is lacking, the intervention steps that may be taken by the local authority or the Department for Children, Schools and Families, such as the National Challenge.
- 4.9** *A School Report Card: consultation document* is being published alongside this document to ensure that parents, those working in the school system and in wider children's services have an opportunity to contribute to the development of the School Report Card.
- 4.10** The new School Report Card will maintain a focus on individual institutional accountability. However, as we encourage schools to work in a more collaborative way to achieve the vision for a 21st century school system, we expect in the future that judgements about a school's performance will take into account their role in partnership working. There are two main

ways that we expect this to happen. In the new School Report Card, we will be consulting on how we can measure and take account of each school's contribution to its partnership. Additionally, the new Ofsted inspection framework is exploring how to reflect the school's contribution to partnership working, looking at how partnerships' lines of accountability are defined, and the ways in which the impact of formal partnership arrangements should be reflected in the inspection of an institution.

- 4.11** School governors have three key roles in relation to the operation and management of schools: setting strategic direction, ensuring accountability and acting as a critical friend to the school. In accordance with *The Children's Plan*, we are currently reviewing the role of governing bodies with the aim of improving their skills and efficiencies, but with the recognition that the vision for the 21st century school system may have further implications for governing bodies. A report on this review will be issued in early 2009. As we design the new accountability system, we will consider what this means for governing bodies, including the extent to which they can work across partnerships of schools to promote more joint working, as is currently happening in the Trust Schools and Federations programmes.
- 4.12** We also want to see clearer links between the inspection of individual schools and the Comprehensive Area Assessment process, with its new emphasis on Local Area

Agreements. As we develop our proposals for strengthening accountability, we will explore how we can ensure a stronger collective focus on improving outcomes for children and young people in the local area.

In developing the White Paper we will:

- set out more detailed proposals on the format and content of the School Report Card;
- set out the wider accountability framework that will underpin the delivery of a 21st century school system. This will include the range of school improvement and intervention that would follow the School Report Card; and how best to recognise success;
- consider how the performance of developing partnerships will be recognised and monitored; and
- explore how to ensure collective focus at a local level on outcomes for children and young people.

Consultation questions:

- 7) What leadership and accountability arrangements are needed for local partnerships to secure a shared focus on improving outcomes for all children and young people?

A highly skilled and motivated workforce in schools, that is well led and effectively deployed

Day to day, the aspect of the 21st century school system which really makes a difference to the lives of children and young people is the school workforce. To deliver the vision and improve outcomes for children and their families, the children's workforce in schools needs to be highly skilled and motivated, well led, and effectively deployed.

The White Paper will look at how to further strengthen workforce arrangements in schools, including scope for leadership across partnerships, extension of family support roles and support for improved governance of schools.

- 4.13** The children and young people's workforce is absolutely critical to improving outcomes for children and their families. Over the past ten years, there have been vast improvements in the school workforce, both in terms of recruitment, retention and training, and also the creation of new roles for school support staff. There is more to do, including ensuring we continue to attract high quality entrants to the teaching profession; ensuring the most effective teachers work in the most challenging schools; continuing to strengthen safeguards to ensure that everyone who works with children is safe to do so and encouraging schools and teachers to collaborate to deliver high quality and effective continuing professional development.

4.14 We will shortly be setting out our strategy for developing the 2020 children’s workforce which will set the context for future development of all parts of the children and young people’s workforce – and how we will work with partners to make improvements. The schools’ workforce is a key part of the wider children and young people’s workforce – but, equally, improvements in other areas,

such as social work, social care, youth work and early years will support schools to realise our vision for a 21st century school system. The forthcoming *2020 Children and Young People’s Workforce Strategy* will set out our ambition to develop a specific plan for each area of the children’s workforce over the next year. This will reflect the common aims to strengthen leadership, support integrated

Fosse Way School and the Norton Radstock Special Educational Needs (SEN) Network

Fosse Way is a 125 pupil school in Bath and North East Somerset for children age 3-19 with a range of learning disabilities. The school plays a key role in its local Special Educational Needs (SEN) partnership, supporting mainstream primary and secondary partners in their inclusion of pupils with SEN through training and staff development, and consultancy for individual pupils.

Each school in the network contributes funding matched by specialist school community funding from the special school. This enables the employment of an SEN consultant, who is a senior member of Fosse Way School staff, consultative therapy services, provision of an office base, administrative support and accommodation for SEN coordinator meetings and other training events. The LA also commissions the school to provide a multi-agency support service for Autistic Spectrum Disorders.

Fosse Way provides: consultancy; support planning; specific training support; continuing

professional development; teacher assistant support; curriculum support; and a physical and virtual resource base. Staff from network schools attend training and work alongside Fosse Way staff in class, learning skills to better support children with special needs. Courses are now being developed to offer teachers accreditation from Bath Spa University.

Identified benefits have been: a locally based integrated cohesive team which can be used more flexibly; opportunities to challenge traditional ways of working; a single point of contact for requests for support; a flexible and responsive service; a reduction in bureaucracy; and direct exchange of staff providing the opportunity to collaborate and share good practice between schools. Evaluations of the work have been outstanding. There is a strong cross-fertilisation of skills and knowledge which has opened up additional career opportunities for professionals involved.

working, improve the common core of skills and knowledge for working with children and young people and ensure we continue to recruit and retain an effective and committed workforce.

4.15 The quality of the leadership in schools is absolutely vital for improving children's outcomes. We need to continue our efforts to ensure school leaders are well supported, identified in advance and given development, and that the reach of the very best leaders is extended.

4.16 The 21st century school system needs to be underpinned by strategic leadership at both the national and local level to ensure a consistent focus on improving outcomes for children and young people.

The White Paper will explore the need for:

- leadership across partnerships of schools and other providers, for example, a logical next step in strengthening partnership arrangements might be the appointment of an executive head to lead the partnership;
- more family support roles within schools, either provided by the school itself or by other agencies working with schools in integrated teams;
- better training for the schools' workforce to identify and respond effectively to additional needs early on, before they escalate;
- better training for the schools' workforce to engage with parents and carers;
- more support for school governance as a critical element in school leadership; and
- development of the leadership of the system, at national and local levels, to help deliver the vision of a 21st century school system.

Consultation questions:

8a) What are the main challenges to the children and young people's workforce in delivering the vision of the 21st century school?

8b) How might we address these?

The resources in the system to be deployed to best effect to improve outcomes for children and young people

The 21st century school system will rely on the resources available being used effectively to improve the lives of children and young people. Schools need flexibility to support personalised learning and development for children and to put more structure behind partnership working. These issues are being considered through the current review of the distribution of the Dedicated Schools Grant (DSG).

As part of that review, and the White Paper, we will consider the resource implications of the vision of a 21st century school system, particularly the implications for funding of more extensive and formal partnerships within the school system.

4.17 The last ten years have seen unprecedented investment in children's services, reflecting our ambitions for the nation's children. We need to ensure that we maximise the value we get from those resources to deliver the best outcomes for children and families. This can be achieved through the effective deployment of staff within and across institutions, through services working together and across boundaries, and through flexibility in budgets and creative commissioning.

4.18 It is important that the funding for the 21st century school system is aligned to support the ways of working and the improved outcomes that we want to see. The majority

of funding for schools comes through the Dedicated Schools Grant (DSG). Schools are currently in the first year of a three-year school funding settlement, designed to give schools and local authorities the ability and confidence to plan their budgets for the long term.

4.19 In January 2008, we launched a major review of the distribution of the DSG from 2011, when the current settlement ends. The overarching aim of the review is to produce a funding system which better reflects need, to support schools and local authorities to raise the educational achievement of all children and young people, and to narrow the gap in educational attainment between children, including those from low income and disadvantaged backgrounds.

4.20 The review of the DSG is already taking into account the vision of 21st century schools in its deliberations. It is considering:

- the scope for greater flexibility in the use of the DSG to support the delivery of the Every Child Matters outcomes and the implementation of the Children's Plan;
- how to remove barriers to schools delivering the vision of 21st century schools by making it easier for services to work together – in particular, by aligning resources to secure better value for money and to achieve greater outcomes for children and young people;

- whether it will be necessary, in the White Paper, to make proposals for clarifying the rules around the use of the DSG, for instance in relation to the purposes of the school and to funding services that support children at other schools;
- the funding implications of partnership working, and how the funding system might incentivise partnership working to deliver improved outcomes through 21st century schools and children's services; and

School Partnership Trust (Garforth) Leeds

Implemented as a shared Trust in September 2007, the School Partnership Trust (SPT), comprised of one secondary and four primary schools has used their collective resources, financial freedoms and the expertise and capacity of their external partners to great effect.

Pooling resources and accessing the depth of talent in the 600-plus employees of its five member foundation schools, the SPT has been able to appoint a dedicated Business Manager and a Facilities Director which has enabled the Trust's leadership to acquire funds, commercial independence and 'know how' thus giving pupils and the wider community a richer variety of learning opportunities.

The Trust engages in a number of different activities in relation to income generation and securing funding streams. These have included accessing grant funding for a three-year holiday programme, an adult volunteering scheme, weekend community workshops and establishing an annual arts festival. Collectively, the schools secured capital funding to re-network their IT and are now looking to offer 'anytime, anywhere'

learning across the community, providing free access to the Trust's learning platform in every household.

As a registered charity, the SPT has created the capacity to maximise the donations its schools already receive through 'gift aid'. Further activities include the Trust's ability to sell its training and consultancy services to other schools. Within the first year of operation, the SPT has been able to re-negotiate a number of service level agreements using the increased size of the organisation as a lever for negotiation. To date considerable savings have been made through IT back-up services, printing costs, advertising rates, supply lists, payroll services, HR and personnel contracts, facilities and maintenance work.

Economies of scale and centralising services such as financial management, administering staff and pupil absence, admissions, arranging school lettings and managing early years services are planned to provide further savings allowing school staff to concentrate on teaching and learning.

- the implications of transferring the responsibility for 16-19 provision from the Learning and Skills Council back to local authorities in 2010.

4.21 The review is also considering how we can rationalise and simplify the funding streams from Government, including the DSG, School Development Grant and Schools Standards Grant. We will also be considering how best to continue to fund early years provision, given the continued development of Sure Start Children's Centres, the commencement of the Early Years Foundation Stage provisions in the Childcare Act 2006, and the local Single Funding Formula for early years to be implemented from 2010.

4.22 All stakeholders, including schools themselves, have the opportunity to contribute to the review¹². We have also established a DSG Formula Review Group with representation from central and local government, teaching associations, unions representing support staff and governors' organisations. There will be public consultation on the specific proposals in early 2010.

4.23 Capital funding for investment in school buildings and facilities is delivered to local authorities and schools through strategic, devolved and targeted programmes. Allocations totalling £21.9 billion to 2010-11 have been announced. Schools and local authorities largely have autonomy on details of how this funding is invested, and this local

decision making will be maintained, whilst ensuring that those decisions take account of the vision for the 21st century school system.

4.24 With regard to personalised learning, we are currently exploring the spatial implications it brings for schools, and will shortly be publicising a range of exemplar projects, and publishing design guidance to inform investment decisions both for new and refurbished schools, or where a school is investing its own capital.

4.25 With our delivery partners including Partnerships for Schools, we will work through the strategic Building Schools for the Future (BSF) programme for secondary schools, and through the Primary Capital Programme (PCP) to ensure that the vision for the 21st century school system and *co-location of services* is taken into account in future school design. To get approval for entry into PCP, local authorities have to demonstrate satisfactorily that their investment is aimed at putting primary schools at the heart of their communities, offering extended services and making facilities available to the wider community. We will look to local authorities to set out in their proposals how investment in technology will support these aims and support the transformation we are seeking. Similarly, to progress in BSF, local authorities must have a robust Strategy for Change which demonstrates that their investment will meet wider ministerial aims for the 21st century school system. Guidance on

12 For more information on the Dedicated Schools Grant review, please see <http://www.teachernet.gov.uk/dsgformulareview/>.

Strategies for Change will shortly be revised to give greater detail on co-location aims.

- 4.26** The consultation in summer 2008 on the management of waves 7 – 15 of BSF gave us much useful feedback from a wide range of respondents on difficulties of co-locating other services on school sites. Some of these – for instance security and pupil safeguarding – we already know can be successfully addressed through careful and innovative design. We are working with the Home Office and Association of Chief Police Officers to address these and other barriers, including the potential to join up different streams of funding.

In developing the White Paper we will:

- ensure that the review of funding takes into account the vision for a 21st century school system and explore within that review, the implications for funding of more extensive and formal partnerships within the school system.

Consultation questions:

The following questions apply to both Chapters 3 and 4.

- 9) Is there a need for any further guidance that would help create a system of 21st century schools?
- 10a) Do you agree the seven areas in chapters 3 and 4 are the key issues to be considered in a White Paper on 21st century schools?
- 10b) Are there any other issues you think should be considered?
- 11) Do you have any other comments?

5. How to get involved

5.1 Our plans are ambitious and potentially have wide-ranging implications for the whole school system. We will be consulting widely between the publication of this document and the publication of the White Paper and we want your views. You can get involved by:

- responding, and encouraging others to respond, to the consultation questions at the end of this document and those in the consultation on the School Report Card by 3 March 2009. You can do this online at www.dcsf.gov.uk/consultations;
- discussing this document with others. You might want to talk to colleagues, school councils, parents, community and other groups. Let us know what you discussed by emailing the 21st century schools mailbox at 21stcenturyschools.consultation@dcsf.gsi.gov.uk; and
- attending a consultation event or joining in with a consultation activity in early 2009. We will post further details at www.teachernet.gov.uk/21stcenturyschools.

6. Consultation questions

The written consultation on the 21st century school system and School Report Cards closes on **3 March 2009**. You can respond online at our e-consultation website at <http://www.dcsf.gov.uk/consultations>.

Alternatively, you can download a response form from the e-consultation website and submit your response by email or in writing. Please send by email to:

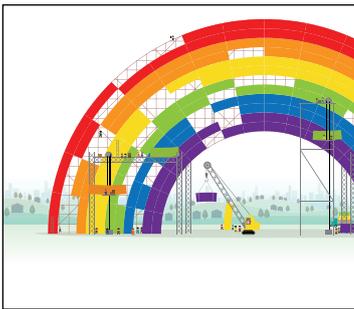
21stcenturyschools.consultation@dcsf.gsi.gov.uk

or by post to:

Consultation Unit
Department for Children, Schools and Families
Ground Floor B
Castle View House
East lane
Runcorn
Cheshire WA7 2GJ

We will use your responses to inform a White Paper to be published in spring 2009.

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|---|--|
| <p>1) Do you support the overall vision of a 21st century school system in paragraphs 2.1–2.12?</p> <p>2) Is there anything missing from the vision for a 21st century school system?</p> <p>3) How can we support stronger partnership with parents for the purposes of teaching and learning and wider school activities (paragraphs 3.4–3.11)?</p> <p>4) Do you agree with the description in paragraph 3.17 of an effective system for early intervention?</p> <p>5) What additional support is needed to enable schools to extend their role in developing sustainable and cohesive communities (paragraphs 3.20–3.24)?</p> <p>6a) Which do you think would be a more effective partnership model: (a) a single partnership which delivers as far as possible across a range of collaborative activity <i>or</i> (b) a number of fluid partnerships which form and change to deliver different activities (paragraphs 3.25–3.34)?</p> <p>6b) How best can the performance/impact of partnerships of schools and other services be recognised and monitored (paragraphs 3.25–3.34)?</p> | <p>6c) Other than how we measure performance, what are the key changes that need to be made to drive the development of stronger partnerships (paragraphs 3.25–3.34)?</p> <p>7) What leadership and accountability arrangements are needed for local partnerships to secure a shared focus on improving outcomes for all children and young people (paragraphs 4.3–4.12)?</p> <p>8a) What are the main challenges to the children and young people’s workforce in delivering the vision of the 21st century school (paragraphs 4.13–4.16)?</p> <p>8b) How might we address these?</p> <p>More generally</p> <p>9) Is there a need for any further guidance that would help create a system of 21st century schools ?</p> <p>10a) Do you agree the seven areas discussed in chapters 3 and 4 are the key issues to be considered in a White Paper on 21st century schools?</p> <p>10b) Are there any other issues you think should be considered?</p> <p>11) Do you have any other comments?</p> <p>Questions 12-22 on School Report Cards can be found in the document ‘A School Report Card: consultation document’</p> |
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