

Over a third of pupils below expected KS2 standards in reading, writing, and maths, with outcomes varying between different groups and regions

Core challenge

Sub-dimensions



35% pupils fail to meet expected standards at KS2 in RWM

- Since 2016: in 2019 79% met standards in maths (up from 70% in 2016) and 73% (up from 66%) in reading
- But only 65% pupils meet expected standards in reading, writing, and maths combined at KS2



Certain groups almost twice as likely to under-perform at KS2

- ~30% of the population has a vulnerability / disadvantage but they make up ~60% of those not meeting standards
- If extended to those with vulnerability / disadvantage at some point during schooling, they make up 80% not meeting standards



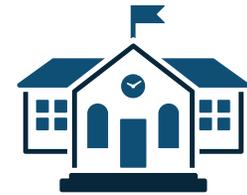
There is also a wide geographical variation in performance

- There is an 8pp gap between top and bottom performing English regions in achieving KS2 standards
- This is even more pronounced at local authority level with a 29pp gap between the highest and lowest performers



COVID-19 has exacerbated these challenges

- In autumn 2021, the average primary school pupil had lost 1.9 months in maths and 0.8 months in reading
- Disadvantaged children lost an additional 0.3 months in maths and 0.4 months in reading



Strong trusts can drive better outcomes but the system remains mixed

- Over 7/10 sponsored academies now rated Good or Outstanding vs 1/10 of LA-maintained schools they replaced
- Regional variation means not enough strong trusts in areas most in need (e.g. in the North West only 23% schools are MATs vs 52% in the South West)

Schools white paper vision, ambitions, and strategy to deliver



Vision

A school system that helps every child to fulfil their potential by ensuring that they receive the right support, in the right place at the right time - founded on world-class literacy and numeracy as the cornerstone of an excellent education.



Ambitions by 2030

- ❑ Key Stage 2: 90% of pupils meeting the expected standard in reading, writing, and maths combined at Key Stage 2
- ❑ Key Stage 4: National GCSE average grade in both English language and in maths increased from 4.5 in 2019 to 5

Strategy



1. Teachers

Ensure we have excellent teachers in all areas of the country, trained in the very best literacy & numeracy approaches



2. Standards

Support our teachers to deliver high standards for all pupils, with a relentless focus on behaviour & attendance, and access to the best-evidenced resources



3. Targeted support

Deploy targeted support for those who need it most, especially the most vulnerable and disadvantaged children



4. System

Underpinning this, ensure that there is a stronger school system, including fair and adequate core funding and every school belonging to a strong trust with strong leadership and governance



An excellent teacher for every child

Schools White Paper
Chapter 1



Context & our ambitions

- Teaching quality is the most important in-school factor in improving outcomes, especially for disadvantaged pupils
- Excellent teachers are made, not born. Ensure access to world-class training and professional development at every stage of their career
- Ensure high-quality early years provision, building strong foundations for the rest of their time in school
- Do more to make teaching an attractive, high-status profession, and recruit and retain the best teachers, in key subjects and areas



Key policies

1. 500k evidence-based¹ teacher training and development opportunities across ITT, NPQs, ECF by 2024, incl. three new NPQs (Leading Literacy, EY Leadership, SENCO²)
2. £180m investment in the EY workforce
3. Establishing the Institute of Teaching as England's flagship teacher training provider
4. Reforming ITT by re-accrediting all ITT providers vs a new quality threshold
5. Recruiting the best teachers
 - Raise teacher starting salaries to £30k
 - New Physics ITT course for engineers
6. Retaining the best teachers
 - Levelling up premiums
 - Continuing to champion flex-working



Delivering high standards of curriculum, behaviour and attendance

Schools White Paper
Chapter 2



Context & our ambitions

- From EY onwards, all children to be taught a **broad, ambitious, knowledge-rich curriculum** with access to high-quality extra-curricular provision
- All children taught in calm, orderly, safe and supportive schools with high attendance. Strengthen support, guidance, and legal frameworks for **behaviour and attendance**
- Children to have fair access to enriched, high-quality education regardless of where they live



Key policies

1. A new **arms-length curriculum body** to work with teachers across the UK to co-create free, optional, adaptable digital resources
2. **Improved behaviour and attendance** from strengthened legislation¹, new national behaviour survey and attendance data solutions, Behaviour & Culture NPQ funding
3. A new **national expectation for the length of the schools week** for all mainstream state-funded schools
4. An **enriched education** through updated plans for sports and music, and culture
5. **Improved safety and wellbeing** from new Mental Health Support Teams and strengthened RSE and Health education and statutory safeguarding guidance

RSE = Relationships, Sex, and Health

1. Subject to consultation, this will include new statutory attendance guidance setting responsibilities for schools, trusts, governing bodies, and LAs



Targeted support for every child who needs it

Schools White Paper

Chapter 3



Context & our ambitions

- World-class training and teaching is critical to improving children’s life chances and raising standards
- Even pre-COVID-19, too many children (especially the most vulnerable) fell behind and never caught up with peers, and C-19 has worsened this
- Targeted support that complements great teaching and a strong curriculum to get more children back on track when they are struggling, particularly in English and maths
- Every teacher, school, trust must work to identify children at risk of falling behind and provide evidence-based support



Key policies

1. **Parent pledge**: any child that falls behind in English or maths will receive timely and evidence-based support
2. **Education Endowment Foundation** re-endowed with at least £100m, for at least the next decade, to secure its future
3. **£55 million for our Accelerator Fund** to scale-up the best interventions
4. **Menu of recommended evidence-based approaches** to inform use of the Pupil Premium, Recovery Premium and implementation of the Parent Pledge
5. **Up to 6 million tutoring packages** by 2024 (~100 million hours of tutoring when combined with 16-19 tuition)
6. **Reform of the SEND and Children’s Social Care systems**



A fairer and stronger school system

Schools White Paper
Chapter 4



Context & our ambitions

- All children to be taught in a strong MAT, or their school will have plans to join / form one
- All schools to provide a high quality and inclusive education within the resilient structure of a strong trust, sharing expertise, resources, and support to help deliver better outcomes
- The best trusts will work where they are needed most and transforming underperforming schools
- Every part of the system will be held accountable to a set of clear roles and responsibilities



Key policies

1. A fully trust led system with a single regulatory approach, through growth of strong trusts and establishment of new ones, including **trusts established by LAs**
2. By 2030 all pupils will be taught in a strong MAT or their school planning to join one
3. Clear roles across the school system with LAs empowered to champion children's interests and a new collaborative standard requiring trusts to work with other partners
4. Education Investment Areas (EIAs) to receive increased funding (extra in priority areas)
5. Digital infrastructure investment so all schools can take advantage of modern tech
6. Ofsted inspections for every school by 2025

Schools white paper and the review: scope of the regulatory review

The review aims to create a system capable of achieving the White Paper's objectives, considering the short, medium and long term.

It will consider what minimum standards need to be in place to safeguard against harms and drive positive behaviour, as well as how to best implement and monitor progress against a new strong trust definition. This will be based on the principles set out in the White Paper, but the review will look to quantify the metrics used in monitoring.

The review will have a broad scope, looking at:

- How to define, measure and judge trust strength, building on the principles in the Schools White Paper
- How and when a regulator would intervene and direct
- How to incentivise system improvement, including through commissioning
- How to most effectively deliver regulation and commissioning