

Education Landscape

Current Structure Post-Reforms

Introduction

This paper reviews three recent developments in the education system that should be taken into consideration when engaging with primary and secondary schools. It additionally includes background statistics based on the latest available evidence. The three developments include:

- National Teaching Schools
- Personal, Social, Health and Economic education
- Physical Education and the renewed Primary School Premium

National Teaching Schools

Teaching schools are outstanding schools that work with others to provide high-quality training and development to new and experienced school staff. They are part of the Government's new plan to give schools a central role in raising standards by developing a self-improving and sustainable school-led system.

Teaching schools are among the best schools in the country and have a track record of working with others to raise standards for children and young people beyond their own school. They provide coherent training and development for new and experienced teachers and leaders, which in turn support school improvement and meet the needs and context of the local area.

Teaching schools have six key roles:

- Lead the development of a school-led ITT system, either through School Direct or by securing accreditation as an ITT provider.
- Lead peer-to-peer professional and leadership development (continuing professional development).
- Identify and develop leadership potential (succession planning and talent management).
- Provide support for other schools.
- Designate and broker SLEs.
- Engage in research and development activity.

Designation is open to all types of school including primary, middle, secondary, all-through, special, pupil referral unit, academies, schools in chains, free schools, faith schools, independent schools, sixth form colleges and nursery schools. There can be more than one teaching school in an area.

By March 2016, the aim is to have a network of 600 teaching schools making significant improvements in the quality of teaching, leadership and pupil attainment. To apply, school will need to:

- Have an outstanding rating from Ofsted.
- Provide evidence of successful partnerships.
- Show excellent leadership with a proven track record of school improvement.
- Have an outstanding headteacher with at least 3 years' experience.
- Have a leadership team with the capacity to lead the 6 core areas of the teaching school role.

Teaching schools will identify, develop and co-ordinate expertise for the benefit of pupils across a network of schools, resulting in:

- better results for pupils
- fewer poorly performing schools
- more good and outstanding schools
- a self-improving and sustainable system

Teaching school alliances are led by a teaching school and include schools that are benefiting from support, as well as strategic partners who lead some aspects of training and development. Strategic partners may include:

- other schools from any phase or sector
- universities
- academy chains
- local authorities
- dioceses
- private sector organisations

A teaching school alliance may decide to work with other alliances to share knowledge and resources as a teaching school network. Alliances can be set up in 3 different ways:

- single alliance – 1 teaching school leading 1 teaching school alliance
- job-share alliance – 2 small or special schools jointly leading 1 teaching school alliance
- multiple alliance – 2 or more teaching schools leading 1 alliance

There are 6 core areas of responsibility for teaching schools:

1. **School-led initial teacher training:** lead the development of school-led initial teacher training through School Direct or by gaining accreditation as an initial teacher training provider, take an active role in the recruitment and selection of trainee teachers and have a clear plan for teacher training.
2. **Continuing professional development:** identify the best teachers and leaders from across the alliance to provide school-based professional development, tailor development to meet the specific needs of schools, evaluate the impact of professional development across the alliance.

3. **Supporting other schools:** identify priorities and support underperforming schools, support the quality of teaching and leadership where needed and decide other ways to support the schools.
4. **Identifying and developing leadership potential:** put processes in place to identify potential leaders in areas of need, take action to help to more women and leaders from black and minority ethnic backgrounds to become senior leaders and build strategic governance and partnerships in order to make decisions about developing and placing potential leaders.
5. **Specialist leaders of education:** identifying subject area priorities within your alliance using eligibility criteria to select specialist leaders of education and ensuring that specialist leaders of education are providing high-quality support that is having a positive impact
6. **Research and development:** build on existing evidence, take part in research and development and share learning from research and development work with the wider school system.

Teaching school alliances are funded in 2 ways:

Annual grant: Teaching schools receive an annual grant known as core funding. This is paid directly to your school. It will enable you to build the leadership and administrative capacity to lead your alliance. Generally, the funding is:

- £60,000 for the first year
- £50,000 in year 2
- £40,000 in years 3 and 4

The amount decreases because we expect alliances to develop more of their own income as they mature. The Secretary of State has announced continued funding into year 5 for the first cohort of teaching schools.

Additional funding for specific activities: There are 3 ways in which you can receive additional funding:

- becoming a licensed provider of leadership development
- being contracted directly by a school
- undertaking activity for an organisation, such as the Department for Education

Personal, Social, Health and Economic Education

Following the recent reforms in the education system, Personal, Social, Health and Economic education (PSHE) has been made a statutory national curriculum requirement for all maintained primary schools. PSHE education can be defined as a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their development.

As part of a whole school approach, PSHE education is thought to develop the qualities and attributes pupils need to thrive as individuals, family members and members of society. It is a non-statutory subject with no standardised frameworks to allow teachers the flexibility to deliver it in whichever way they choose based on the needs of their pupils.

It is advised that schools seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

PSHE education makes a major contribution to schools' statutory responsibilities to provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum must:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Maintained schools also have statutory duties to:

- Promote children and young people's wellbeing (Wellbeing is defined in the Children Act 2004 as the promotion of physical and mental health; emotional wellbeing; social and economic wellbeing well-being; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.)
- promote community cohesion (Education and Inspections Act 2006; Education Act 2002)

The Department of Education has provided grant funding to the PSHE Association to work with schools to advise them in developing their own PSHE curriculums and improve the quality of teaching. The association focuses on signposting schools to high-quality resources and in expanding their Chartered Teacher of PSHE programme.

The 2013 Chief Medical Officer's report stated that PSHE education is a subject which 'forms a bridge between education and public health'. Local authority public health teams working in partnership with local schools can develop a PSHE curriculum which, as part of a whole school approach, is directed towards local public health priorities.

Physical Education and the Primary School Premium

Physical Education (PE) has remained a compulsory national curriculum subject across all key stages with the Department of Education providing a premium of £150 million per year for the next three years for its provision. It is, however, no longer statutory which means that it can be taught in whichever way the school decides. The funding allocation will be monitored by Ofsted with guidance that includes:

- Hire specialist PE teachers or qualified sports coaches to work with primary teachers during PE lessons.
- Support and involve the least active children by running after-school sports clubs and holiday clubs.
- Provide resources and training courses in PE and sport for teachers.
- Run sport competitions or increase pupils' participation in the School Games.
- Run sports activities with other schools.

Evaluating the school's use of the new primary school sport funding, inspectors have been told to consider the impact of the new primary school sport funding on pupils' lifestyles and physical wellbeing by taking account of the following factors:

- The increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics.
- The increase and success in competitive school sports.
- How much more inclusive the physical education curriculum has become.
- The growth in the range of provisional and alternative sporting activities.
- The improvement in partnership work on physical education with other schools and other local partners.
- Links with other subjects that contribute to pupils' overall achievement and their greater social, spiritual, moral and cultural skills.
- The greater awareness amongst pupils about the dangers of obesity, smoking and other such activities that undermine pupils' health.

Background Statistics

Only 16% of girls and 21% of boys aged 5-15 are currently achieving 60 minutes of physical activity a day. Nearly half of all 11-25 year olds in England fail to achieve the Chief Medical Officer's recommended levels of physical activity – over 4.5m individuals.

Children from lower income households are less likely to take part in physical activity. The poorest households spend just a tenth of the amount that the richest households spend on physical activity each week.

Physical inactivity among today's 11-25 year olds will cost £53.4 billion over their lifetimes in today's prices, through an increased burden of diseases linked to inactivity, reduced quality of life, and lower life expectancy.

For an 11-15 year old who moves from inactivity to recommended levels of activity, the reduction in expected healthcare costs, improved quality of life and higher life expectancy create savings of around £19,000 over their lifetime. For a 16-29 year old, the expected savings are even higher, at £40,000.

