

# The Headteachers' Roundtable

*The Alternative Green Paper  
Schools that Enable All to Thrive and Flourish*

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The Headteachers' Roundtable is a non-party political group of headteachers operating as a think-tank, exploring policy issues from a range of perspectives. Our goal is to provide a vehicle for people working in the profession to influence national education policymakers so that education policy is centred upon what is best for the learning of all children.

The original core members of The Headteachers' Roundtable met through Twitter in 2012. The think-tank initially consisted of secondary and special school Headteachers and formed in response to frustration regarding Government educational policy and the Opposition response to it. The group has now extended to include primary school colleagues. Its origins and subsequent growth are down to the power of social media as a tool for connecting people to try and bring about change where they believe it is needed.

The five principles guiding our work are:

1. The pace of educational change should not be affected by party politics;
2. Schools must be able to offer all their pupils the chance to thrive and flourish;
3. Educational change should begin by identifying the desired outcomes for children;
4. Prioritising high quality teaching & learning and the curriculum will lead to world class assessment and accountability;
5. The teaching profession should be centrally involved in developing future education policy.



@HeadsRoundtable using the hashtag #HTRTAGP  
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# Introduction

A lot has changed since Headteachers' Roundtable first conceived the idea of writing an Alternative White Paper in April 2016. A new Prime Minister, a new Secretary of State for Education and a level of uncertainty about which elements of the original White Paper, *Education Excellence Everywhere*, if any will be retained and implemented following the publication of a Green Paper, *Schools that Work for Everyone*.

In writing this paper, our group of experienced and diverse headteachers and school leaders, never sought to respond to *Education Excellence Everywhere* nor *Schools that Work for Everyone* rather to demonstrate there was another way. The alternative way proposed is rooted in our collective experience and knowledge of the school system further informed by evidence from a range of sources and expert advice. Both the recent White and Green Papers missed the point; they largely addressed political imperatives rather than the educational necessities of creating a school system that enables all to thrive. By all we obviously mean the children and young people but also the teachers and support staff who are critical to the system and the quality of education offered.

The commentary and policy proposals below provide for a different approach; one in which our children and young people can thrive and flourish. If this is to happen we need to retain and recruit the very best teachers and school leaders. The days of political diktat, from on high, followed by crushing and multiplying accountability measures have to stop; the damage is becoming too great. Accountability needs to become more valid and holistic if we are to collectively improve the school system for all pupils.

Central to our proposals is the need for political imperatives to be replaced by policies focused on pupils' education; the need for every pupil to have a high quality education irrespective of social class, ethnicity or geographical location. This can only be achieved by focusing on what matters most. Changes to the school system - local authority maintained to academy or comprehensive to selective – are matters of preference not ways of improving pupils' education.

Government has pressing issues to address in terms of significantly increasing teacher numbers to respond to the substantial rise in the number of pupils, projected to be in schools over the coming decade. Fairer funding needs to be underpinned by sufficient funding. It is within this context I'm delighted to present the Headteachers' Roundtable Alternative Green Paper. It is a paper we hope will encourage debate as we collectively seek a way forward.

Thank you to all the people who attended our Think Tank event at Sheffield Institute of Education in July 2016 and contributed their ideas and perspectives. Special thanks to the following people who critiqued this Alternative White Paper and offered their expert advice:

Dr. Becky Allen, Education Datalab - Professor Robert Coe, CEM, Durham University  
Professor Christine Merrell, CEM, Durham University - Dave Thomson, Education Datalab - Professor Samantha Twistedton, Sheffield Institute of Education

The conversation will continue at our  
Summit at the ETC Venues, County Hall,  
London on the 2nd February 2017.  
It would be great to see you there.



Stephen Tierney  
Chair of Headteachers' Roundtable  
CEO of BEBCMAT, Blackpool



# Want to know how to do a job better? Ask the people who do it

Politicians need to know about Maltesers.

Allan Leighton, the supermarket guru, tells the story of his first day working at a factory that made Maltesers. If any of the round chocolates dropped off the conveyor belt, his job was to sweep them up. As a smart graduate, he was convinced it would be easy.

For eight hours he drove himself doolally trying to control the sweets as they rolled away from his brush.

Only after several hours did he finally ask an experienced worker how to do it.

The older man laughed gently, took the broom from Leighton's hand, stamped on the chocolates, and handed him the broom back. "Now try brushing them," he said.

The Malteser story perfectly makes the point that if you want to know how best to do a job, ask the people who do it day in and day out.

Schools that Enable All to Thrive and Flurish is the culmination of experiences hard-won over many decades by people dedicated to the schooling of all children. Children across the country, across attainment ranges, across ages, across behaviour boundaries, across family types. These guys know what they are talking about.

It is not a white paper based on what will win votes. Or please a prime minister.



Or be acceptable to the stick-in-the-mud civil servant on floor three who will only implement policies in line with the latest government diktat on ICT. It is not based on any ridiculous compromise. It is based on the job and the children.

These proposals are also not easy. It isn't a huggy love-in white paper in which school leaders say they want no testing, no accountability, no inspection.

What the paper boasts is a better version of testing, a tougher one in many ways; a better version of accountability, one that is humane but motivating; a better version of using data to inform inspection.

And yes, some ideas are more radical: student loan forgiveness, compulsory membership for the College of Teaching, sabbaticals every 10 years. These policies would be expensive and maybe controversial. But why not at least consider them? White papers are there to challenge the status quo.

In the end, this proposal shows how people doing the actual hard job of leading schools believe it could be better.

Better the politicians listen now, than spend all their time running after policies not fit for purpose.

Written by:

**Laura McInerney**

**Editor, SchoolsWeek**



# Accountability

In its policy paper released just prior to the 2015 General Election the HTRT stated its belief in “a rigorous and credible accountability system which delivers excellence for our young people.” The statement deliberately did not include the term “inspection” as a fundamental rethink of the process by which we hold schools and academies to account is required. Put simply, if we were to develop an accountability system for 2020 and beyond we would not start from the current position.

Schools are increasingly being recognised as good or better by Ofsted and many schools are already leading across the system, for example, in training teachers, on-going professional development and peer to peer review. The school system and the mindset of its leaders are very different from when Ofsted was established. As the school system becomes increasingly autonomous it must be allowed to take responsibility for improving itself; the accountability system should focus on supporting schools, trusts and local authorities where the education provided is not yet effective. The accountability system must provide better value for money.

The confusion, overlap and gaps created by the number of different organisations holding schools to account - Department for Education, Ofsted, the Regional Schools Commissioners and currently local authorities – has led to incoherent system thinking which is extremely unhelpful. Ofsted should be limited to providing judgements that are valid given the evidence base and within acceptable parameters of reliability. Whilst this may limit the judgements Ofsted can make it would move it towards a more valid evidence based approach. It would also address the on-going concerns raised about the reliability of inspection process over the past couple of decades.

There is much we value in the education of children and young people which cannot easily be measured within a short inspection period and nor should it be. By trusts and schools establishing peer to peer review processes, with external validation as required, an expansive review of the education provided alongside a breadth of evidence can lead to a local evaluation and quality assurance process based on the visions and values of the individual schools. There is currently limited expertise within the system to take this approach forward. Consideration should be given to funding a limited number of supported self-review pilots with external monitoring and evaluation to determine their efficacy.

The impact of the cliff edged, high stakes accountability system is most acutely felt in schools serving disadvantaged communities. Overall there are too many perverse incentives and consequences that need to be addressed; for example, removal and exclusion of pupils at the end of secondary schooling and narrowing of the curriculum in primary schools. The impact of inspection on teachers' and schools' workload should not be underestimated. Our accountability system must provide more positive drivers towards ethical behaviour aimed at supporting and enhancing the education of all pupils including those from disadvantaged backgrounds and with special educational needs.



## Accountability: Policy Proposals

Accountability needs to be seen as a shared responsibility between political leaders, civil servants and schools. We need to determine whether: the overall quality of education is improving in this country; focused interventions based on national educational priorities, for example improving the attainment of children and young people from disadvantaged backgrounds, are delivering the desired outcomes and whether certain schools are performing particularly well or underperforming, given their context.

To these ends we propose:

### Establishing a Means for Determining System Effectiveness & Improvement

1. Establish National Reference Assessments to monitor standards of attainment nationally. These should be independent of the curriculum of the day to ensure comparability over time. These assessments provide a means to hold to account the whole system; ultimately the Secretary of State for Education, who should be responsible for ensuring the educational standards are at a consistently high level, would be held to account. It would also be a means by which the impact of different policies may be evaluated in terms of pre-school and school effectiveness.
2. Standardised National Assessments, starting in reception and at four year periods (current Years 4, 8 and 12), externally administered,

should be sat by a representative and statistically sound sample cohort of approximately five thousand pupils nationally.

3. Anonymised standardised national assessment data should be available, within an agreed ethical code, to individuals or organisations for research and evaluation. By analyzing the data from a variety of perspectives, patterns of learning and development can be explored and the findings inform future policy and practice.
4. A National Quality Regulator for Standardised Assessments should be appointed to provide a regulated market for the provision of standardised assessments for each year group. Schools would be responsible for determining which year group would sit the standardised assessments and which provider they used. The aim would be for schools to have regular data about the progress their children were making during their time at the school. School leaders and teachers would need training and support in the analysis and valid conclusions they could make, using the data, in order to identify periods of relatively weak or good progress and respond accordingly.

## **Establishing a Means for Determining School Effectiveness & Improvement**

5. Introduce an Office for Standards in Education Quality Mark (the Ofsted MoT) for schools providing an effective education to their pupils. The quality mark should be based on schools meeting an agreed multi-year contextualised value added measure, secure Safeguarding processes, unqualified audited accounts and reviewed



on an annual basis. By judging a school's effectiveness on a three year contextualised value added measure the annual volatility of this measure at an individual school would consequentially be dampened. For new schools there would be an expectation that they had standardised assessment data available to replace the multi-year contextualised value added element until the latter measure became available.

6. The use of floor targets based on attainment measures should cease immediately as they are more a measure of a school's intake than the quality of the education provided to pupils. To assess the effectiveness of the education offered by a school a contextualised multi-year value added measure should be used. The general principles on which the contextualisation would be based should be placed in the public domain but the specific formula, which may be evolved over time, would not. This would prevent schools and other organisations wasting time on trying to game the measure and allow them to focus on improving the quality of teaching, assessment, learning, care, guidance and support offered whilst fully recognizing the importance of contextual factors
7. **The Multi Year Contextualised Value Added Measure (Secondary Schools)**
  - a. The value added measure for secondary schools would be based on Key Stage 2 to Progress 8 with the threshold levels of +0.5 and -0.5 used to identify schools whose results fall outside of what would be expected and would be considered statistically significant. It is statistically possible for all schools to be within these limits if inter-school variation decreases. School leaders should focus efforts on reducing variation within their schools.

b. Statistics provided by Education Datalab based on “Best 8 GCSEs including English & Mathematics” aggregated into a three year contextualised value added measure from 2013 to 2015 show 5.7% of secondary schools are more than half a grade above expectation and 5.1% are more than half a grade below expectation. If a three consecutive years above or below the floor was used as a measure than the number of outliers decrease significantly.

c. Locally based HMI would seek to determine why this relatively small group, approximately 1 in 20 secondary schools, was so successful through correlation type research and report accordingly.

d. Locally based HMI would be responsible for supporting the Regional School Commissioner in determining what interventions were required by the approximately 1 in 20 secondary schools with consistently low multi-year contextualised value added. The interventions and associated support mechanisms required could be determined following consideration of various evidenced based means of improving schools.

8. The Multi Year Contextualised Value Added Measure (Primary Schools)

a. The current assessment system within primary schools is not fit for purpose and a fundamental review, starting with a blank piece of paper, is required. The following issues will need to be addressed:

i. The use of teacher assessments at Key Stage 1 and for Writing at Key Stage 2 for accountability purposes is hugely problematic. Teachers may use the outcomes of their assessments to report to parents on areas their child(ren) perform well in and areas to focus on in order to improve - against the age related standards – and to help improve teaching and promote learning. They should not be used for accountability purposes.



- ii. The current assessments at Key Stage 1 fail to produce a sufficiently granular outcome on which a future value added measure could reliably be determined.
- iii. The current perverse incentives to minimise attainment at the end of Key Stage 1 and the narrowing of the curriculum need to be addressed as part of the review.
- iv. This year's failed attempt to baseline pupils, on entry using three different baseline assessments, suggests that the proposed review should be carefully conducted and without undue haste. Accepting that this may well leave us nationally without a means of evaluating the effectiveness of primary schools for a decade we believe this is preferable to making judgements which are fundamentally flawed, invalid and lacking in justice. We would not have chosen to start from this point.

b. A standardised objective teacher-led baseline assessment should be introduced nationally at the start of reception. The same assessment must be used by all schools. The assessment should be conducted by the reception class teacher. To limit the potential for any conflict of interest, in the Teacher Assessment, a sample of schools' assessment outcomes should be externally moderated by a local or regionally procured moderation team. In addition, a sample of individual pupils' assessments should be cross referenced with other personal data to identify inconsistencies as well as checking the authenticity of data at an item level. These measures will provide the assurances required about the reliability of the data on which future conclusions will be made.

c. Once the measure has been established locally based HMI would seek to determine why a particular primary schools was so successful, based on its multi-year contextualised value added measure, through

correlation type research and report accordingly.

d. Once the measure has been established locally based HMI would be responsible for supporting the Regional School Commissioner in determining whether primary schools with consistently low multi-year contextualised value added were in need of alternative governance arrangements. As part of this process Ofsted inspectors would need training and support in the analysis and valid conclusions they could make, using the school's internal standardised assessment data, and whether the school had responded effectively to the information available.

9. Key Stage 1 assessments, in their current form, should be discontinued as a means of holding primary schools accountable both as an attainment measure and as the basis of any value added measure.

10. A National Baccalaureate for Primary Schools should be established based on core learning, a personal project and a personal development programme. It would aim to help broaden the curriculum and recognise the achievements of pupils within a broader view of education.

11. An Expert Working Group should be established to consult and report, to the Secretary of State, on a means of determining the quality of education offered by Special Schools, Pupil Referral Units and Alternative Education Providers. Its remit should be to establish whether there is a valid and reliable means of determining a Special School's, Pupil Referral Unit's or Alternative Education Provider's effectiveness that would mean the same Ofsted MoT approach could be taken to all types of schools.

## 12. Secure Safeguarding Processes

- a. Ofsted, the Local Government Association and organisations with significant experience in the area of Child Protection and Safeguarding should be commissioned to establish a national audit process for the Safeguarding of children and young people. This would include the establishment of Chartered Safeguarding Officer status, with nationally set professional standards and qualifications. These officers would undertake annual Safeguarding audits in schools. The system would operate in a similar way to the financial audits currently required of academies. The process would be one of continual vigilance and strengthening of Safeguarding systems and processes rather than spot checks three or more years apart and after the event inquiries.
- b. A minimum acceptable Safeguarding standard would need to be established as part of the process to enable a determination as to whether the Ofsted Quality Mark would be awarded to school.
- c. Where Safeguarding concerns arise they should be dealt with, as appropriate, through a system akin to the Education Funding Agency “warning system” used as part of the funding agreement. These warnings, if unresolved, may ultimately lead to a review of the governance of the school.

## 13. Schools awarded the Quality Mark would be exempt from any other form of external accountability.

## 14. As proposed by FFTAspire & Datalab “schools should be accountable for all the pupils they teach”. The contextualised value added measures should be weighted to reflect the amount of time a pupil spends in a school. To incentivise the retention of pupils by a school

and encourage schools to accept pupils on roll, particularly those who may bring a number of challenges with them; we propose the weighting should be:

- a. For a pupil who leaves a school except at the normal leaving age, the time a pupil is at a school plus one year (up to the maximum length of time for that particular phase of schooling) if transferring to another mainstream school.
- b. Any time spent in alternative provision or elective home education would be included in the proportion allocated to the school the pupil left.
- c. For a school who takes in a pupil outside of the normal point of entry the weighting would be the time spent at the school minus one year (with the minimum time being zero).

15. The Government should refrain from establishing accountability measures relating to an aspect of provision instead using holistic measures for accountability purposes:

- a. The assessment of synthetic phonics in Year 1 should be for exclusively diagnostic purposes. Schools should be held accountable for pupil's progress in reading.
- b. Plans for the introduction and use of times tables' assessments and holding primary schools to account should not be implemented. Schools should be held to account for pupils' progress in Mathematics.
- c. Plans for Year 7 catch-up tests should be scrapped as secondary schools should use the Key Stage 2 Assessments available in May each year to assess pupil's knowledge in a diagnostic and formative manner to aid teaching and learning. Secondary schools will be held accountable for pupils' progress using the contextualised Progress 8 measure proposed in this paper.



## Establishing a More Focused, Efficient & Coherent External Accountability Process

16. With the introduction of the Ofsted Quality Mark the current production of RAISE online, inspection dashboards, data dashboards and maintenance of Parents View should cease and the monies redirected to support the introduction of a National Funding Formula. The School Information Regulations 2012 should be repealed as unnecessarily burdensome.
17. The Education Select Committee's proposal to redesign the RSC areas so they are coterminous with the Ofsted regions makes great sense and should be taken to its ultimate conclusion. The government as a matter of some priority should bring forward plans to merge the work of Ofsted and the School Commissioners, in regional bases, into one effective, efficient organisation whose role and responsibility are clear and transparent to all.
18. The National Schools' Commissioner should establish, with the support of the profession, a high quality audit tool which could be applied to academy trusts or local authorities to determine their capacity and capability. The audit tool would be used by academy trusts and local authorities to build greater capacity and capability around school improvement; make judgements about "fitness to govern" when one of its schools failed to secure the Office for Standards in Education Quality Mark or when assessing a trust's or local authority's potential for expansion. The audit tool should look in some detail at the arrangements for quality assurance including, where appropriate, externally validated peer to peer review.



## Establishing a Preferential Option for those from Disadvantaged Backgrounds

19. All Public Services have a moral responsibility to help build a fairer society. Schools' contributions may be in a number of different areas but they are uniquely able to address various areas of inequality through raising the attainment of specific sub-groups. These key attainment benchmarks provide the passports on which to build future educational success giving young people, from these sub-groups, access to enhanced career opportunities. This responsibility must be part of a wider national agenda and evaluated at this level. Whilst the gap the 'gap' between the most disadvantaged 20% of schools and the least disadvantaged 20% of schools narrowed, widening slightly post-Wolf, the gap between those entitled to Free School Meals and those not has remained stubbornly static.

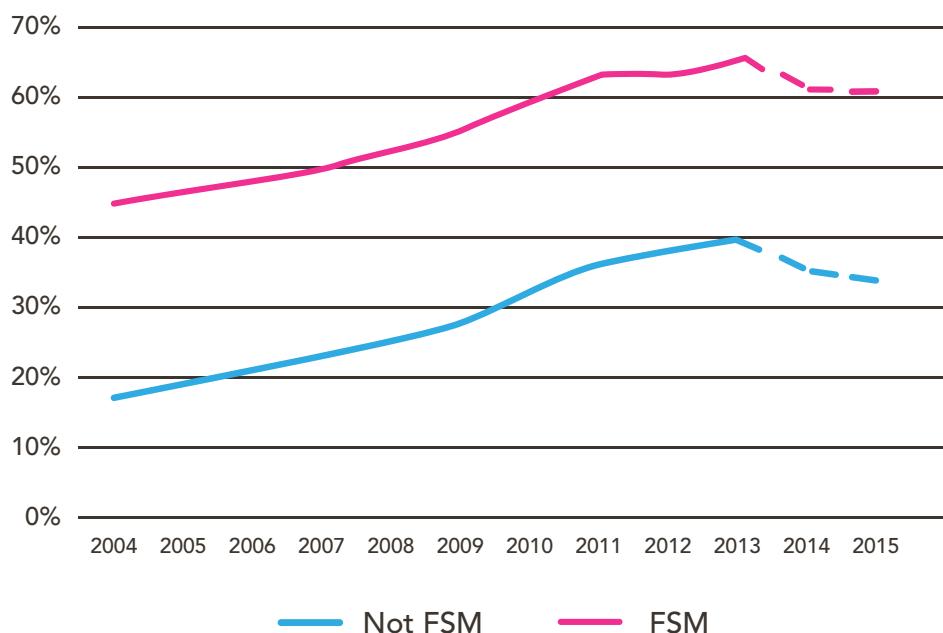


Figure 1: Attainment of secondary students at 5+A\*-CEM threshold 2004-2015 (Acknowledgement: Education Datalab)

20. The National Government, working in partnership with local authorities, should establish a set of cross departmental policies to support children and their families, with associated funding, over a ten year period, in the first instance. The explicit aim should be to increase the number of pupils from disadvantaged backgrounds accessing Level 3 qualifications at 16 years of age. The policies should command cross party support so regardless of the political party in power all public services will have a clear long term focus on reducing social inequality by improving educational attainment outcomes.

- a. Cross departmental work should link better housing, greater support to address mental health issues and the root causes (for example, addiction or domestic abuse) and early and on-going parenting skills.
- b. Policies should be informed by research, their implementation regularly and rigorously monitored, and changed in response to the findings of the monitoring rather than change of government or political leaders.
- c. The policy focus should not be focused on the creation of local or regional bureaucracies but rather ensuring connected focused working in schools of workers from pupil welfare, social services, health and the police.
- d. A set of national attainment assessments should be used to determine the standards being reached by children and young people from disadvantaged backgrounds beginning with personal and academic school readiness criteria; expected standard for reading, writing, mathematics and spelling, punctuation and grammar and an expected entry level for Level 3 qualifications. The latter would be based on GCSE English and Mathematics plus three additional GCSEs at Grade C or 5 or higher.

- e. Develop with the utmost urgency a national inter-agency 0-5 Parent Support Strategy supporting all parents to create an optimal home learning environment for under 5s. Whilst targeting this initially at families in socioeconomically deprived communities will have the greatest need, our aspiration should be to establish universal entitlements to services that help all parents maximise their children's health, well-being and learning in the period before they arrive at school, whenever that may be. Parents who need support to develop their child's language development, self-esteem, school readiness and broader aspirations should have access to education-orientated services in their communities.
- f. Pupil Premium Funding should be maintained at its current real term level as a minimum commitment.



# Recruitment & Retention

There is a growing crisis in recruitment and retention in the teaching profession. Many schools are affected, from the smallest primaries to the largest MATs. The situation has worsened over the last few years, particularly in secondary schools and in certain subject areas; with the increase in pupil numbers into the system, this will become acute very quickly. The number of pupils in secondary schools is expected to grow quickest, by 20 per cent between 2015 and 2024; maintaining current recruitment and retention rates will be insufficient to meet the growing demand. This is further exacerbated by the 'flat-cash' settlement alongside increases in costs caused by the issues in recruitment and retention.

A probably unintended consequence of a sustained period of transition from university to school led ITE has been that for a number of years now all ITE providers (HEI and SCITTs) have only known how many student teachers they are able to recruit for a single year at a time. This has made financial and staffing planning extremely difficult. It has limited any ITE provider's ability to plan strategically and therefore to focus on recruiting to areas and subjects where the need is greatest. It has also restricted the potential to link ITE up much more systematically to early career support and development. If the right policy circumstances are created a much better approach to teacher recruitment, retention and development could be created.

A cohesive approach is needed that allows regions to:

- Orchestrates the routes into teaching in the region to attract and retain its teaching talent
- Ensures that the high quality teachers are recruited, developed and retained in the areas and schools that need them most
- Provide a clear development pathway throughout the early career phase to keep and develop teachers in the region and to make them feel supported, stimulated and part of a peer networked community via a guarantee of high quality regional content, support and development for the first five years of teaching.

In the recent National Audit Office report, the Department of Education has missed its recruitment target in each of the last four years. This has happened even with the huge increases in school-centred and school direct partnerships. Put simply, the routes into teaching are confusing and, for some, impenetrable. With the limit on numbers, a race to fill places has been created within universities. Regionally, there are huge differences in the choice of providers and with the cap on numbers, some regions could be starved of quality candidates in some subjects.

In addition, there is the expense to candidates of training to become a teacher and the differing routes in. It is our argument that this daunting cost is putting off potential teacher trainees. Additionally, the costs for different routes into teaching are different, which further obfuscates the training pathways into our profession.

The recent National College for Teaching & Leadership (Linking ITT and Workforce Data) provided data on the various routes into teaching and which have the largest drop outs.

The most effective routes into teaching have both large numbers of trained teachers and longer term retention in the profession. Relatively expensive projects such as 'Troops to Teachers' has so far produced very small numbers of teachers with 28 qualifying when 2,000 were predicted, so far costing the tax payer £153k per teacher.

The Headteachers' Roundtable is supportive of the proposal to produce a single, free website for advertising teaching vacancies. With budgets becoming tighter, anything which releases budget back into the school can only be a benefit. With schools seeing the cost per applicant rising, this may prove to be a simple solution.

Retention of teachers within the profession is key. The lack of data for the retention rates of each route into teaching, as pointed out by the IFS report, means that relative cost benefits analysis of each route is not possible. However, there are clear areas we can see which can be improved which will have an impact on retaining staff. NFER evidence suggests retirement rate falling but those leaving full time teaching rising. The recent Pearson/LKMco report "Why Teach" quoted government figures showing full time teacher wastage rates have increased from 6.5% in 2009-10 to 9.2% in 2014. We must seek to better understand what keeps teachers in the profession in order to ensure talent is retained and better managed. This includes teachers feeling they can make a difference; competitive conditions and pay in relation to other professions that allow for families to be maintained and supported; development of leadership and management and career development and progression opportunities.

Other questions have been raised which are more difficult to suggest policy ideas for, especially in the current financial climate, such as teacher contact time. If the government is serious about evidence-based policy-making and is interested in the PISA-ranked best areas, the link between them appears to be the professional standing of teachers and the reduced contact time. There is also work required on reducing the negative impact of accountability on recruitment and retention into



the profession which is sometimes manifested in worsening relationships between teachers and senior leaders.

## Recruitment and Retention: Policy Proposals

### 1. Introduce one centralised entry route into the profession

Develop a single national pathway into Initial Teacher Training which helps candidates decide on the training they want (HE/School Direct (PGCE) or School based Vocational/Apprenticeships). This pathway could have a set of simple questions that would shape the information, advice and guidance for each candidate suggesting a possible best route. Arguably UCAS is best placed to deliver such a system.

a. This will require clear and tougher selection onto Initial Teacher Training, with HMI support, to ensure we bring the best candidates into the profession and seek to raise the profession's status amongst applicants and the general public. The selection process should be robust to ensure the best candidates are successful. Although a degree classification is an indicator, it is not the guarantee of a great teacher. The selection methods should also look at the characteristics, behaviours and attitudes each candidate has and the potential to be a successful teacher.

b. As the current model requires candidates to pay for their fees, the cap on recruitment onto training routes should be removed. Over-supply of teachers has the benefit of raising the quality of those who successfully gain employment.

c. Where there are shortages in certain subjects, the trainees' fees for shortage subjects should be removed.



- d. We need to ensure that the Secretary of State is held responsible for sufficient teachers. This should lead to the development of the Regional School Commissioners' role to ensure that regional differences are accounted for. If caps on recruitment to the Initial Teacher Training Programme continue they should be considered at a regional rather than a national level.
2. Introduce a Regional ITE Macro Cluster structure to enable regional stakeholders, including TeachFirst, to work together to develop a longer term strategic plan based on rolling three year guaranteed funding streams. This will allow each region to develop:
  - a. A co-ordinated sub-regional hub-based ITE/Early Career development model that includes a focus on the areas of greatest need, providing greater access to ITE and Early Career development whilst retaining cost efficiencies. This should particularly focus on ensuring hard to reach areas have good coverage.
  - b. Dispersed centres of excellence for ITE and PD that will develop innovative school led, academically robust models of teacher development. These could include multiple ITE providers and school partnerships working together following jointly agreed principles, delivery and QA models and maximising of efficiency through shared teaching/school support etc.
  - c. New models for expertise sharing that impact on student outcomes, staff development and leadership through secondments, joint appointments, sharing of staff expertise across partnerships, staff mobility, co-creation of provision, joint research, etc.
3. To increase retention provide a National Service Benefit for teachers where loans are paid off over time based on length of service, for

example, after five years equivalent full time employment in a state school half is paid off and after ten years the loan would be fully paid off. This incentive could be enhanced to fill vacancies in areas or subjects which struggle to recruit by shortening the length of time required, i.e. after three years half is paid off and after six years the loan would be fully paid off.

4. In order to attract great leaders to areas of greatest need, establish a National Recruitment Fund which will provide well-targeted funding for areas of deprivation to attract talented Headteachers, English and mathematics teachers. Applicants to the National Recruitment Team must be able to provide evidence of prior impact on pupil outcomes over a number of years. There should be three to five year contracts available with security of tenure for talented leaders who commit themselves to working in schools in the most socioeconomically deprived areas of the country, with a guaranteed post once they have finished that three-year contract. A generous relocation package should be available.
5. Support the College of Teaching with compulsory membership for all teachers.

Raising the status of the teaching profession in this country to become the finest in the world requires the profession to fully support the College of Teaching. With the College now established membership should be compulsory for all teachers, with schools given the freedom to pay fees on teachers' behalf from school budgets. It will be the main body to represent the profession, independent of government, setting standards for teachers based upon on-going research into effective practice. We need to develop a professional culture where all teachers are continually refining their teaching skills. The College will be



empowered to enforce school compliance in delivering teachers' entitlement to professional development. The other key function of the College of Teaching will be to support the growth of great school leaders to meet the pressing demand for talented Headteachers.

6. Introduce the entitlement to a professional development programme leading to QTS for all teachers after a maximum of two years' induction and a Masters-level professional qualification after five years.

All schools should offer a high quality, research-informed professional development programme for all teachers. There is no shortcut to securing great teaching in every classroom in this country; improving the quality of teaching so that it raises students' achievements requires substantial and sustained professional development. In order to improve the quality of teaching, increase the attractiveness of the profession to our best graduates and retain more teachers, schools, in partnership with Initial Teacher Education providers, will deliver a two-year Induction Programme for all entrants to the teaching profession with a five-year pathway to a Professional Qualification with Masters Degree Equivalence and the potential to progress to Doctorate level available. This will make teaching the profession of choice because of the quality of professional learning.

7. To enhance retention introduce 10th Year Funded Sabbaticals. Teachers in their 10th, 20th or 30th year – the sabbatical may be deferred for personal or professional reasons - would be entitled to engage in educational research, deepen subject and subject pedagogical knowledge, support the development of Initial Teacher trainees, engage in placements in different school contexts and or countries or undertake a placement in an industrial or commercial environment.

Alternatively, the sabbatical could be used to undertake intensive leadership training linked to the person's next stage within her/his career.

Enabling teachers to engage with research to inform their practice will require a commitment to funding additional non-contact time for defined periods. Whilst this would require additional funding it would improve children's outcomes and lead to a boost in the future economy.



# Structures

The goal of policy in this area should be to move from our current situation with a fragmented incoherent system towards a vision for one coherent integrated school system; one in which all pupils learn in schools that offer the National Baccalaureate (<http://www.natbacctrust.org> ), have sufficient equitable funding and access to access to services such as psychologists, pre- and after school care, capital funding, and are subject to the same accountability mechanisms.

Currently, approximately 75% of secondary age students are in academies; a one-system end game can only realistically happen if we move towards a fully academised system in one form or another. Many local authorities are already too small to sustain services; there is no turning back to recreate local authorities of the past; this is unrealistic on many levels even if people felt it was desirable. Currently approximately 25% of primary age pupils are in academies so there is much further to travel to a fully academised system with serious risks of isolation, fragmentation of effective local structures. The role of local authorities in primary structures is more critical.

Many elements of the maintained, non-academised system are highly effective and don't need structural change to secure improvement. This should be recognised. Breaking the local geographical link between structures and the communities that schools serve collectively, risks a range of safety net failures in relation to admissions, SEND provision, exclusions and other forms of alternative provision.

There is, understandably, public concern at the lack of financial transparency and



equity in relation to funding, capital grants, for-profit operations and payments to executives of trust boards or members that fail to represent value for money.

There appears strong resistance from a significant number of Headteachers, whose schools are graded good or outstanding by Ofsted, to the idea of subsuming their leadership autonomy and professional standing within a structure that requires a CEO or equivalent, to be their line manager. Equally, it is important to acknowledge other school leaders are seeking to work within a wider leadership structure that includes a CEO or equivalent. Both structures should be permitted as both have the potential to ensure a supply of high quality school leaders and secure a world class education for children and young people.

Recent proposals to increase selection by academic ability are unsupported by research: where selection by ability at 11 years old operates no evidence exists to show that all the poorest children in the local community benefit from such a policy. The counter-productive expansion of grammar schools is a distraction from the substantive issues facing schools.

## Structures: Policy Proposals

### Establish a Common Partnership Trust Model

1. Set out a ten year timeframe to move the whole system towards a Partnership Trust model in which all schools are linked to multi-institution structures with no stand-alone schools. Partnership Trusts would include the following configurations:
  - All existing MATs.
  - Partnerships of stand-alone converter or sponsored academies, forming



hard federations.

- Local Authority conversions: Trust Partnerships of schools within local authority clusters
- Any other local or non-geographical partnership where the criteria can be met.

2. Leadership of Partnership Trusts could be in the form of:

- A CEO or Executive Head
- A Partnership Board made up of a group of Heads with selected Chairs
- A Partnership Board comprised of Headteachers and community stakeholders.

This flexible model would allow all schools to move forwards whilst preserving existing effective structures. Schools should all retain local governance structures including parent and foundation/community stakeholders, as appropriate.

3. As a last resort, at the end of the ten year period, the Regional School Commissioners should have power to impose memberships of Partnership Trusts such that no schools are isolated from the system or where standards have fallen.

4. Following a successful pilot and any necessary revisions, establish the National School Commissioner's Audit Tool as the basis for all groups of schools to apply for approval to become a Partnership Trust or expansion of pre-existing Partnership Trusts (MATs):

- Standards and Track Record
- People and Leadership
- Governance
- Financial sustainability

- Risk Management

5. Annual consolidated accounts for all Partnership Trusts should be prepared as part of an on-going audit process and clear no-profit guarantees included in all Trusts Articles of Association. As part of their charitable status Trust's Articles of Association should include a requirement to engage in system improvement by contributing to local safety net arrangements and being open to admitting other schools, of similar outlook or character, within the locality, to prevent any school being isolated.
6. It should be a national requirement that all payments to executives or members should be reported in the Trust's Annual accounts including ones made via a "shadow company". Whenever the Trust's auditors are unable to verify that a payment to an executive or member is at cost, reasonable and represents good value for money a qualification must be made in the company's accounts. This would lead to a failure to be awarded the Ofsted Quality Mark. Additional audit capacity should be developed nationally to investigate all such qualifications through the National Audit Office.
7. There must be an exit clause so that schools are not indefinitely locked into a particular Trust arrangement. The terms and conditions of any exit must be set out in advance of the Trust forming and include re-brokerage by the Regional Schools Commissioner should the need arise due to unacceptably low standards of education and little prospect of improvement.



8. Crucially, all schools, including those in Partnership Trusts, must honour local safety-net obligations. Every school has a duty to serve the community in which it is located. No school should be able to opt out of these arrangements. They should include the following:
  - Provision of SEND and LAC places according to local needs analysis, regardless of any selective admissions criteria.
  - Support for alternative provision for excluded students.
  - Provision of places to meet basic place needs in all sectors.
9. There should be no further expansion of current grammar schools or increase in selection which may further disadvantage children and young people from disadvantaged families or who have significant barriers to learning. The whole education system must be orientated towards providing a consistently high quality and appropriate education for every child. All children and young people are equally worthy and share a common human dignity; our role as educators is to enable them to thrive and flourish. Continual unnecessary structural change, within the system, will not achieve this.

# Additional Policy Proposals

## The Role of Regional School Commissioners

Regional School Commissioners should act as the agent of the Secretary of State, who would retain overall responsibility and be held accountable for, ensuring there are sufficient teachers and school places within the region, including the establishment of new schools within Partnership Trusts.

## Teaching School Alliances

The establishment of Teaching School Alliances was part of building a School-led system, however, with an increasing number of multi academy trusts and our proposals for all schools to be within a Partnership Trust the funding and remit of Teaching Schools needs to be revisited.

The role of Teaching Schools should be retained with respect to the Initial Training of Teachers. Teaching School Alliances should operate on a regional basis when training senior leaders, to benefit from economies of scale. This role could be in partnership with Higher Education and potentially see the regionalization of leadership development.

Specialist Leaders of Education (SLEs) are over sourced and under-utilized and with the current expansions of multi academy trusts and our proposals for all schools to be within a Partnership Trust it would be more coherent for school to school support to be within Partnership Trusts who can designate their own SLEs or commensurate posts. It would be for a Partnership Trust to broker external support from another Trust or provider, if required.



The provision of professional development and research & development are not the sole province of Teaching School Alliances. Along with funding for SLEs and school to school support there should be a staged movement, in line with commitments given and contracts already in place, of monies from Teaching School Alliances to Partnership Trusts. Consideration should be given to a base amount, per pupil element and an additional sum for supporting schools who do not hold the Ofsted Quality Mark.

### Fairer Funding

The Headteachers' Roundtable is committed to the principle of Fairer Funding but alongside the issue of equity is the important issue of sufficiency. There are considerable concerns about the damage being done to pupils' education by the real terms cuts relating to increased costs alongside a cash flat settlement and the removal of the Education Support Grant, over the next four years. The additional funding that London schools have benefited from, over the past decade, will have undoubtedly have been one element in the successful raising of attainment in the capital. This is a simple lesson to learn.

The decision to ease the deficit reduction targets in this Parliament should be used to reduce the financial strain on schools. This should be part of a transparent, well communicated and carefully managed ten year process to redistribute sufficient funding in to all England's schools.

Without ensuring there are sufficient funds in the overall budget for schools a move to Fairer Funding is likely to have a number of foreseeable negative consequences; additional funding for some schools will merely fill holes appearing in current budgets. A loss of funding in other schools will accelerate the problems caused by the current real term reductions already being experienced. Neither will help improve the education of our children and young people. Key to securing sufficient



funding for schools is the willingness of Government Ministers and the Department for Education to cease spending on low impact, high cost initiatives based on short term political gain or limited evidence of effectiveness in the UK with respect to raising attainment. Recent examples include the Troop to Teachers scheme; funding excessively high tax free bursaries for people to train with no requirement to enter the class room; the costs associated with failing or failed free schools or securing of potential sites for free schools; Character Education and Pupil Premium Awards; Shanghai Mastery Mathematics when schools are lacking core funding.

The Department for Education should undertake an immediate review of the costs of placing pupils in independent special schools. A Freedom of Information request to local authorities, conducted by a member of the Headteachers' Roundtable, earlier this year revealed some excessive per pupil funding costs which may not represent best value for money. If this is proven to be true a more cost effective, high quality solution should be sought.



# The Headteachers' Roundtable Core Group

Binks Neate-Evans – Headteacher, West Earlham Infant and Nursery School, Norwich

Caroline Barlow – Headteacher, Heathfield Community College, East Sussex

Chris McShane – Founding Member, Independent Consultant and Personal Development Coach

Dave Whitaker – Executive Principal, Springwell ('Special') Community School and Barnsley PRU

Duncan Spalding – Headteacher, Aylsham High School, Norfolk

Helen Keenan – Headteacher, Brownhills School, Walsall

Helena Marsh – Principal, Linton Village College & Executive Principal, Chilford Hundred Education Trust

Jarlath O'Brien – Headteacher, Carwarden House Community School, Surrey

John Tomsett – Headteacher, Huntington School, York

Jon Chaloner – CEO of GLF Schools



Keziah Featherstone – Headteacher, Bridge Learning Campus, Bristol

Liam Collins – Headteacher, Uplands Community College, Wadhurst, East Sussex

Rob Campbell – Headteacher, Impington Village College and Executive Principal, Morris Education Trust, Cambridge

Rona MacKenzie – Principal, Lincoln UTC

Ros McMullen – Founding Member, MD of RMCeducation Specialising in Leadership Development

Sally Hamson – Headteacher, Wollaston Community Primary School, Northamptonshire

Stephen Tierney (Chair) – CEO BEBCMAT (Christ the King, St. Cuthbert's & St. Mary's Catholic Academies)

Tom Sherrington – Headteacher, Highbury Grove School, Islington, London

Vic Goddard – Principal, Passmores Academy, Harlow



