

## SSE Governance Schools White Paper Briefing – March 2022

### Policy Paper

Policy Paper		
Topic	Applies	Action/Information
Policy	All	<p>The Schools White Paper: <a href="#">Opportunity for all: strong schools with great teachers for your child</a> published 28 March 2022 set's out the government's ambition for;</p> <ul style="list-style-type: none"> <li>a fully trust led system: all schools to be part of an academy trust by 2030</li> <li>minimum school week of 32.5 hours</li> <li>all schools to be Ofsted inspected by 2025</li> <li>£100m funding to continue the <a href="#">Education Endowment Foundation</a></li> <li>new statutory guidance on attendance, including a requirement for every school to publish a clear attendance policy</li> <li>revisions of the Behaviour in Schools guidance and the statutory Suspension and Permanent Exclusion guidance</li> <li>SEND Review</li> <li>DfE will introduce a new test of literacy and numeracy at key stage 3 – taken by a sample of children in year 9, to estimate performance at national level</li> </ul> <p><i>Supporting paper: <a href="#">Economic benefits of meeting the ambitions set out in the Schools White Paper</a></i></p>
Fully Trust led system	All	<p>The white paper sets out the ambition for <b>all schools to become part of academy trusts by 2030</b>. The government propose:</p> <ul style="list-style-type: none"> <li>Local authorities will be able to establish new multi academy trusts.</li> </ul>

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- bring forward legislation to ensure that statutory freedoms and protections that apply to Church and faith maintained schools also apply to academies with a religious character.
- recognition that Diocesan trusts and trusts established by local authorities will be well placed to ensure rural schools are effectively supported.
- in the short term, bring together both new and existing requirements on academy trusts (currently set out in legislation and funding agreements) into statutory academy trust standards.
- in the longer term, shape a regulatory approach that is fit for a fully trust led system. The DfE will launch a regulatory review in May 2022 looking at accountability and regulation – including how they will hold trusts to account through inspection in the future.
- the DfE will also consult on the exceptional circumstances in which a good school could request that the regulator agrees to the school moving to a stronger trust.
- that Trusts will be expected to have 10 or more schools to gain the benefits of scale.
- all schools are to have local governance arrangements to ensure that links with the local community and parents are retained.
- schools will no longer be able to apply to be a stand-alone academy trust.
- the requirement for trusts to follow the admissions code will be statutory.

*Supporting paper: [The case for a fully trust-led system](#)*

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### Advice and Guidance

Topic	Applies	Action/Information	Website
Length of the school day	All mainstream maintained schools and academies	<p><a href="#">Length of the school week: minimum expectation</a></p> <p>The Schools White Paper has set out the expectation for all maintained schools to be open a minimum of 32.5 hours per week (five 6.5-hour days) by September 2023.</p> <ul style="list-style-type: none"> <li>• The requirement is not statutory but will be checked by Ofsted</li> <li>• It includes break and lunch times as well as extra-curricular activities (but not before/after-school provision)</li> <li>• The expectation does not apply to special schools, PRU or alternative provision.</li> <li>• Schools will be expected to publish their opening hours online.</li> <li>• Schools will need to report on their opening times in the school census. The data will be used identify find schools “not yet meeting the minimum weekly expectation so that they can be offered targeted support”.</li> </ul>	DfE

### Consultations

Topic	Applies	Action	Website
Intervention	All	Following the release of the white paper the government are consulting on <b>‘supporting schools that are not making necessary improvements’</b> , as set out in	<a href="#">DfE Consultations</a>

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		the paper they are proposing to bring schools with two consecutive Ofsted judgments below 'Good' in scope for intervention. The consultation closes on <b>23 May 2022</b> .	
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<u>Other</u>		
Topic	Applies	Information
Defining trust strength	All	<p>The Schools White Paper: <a href="#">Opportunity for all: strong schools with great teachers for your child</a> also sets out the DfE's definition of a 'trust strength' for the first time:</p> <ul style="list-style-type: none"> <li>• <b>High Quality and Inclusive Education</b> – delivers high quality education across their academies, including for disadvantaged children and children with SEND, and operates fair access. Has effective central leadership teams, strong school leadership and teaching, and uses evidence-based curriculum design and implementation.</li> <li>• <b>School Improvement</b> – works quickly to improve standards within all their schools, particularly transforming previously under performing schools, and maintaining appropriately performing schools.</li> <li>• <b>Strategic Governance</b> – operates an effective and robust governance structure that involves schools and exemplifies ethical standards. Utilises the expertise and skills on its boards to oversee the strategic direction of the trusts effectively and hold leaders to account. Has a strong local identity, engaging effectively with parents and the wider community.</li> </ul>

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		<ul style="list-style-type: none"><li>• <b>Financial Management</b> – is underpinned by strong and effective financial management, prioritising the use of resources, including the estate, to deliver the best educational experience for children.</li><li>• <b>Workforce</b> – trains, recruits, develops, deploys and retains great teachers and leaders throughout their careers, proactively engaging in Initial Teacher Training and the Early Career Framework, supporting staff development by using National Professional Qualifications and other evidence-based professional development and providing them with opportunities to progress. Deploys the best staff in the schools where they are needed most and prioritises staff wellbeing.</li></ul>