

**Council**

**Tuesday, 25 September 2001 at 10.00am**

**The Assembly Rooms, Fenkle Street  
Newcastle NE1 5XU**



**Title: Council's Response to the White Paper and OFSTED Review**

**Ref: 12/0-02**

**Item 19**

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As above

**1.0 Status: Public**

**2.0 Summary**

1. This report informs Members about the Government's White Paper, 'Schools achieving success' in terms of;
  - key issues for Council's response
  - proposed key questions for Council's response
  - timescale and proposed process for Council's response
2. The report also informs Members of the timescale and a proposed process for responding to 'Improving inspection, improving schools' the consultation on future arrangements for school inspection.

**3.0 Recommendations**

- (i) That Council adopt the proposed framework of key questions, issues and areas of Committee work and the proposed process for responding to the White Paper.
- (ii) That Council adopt the proposed process for responding to the Ofsted consultation.

## **4.0 Background**

The Government's White Paper was published on 7 September 2001. At its meeting on 27 June Council approved advice to the Secretary of State on some key issues to emerge in the White Paper and this was followed by a formal meeting with the Secretary of State. There are issues in the White Paper of major significance to the profession and within the Council's advisory remit. There are also proposals in respect of the powers of the Council. It is essential that Council develops a strong and independent analysis and response to the White Paper based on our knowledge of the profession and the likely impact of the proposals on teaching.

During its work last year, Council's Well-Being Advisory Group considered in some detail issues in relation to inspection. A response was received from 400 schools to a letter and article circulated by the Chief Executive. Council has been invited to discuss the review with Ofsted in recognition of our role as a professional body, as well as submitting a response. It will be important in Council's response to signal to the profession that Council has taken on board teachers' responses to us.

## **5.0 Detail**

Detail is set out in Appendices 1 - 4.

## **6.0 Financial Implications**

There are no immediate implications in the report.

## **7.0 Equal Opportunities**

The Council's response will highlight equal opportunities issues.

### **List of Appendices**

- 1 Response to the White Paper, 'Schools achieving success'
- 2 Response on future arrangements for the inspection of school
- 3 Involving teachers in developing a GTC response to consultations
- 4 Full list of consultation documents

## Response to the White Paper, 'Schools achieving success'

Council is encouraged to welcome the tone of the Government's White Paper 'Schools achieving success' and its intention to give teachers a lead role in transforming standards of secondary education.

"We want to ...invite staff to work with us to lead the programme of innovation and transformation we need. We want to free the energies, talents and professional creativity of Heads, Governors and teacher....." (chapter 5, paragraph 2)

It is proposed that the Council's response should focus on certain key questions in relation to the White paper and on some key sections.

### Key questions to ask in analysing the White paper.

- 1. Will the proposal help to improve teacher retention?** The Council has advised Government that every policy should be a teacher retention policy and the White paper will only be successful if it leads to an adequate supply of well-qualified teaching. Key proposals will be analysed in this light.
- 2. What is the evidence base that the proposed solution will lead to the intended outcome?** E.g. does evidence suggest that bringing in private companies to work in school with weaknesses will raise standards?
- 3. The need to carry out a reality check on key proposals, e.g. will greater diversity, and the creation of more specialist and beacon schools enable teachers to share best practice across schools and to work between schools?**  
A second question might be to identify what conditions would be necessary for the desired outcome to be realised, e.g. teachers need time to arrange and prepare visits to others schools; working across sites costs time.
- 4. What will be the impact on teacher professionalism, professional judgement and the ownership of professional standards?** The paper proposes, for example, a more flexible approach to the Key Stage 3 strategy, with flexibility for teachers within the national framework. However, it also proposes the publication of KS3 results. What will be the impact of these two strands on teacher professionalism as a key to improving pupil achievement.
- 5. Do the proposals provide teachers with the necessary resources to their professional job in order to realise the paper's ambition of transforming standards in secondary schools?** This would relate, for example, to proposals regarding support staff, ICT, professional development and professional time.
- 6. What are the implications for the work of the GTC?** For example, the implication for setting standards in future in the proposed changes to the role of the STRB. The implication of far more support staff and teachers without QTS working in schools, for the regulatory work of the Council.

## **The whole paper will be analysed for Members, but key areas for our response are likely to be: -**

1. Chapter 7: Valuing and supporting teachers in schools  
Proposals regarding teacher retention; professional time; professional development; the employment of other trained staff in schools
2. Chapter 7: Proposals regarding the GTC
3. Chapters 5 & 6  
Proposals relating to diversity – specialist, beacon and training schools and the implications for professional practice, involving collaboration and professional development. Proposals regarding support for failing schools.
4. Chapter 8  
Proposals regarding de-regulation and the implication for the GTC's role in regulating the profession. Issues in this regard will be picked up from throughout the paper.
5. Chapters 3 & 4  
Proposals regarding the curriculum and support for teachers at Key Stage 3; support for teachers through ICT, training in relation to SEN, pupils from ethnic minorities, challenging behaviour and induction. Implications of the proposals for the curriculum at Key Stage 4 concerning teachers.
6. It is proposed to carry out a consultation exercise with teachers to inform the Council's response.

### **Working with Members**

The deadline for the consultation process for the White Paper and related documents is 7 November 2001.

It is proposed to work up the Council's response with Members through relevant Advisory Committees. Members will be contacted by Policy Advisers to agree stages of the draft response to policy matters and by the Legal Adviser on our response to proposals regarding the powers of the GTC. A final draft will be circulated by the Chief Executive to all Members for comment before the deadline of 7 November.

Members are invited and encouraged to submit evidence or views at any time by contacting the Chief Executive or the Head of Policy and Communications.

### **White Paper and Advisory Committees**

Analysis of the White Paper produced the following suggested areas for the GTC to pursue with Government, and others, over the next year, through the work of its Advisory Committees and Council.

It is proposed that these issues will be considered within the framework of questions for the GTC response to the White Paper developed in the main body of this paper. These are the extent to which each policy supports recruitment and retention, is based on evidence that the intended outcome will be achieved, is rooted in reality of what can be

achieved, will have a positive influence on teacher professionalism, will provide teachers with the requisite resources and has implications for the role of the GTC.

### **Initial Teacher Training Advisory Committee**

- Advanced specialist college status will be introduced. Consider the proposal to include teacher training as an activity for ASCs.
- Monitor progress towards the TTA's target for increasing the representation of ethnic minority teachers in the profession, and giving advice as appropriate.
- Consider the ethical issues in recruiting from developing countries and the issues of quality and status in relation to the recruitment of large numbers of teachers without QTS from abroad.
- Consider and, if appropriate, advise on proposals regarding the repayment of trainees' student loans.
- Monitor and advise on the pilot of undergraduate credit, and on other entry routes that may develop.
- Respond to the decision not to award training salaries to year 4 BEds.
- Explore policy and operational implications of associate registration status.
- Consider the implications for the GTC of new powers relating to screening people entering the teaching profession.

### **Professional Development and Progression Advisory Committee**

- Consider the professional development or training requirements in raising standards of EAL and ethnic minority pupils.
- Consider the professional development or training requirements in respect of managing pupil behaviour at different stages of a teacher's careers.
- Consider the need for and nature of a programme of (re-)training and support for teachers for those directly involved in teaching new vocational courses/subjects/modules (whether via GCSE or other accredited routes).
- Consider the professional development needs of teachers involved in multi-agency (primary and secondary) and/or multi-site provision for work-related learning (14-19) and how the Government should 'join up' the initiatives on institutional collaboration and shared professional development with the 14-19 curriculum agenda.
- Consider the professional development and preparation of teachers who are assigned to assist 'failing schools'.

- Consider the quality of KS3 strategy training and the extent to which it does not act as a barrier to these teachers engaging in their own CPD.
- Consider the investment in ICT in relation to CPD.
- Consider the development of CPD opportunities within the new Creative Partnerships.

### **Professional Standards Advisory Committee**

- Consider measures of prior attainment and appropriacy of the national targets (every cohort of pupils to achieve 'at least 25% 5 GCSEs at grades A\*— C') in relation to 'value added' indicators of progress and a definition of what is meant by 'failure'.
- Explore the GTC role in contributing to guaranteeing standards of teaching in the context of:
  - greater numbers of learning assistants and a fuller role for them
  - FE and training providers teaching 14-19
  - ICT- based self-access to learning

especially in relation to exploring:

- parity of standards with FENTO and the issue of registration of FE (and possibly trainer) colleagues on this basis
- the issue of registration of learning assistants on the basis of agreed standards.
- Consider the implications for professional standards in the context of the developing role of teachers (particularly 14-19) as learning managers.

### **Teaching and Learning Advisory Committee**

- Influence the role, aims and work of the Schools Innovation Unit.
- Pursue the issue of uses professional time by advising on:
  - Interpretation of identified good practice and the method of dissemination and dialogue with teachers
  - the character of the 'flexibility pilots' looking at resource management and combination'.
- Consider the implications for professional time for teachers to undertake proposed role in working across schools.
- Consider ICT-based learning as a core feature, especially of 14 –19, and pursue advice on the Curriculum Online development and the implications for pedagogy and standards of practice.

- Consider and influence the nature of effective inclusive and multi-agency practice in relation to pupils with SEN.
- Respond to the SEN Code of Practice consultations.

### Response on Future Arrangements for the Inspection of School

The new advisory committee on Teaching and Learning has a specific reference in its remit to inspection. It is envisaged that this committee will be the key group taking responsibility for developing a response to the consultation. However, each committee will have the opportunity to consider those aspects of the consultation which Members feel is relevant to their remit.

It is clear that Members will also wish to contribute individual responses to part or all of the proposals for the future of inspections.

The deadline for this consultation process is 30 November 2001 and staff are currently working up detailed proposals to maximise opportunities for Members and teachers to engage in developing a GTC response. Staff and Member representatives have been invited to a meeting on Thursday 18 October between the GTC and HMCI to discuss the proposals in detail. Early views from Members would be appreciated by midday on Friday 12 October.

**Involving teachers in developing a GTC response to consultations.**

The teacher meeting in Newcastle will seek views on specific issues in the White Paper. Following this, a report will be published on the website inviting comments and an article placed in the Times Education Supplement to encourage reactions.

In October there will be a special teacher meeting held, probably in London, inviting people to take part in discussion and feedback.

Members may wish to organise local events using the material generated for the programme of teacher consultation.

**Full list of consultation documents**

- 1) White Paper, 'Schools Achieving Success'
- 2) Better beginnings: Improving quality and increasing provision in early years education and childcare
- 3) Registration and monitoring of independent schools
- 4) School admissions
- 5) School Exclusion Appeals Panels
- 6) A Modernised Framework for School Governance

The deadline for consultation on all of the above is 7 November, with the exception of 'Registration and monitoring of independent schools' where the deadline is 9 November.

- 7) Improving inspection, Improving schools. Consultation on future arrangements for school inspection.