

A SUMMARY

OF THE

GOVERNMENT WHITE PAPER

SCHOOLS ACHIEVING SUCCESS

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A Summary of the Government White Paper: Schools Achieving Success

Introduction

The underlying rationale for the changes in the White Paper is encapsulated in the following sentence: 'In the modern world, only by ensuring that everyone receives a high quality education will we ensure opportunity for all, social justice, social cohesion and rising prosperity.'

The focus in the government's first term was:

- Standards in literacy
- Standards in numeracy
- Smaller infant class sizes

The focus for the second term is to be:

1. The reform of secondary education
 - Successful schools having the freedom to excel and innovate
 - Encouraging all schools to build a distinct ethos and centre of excellence
 - Encouraging engagement with the worlds of enterprise, higher education and civic responsibility
 - Building the curriculum, especially post 14 around the needs of each individual student
 - Intervening, where necessary to tackle failure and low standards.
2. Reform and investment in building a 'world class teaching profession'
3. Meeting the following 4 key objectives:
 - A framework of national priorities, underpinned by a system of accountability, inspection, and intervention to maintain basic standards
 - Devolution around front-line professionals so they can innovate and develop services around the needs of the individual citizen
 - Greater consumer choice
 - Reform of the public service professions so terms and conditions of employment are better suited to the needs of the staff and service, and staff receive proper recognition for their work and better incentives.

Primary.

The issues:

- The LEA performance in Key Stage 2 English varies from 60% of pupils achieving level 4 to 84%.
- A similar variation exists in numeracy
- Within LEAs significant variation in the performance of similar schools
- Boys achievement is lower than girls, particularly in reading and writing
- Schools with larger proportions of children eligible for free school meals show a much wider range of performance than others

The Actions:

- Embed the primary literacy and numeracy strategies in all schools
- Continue to provide a comprehensive programme of professional development and support to teachers
- Close the achievement gaps
- Set challenging new targets for 2004
- Widen the opportunities for children through the curriculum by providing opportunities to learn music, PE and sports and a modern foreign language plus a variety of extra curricular activities. Provide support for this through the secondary sector sports and language colleges
- Support schools to work with other providers including health and social services to make accessible support easily available. The government will legislate to provide support.

Secondary

The Issues

- Performance of 14-year-olds shown little improvement
- Well down the OECD international league table for pupils staying on in education beyond 16 years
- Secondary curriculum not relevant to some pupils
- Traditional shape of the school day can seem inappropriate
- In 2000 44% of boys achieved 5 or more grades A*-C compared to 54% of girls
- Very wide variation in performance of pupils from manual and non-manual backgrounds
- Wide variation in achievement between ethnic groups
- Wide variation in the performance of individual schools (15% of schools where 25% or fewer of pupils achieve 5 A*-Cs)
- Pupil mobility
- EAL pupils new to the country
- Poor discipline and pupil disaffection
- Some LEAs provide inadequate support for schools in challenging circumstances.

The Targets:

- By 2004, 75% of pupils to achieve Level 5 in English, mathematics and ICT and 70% in science at the end of Key Stage 3.
- By 2004, no LEA to have fewer than 65% achieving Level 5 or above in English or mathematics or fewer than 60% in science
- By 2007, 85% to have achieved Level 5 or above in English, mathematics and ICT and 80% in science

The Actions

The government is proposing the radical modernisation of comprehensive education to meet the needs of each and every child.

The greatest immediate challenge is to transform standards in the first year of secondary school. The introduction of this strategy will:

- Improve the teaching of English and mathematics in years 7-9
- Invest in the skills of teachers of English and mathematics, particularly heads of department
- Invest in training of all teachers to support teaching of literacy and numeracy
- Provide similar support for heads of science and science teachers
- Offer support for all teachers to improve skills of feedback to pupils, setting targets and teaching reasoning, logical and creative thinking through subjects
- Publish school results to reinforce the strategy and publish information on the value each school add

Gifted and talented pupils

The government's policy seeks to:

- Support the most gifted and talented pupils in each school, particularly in disadvantaged areas
- Build on pupils' particular strengths and tackle any weaknesses, making sure they receive a broad and balanced education
- Blend increased pace, depth and breadth in varying proportions according to the ability and needs of pupils
- Provide more opportunities for pupils to progress in line with their abilities rather than their age through, for example, express sets, fast tracking, early entry to GCSE and advanced qualifications
- Combine in-school learning with complementary opportunities out-of-school
- Provide world class tests in mathematics and problem-solving to enable gifted and talented pupils to measure their performance against the best in the world – November 2001
- Launch working guidance on using the national Curriculum with gifted and talented pupils; a web-based directory of subject-specific resources; exemplification materials to support materials on teaching English and mathematics to gifted and talented children in primary schools
- Establish an Academy for Gifted and Talented Youth which will develop study support opportunities, distance learning programmes, mentoring programmes, training and consultancy services, pupil assessment centres.
- Pilot from September 2002 an intensive national programme for the most able pupils, initially those aged 11-16 run by the Academy

Children with Special educational needs

The government intends to put in place a new strategy for delivering excellence for children with special educational needs by:

- Making sure schools are aware of best practice information
- Providing additional support for literacy and numeracy
- Further investment in training and development, focusing on bringing teachers, therapists and other specialists together to solve problems collectively
- Further investigation into what works best in partnership with teachers
- Holding schools and LEAs accountable for the achievements of every child by developing a framework for measuring effectiveness of LEA and school programmes for raising standards of SEN pupils
- Improving monitoring and inspection arrangements
- Developing multi-agency working

ICT

The government intends to continue the investment in and development of ICT to transform the way education is delivered and open up the way to new pedagogy.

The target;

- By 2004 there will be a computer for every 8 primary pupils and every 5 secondary pupils

Actions:

- Continued investment in ICT provision
- The development of Culture Online
- Online professional development materials for teachers.

Raise standards of all children from ethnic minorities

The government intends to work alongside community leaders, parents and representatives of faith communities to break down the barriers to equal opportunity and tackle the cycle of disadvantage.

Actions:

- Make sure EMAG resources link with wider programmes to raise standards
- Work with senior managers to ensure there are high expectations for ethnic minority pupils
- Monitor the achievement targets set by LEAs as a condition of receiving EMAG
- Monitor the progress of ethnic minority pupils, as part of the focus on individual progress
- Work with OfSTED, TTA, QCA and other agencies to share good practice and ensure the needs of ethnic minority pupils are met
- Support teachers in helping children who arrive in school unable to speak English
- Seek to recruit more teachers from ethnic minority backgrounds

Support teachers' efforts to address bad behaviour

Supporting teachers to address bad behaviour is a major part of the secondary school transformation strategy.

Actions:

- Provide training for teachers on managing poor behaviour including those in initial teacher training
- Legislation to require parents to take a greater responsibility for their children's behaviour and giving schools greater powers to deal with parents who are violent and disruptive (Parenting Orders)
- Make sure headteachers can exclude violent or persistently disruptive pupils.
- Ensure the interests of the wider school community are properly reflected in exclusion appeal hearings by clarifying the law and statutory guidance on exclusions
- Further targets to reduce exclusions will not be set
- Continue to increase the number of Learning and Support Units as resources permit
- Expand the Learning Mentor programme
- Improve access to the preventative work of Pupil Referral Units and other out-of-school centres
- Promote the use of electronic registration systems for monitoring attendance and behaviour
- Ensure that by 2002 all LEAs provide full-time education for all pupils
- Encourage more joined-up approaches between local services to prevent children dropping out of schooling
- Help to develop a joint approach between the police, EWS and Connexions Service to line up suitable alternatives for pupils who drop out of schooling.

Support schools to provide 'Education with Character'

Actions:

- Encouraging pupils to actively participate in the decisions that affect them – School Councils, National Healthy School Standard
- Systematically seek the views of pupils in OfSTED inspections
- Introduce citizenship as a statutory part of the secondary curriculum in September 2002
- Extend the opportunities for pupils to be involved in sport, adventure, art, music and drama within and outside the school day
- Provide high quality work experience for all young people and broader experiences of work through more focused education business links
- Continue with a number of major initiatives to support mentoring of school age children and young people

Educational provision for 14-19 year olds.

Targets:

- 50% of young people progress to Higher Education by the age of 30
- the raising of young people's aspirations
- Radical improvements in vocational education
- Improved standards at GCSE
- Increased participation in learning and training beyond 16
- Improved standards achieved by 19-year-olds

1. Meeting Individual talents and aspirations.

The government wants to see education young people's education from 14 taking place across a range of institutions and in the workplace. This will be supported by the effective use of ICT and enhance by extra-curricular activities and voluntary work.

Actions:

- The continued use of the Skills for Life strategy for those 16-year-olds with poor basic skills until the Key Stage 3 strategy is effective
- The introduction of GCSEs in vocational subjects in September 2002 and available to all schools by 2003
- A £38 million programme of work-related learning placements
- Changes in the assessment arrangements for AS Levels and vocational A Levels
- The upgrading of Modern Apprenticeships offering highly structured learning while in employment
- The funding of work experience and links between the education world and employers for 14 – 19 year-olds by the Learning and Skills Council
- The provision of advice and guidance by the Connexions Service to young people aged 13-19
- The provision of direct financial support to over 16s through the means-tested Education Maintenance Allowances
- The introduction of 'Excellence Challenge' to extend access to Higher Education targeted at young people aged between 13 and 19 in Excellence in Cities areas and Education Action Zones

2. Proposals for creating a 14-19 phase of high standards and choice for Students.

- The development of an overarching award for both academic and vocational studies
- The creation of at Key Stage 4 in the National Curriculum

- The encouragement of more partnership working between the statutory and post-16 sectors and those working with them. Legislative barriers will be removed
- The revision of performance indicators to reflect all available routes i.e. academic and vocational and a value added indicator will be published from 2002
- Consultation on the structural barriers to a coherent 14-19 phase, including organisation, funding and inspection
- The streamlining of procedures for the planning and organisation of post-16 so that expansion can happen quickly
- The provision of better information to young people , parents and others on the routes that pupils and students at different schools and colleges follow after leaving

3. Further consultation will take place on:

- How to increase choice for young people from the age of 14, so that their individual aptitudes, abilities and preferences can be met
- How to encourage young people to stay in education beyond 16
- How to ensure/extend breadth in the post-16 academic curriculum
- How to break down traditional prejudice against vocational education as a route to success and enable more students to pursue a mix of vocational and academic routes
- How to challenge the assumption that pupils should proceed through the system at the same pace
- How to tackle the institutional and systemic barriers to a 14-19 phase of education
- How to ensure rigorous assessment without overburdening schools, teachers and pupils.

Consideration of these proposals should take into account the proposals for 16-19 organisation and inspection summarised in appendix 2. A consultation is also being undertaken on these proposals. Responses have to be returned to the DfES by November 7.

Establishing excellence, innovation and diversity in education.

This means building a flexible and diverse system in which every school is excellent and plays to its strengths.

Targets:

- At least 1,000 specialist schools by 2003 and 1,500 by 2005
- At least 20 City Academies to be in place by 2005

Actions:

- Expand the number of specialist schools with schools able to identify the direction in which they want to go
- Introduce new specialisms in science, engineering, business and enterprise, mathematics and computing
- Simplify the processes for being approved as a specialist/Beacon/training school. This will include publishing a 'prospectus' of the opportunities available
- Develop advanced specialist colleges as a leading edge of innovative schools
- Develop the concept of advanced Beacon and training schools with schools which have demonstrated real success in these areas. These schools will lead on the next wave of educational reform, link to H.E. and to each other and be given the responsibility to spread good practice widely. The majority of secondary schools should achieve specialist, Beacon or training school status or be working towards this.
- Ensure funding and incentives for each role fully reflect the responsibilities that go with them
- Establish a small number of areas to act as pathfinders for secondary specialisation and diversity
- Set out clear criteria for deciding which schools should have extra autonomy in areas such as the National Curriculum, some elements of teachers' pay and conditions (recruitment and retention), the working day. However, there will be no individual contracts. These developments will start in secondary schools because they have more management capacity
- Enable successful and popular schools to expand more rapidly by amending statutory guidance and streamlining decision-making. LEAs will continue to have responsibility for the supply of school places
- Introduce a new innovation unit to support schools to develop and spread new ways of doing things more effectively

- Develop new partnerships and allow new providers to work with schools to raise standards further
- Extend the City Academy programme so that sponsors from private, voluntary and faith groups can establish new schools whose running costs are met by the state
- Develop new ways of encouraging innovative schools by LEAs having to invite interested parties to put forward proposals where the need for a new maintained school has been identified. The LEA will secure the site and arrange for necessary planning
- Encourage schools to establish new partnerships with successful schools whether in the voluntary sector, faith schools or private sector. Such partnerships will be able to apply for funding of up to £20,000.
- Bring faith schools into the maintained sector where there is a clear local agreement. The decisions to establish faith schools should take account of the interests of all sections of the community.. The government wants faith schools which come into the maintained system to add inclusiveness and diversity and be ready to work with non-denominational schools and those of other faiths

Dealing with schools in challenging circumstances and weak and failing schools.

1. Schools in challenging circumstances

Targets:

- By 2004 all schools should have, at least, 20% of their students achieving 5 or more A*-C grade GCSEs
- By 2006 25%

Actions:

- The expansion of support for secondary schools in challenging circumstances in smaller areas of deprivation. This to include Learning Mentors and Learning Support Units
- The continuation of additional funding and access to good practice information and advice
- A programme of Trainee Heads working alongside headteachers and senior managers in good schools that face challenging circumstances so they can gain extra skills
- The appointment by the TTA of 3 additional Specialist Recruitment Managers to support headteachers of schools in challenging circumstances to recruit and retain the staff they need
- More Fast Track and Advanced Skills Teachers working in challenging schools
- The funding of a pilot project with 8 well-managed secondary schools in very challenging circumstances which will look for new ways of using teachers and other adults to raise attainment and secure improvement
- The introduction of pupil learning credits to enable schools to provide additional learning opportunities for pupils

2. Weak and failing schools.

Where a school is failing existing measures will continue and LEAs will be encouraged to continue to consider the widest range of solutions for tackling failure. These will be strengthened by the following considerations;

- Considering closure of the school and setting up a City Academy with new sponsorship
- Replacement of the governing body, if it is part of the problem, by an Interim Executive Board for the period of the turn around. When the turn around is complete a wholly new governing body to be constituted

- Making it easier for weak or failing schools to benefit from the leadership and management of good schools
- The LEA will be expected, as part of its actions, to invite proposals from external parties to help to turn around a school. These partners could include successful schools, partners from the public, voluntary and private sectors.

The Teaching profession

1. Workload

Actions:

- Examine the potential for providing more time for planning, preparation, management and professional development with proposals to the School Teachers Review Body
- Continue the efforts to recruit more teachers
- Identify and disseminate good practice on how resources are used and workload managed at school level
- The development of the Policy Effects Framework to assess the impact of new policies and ensure the most efficient implementation
- The development of greater flexibility by schools rethinking the teacher's role
- Legislate to make it clear that directly employing teachers is not the only way schools can provide education.
- The employment of more people to take on administrative tasks
- The greater use of part-time or job share arrangements

2. Continuing professional development and support.

Actions:

- Early professional development programmes for teachers in their second and third years of teaching
- The continuation of bursaries
- Placement and exchange opportunities for teachers at certain points in their career
- Improved ICT support
- The continued support for NCSL to make sure all leaders and managers can learn from innovative practice and draw on the experience of others
- Expanding the number of Advanced Skills Teachers and giving them a key role in a range of different standards-raising programme
- Implementation of the Fast Track programme
- GTC to take over the responsibility for checking new entrants' employment record, character and criminal record before they are registered. This to also cover returning, overseas and trainee teachers

- Development of a Quality Mark for employers of supply teachers and consideration of their training requirements

3. Pay

Actions:

- Take powers to allow the Secretary of State to set standards relating to pay, make any necessary administrative arrangements for teachers' pay provisions and make minor or consequential changes to pay arrangements
- Consider how best to feed consultees' views into exercises conducted below STRB level
- Invite STRB to advise on the case for a teachers' pay settlement that runs beyond a single year
- STRB to consider making the current restrictions on pay ranges for headteachers more flexible
- STRB to consider the introduction of more flexibility for schools to pay allowances for teachers undertaking extensive cover responsibilities

Deregulatory proposals

The government wants to deregulate to increase flexibility where possible, reduce burdens, enable schools to innovate and find new ways to raise standards. The government will:

- Continue to support governors by improving training and deregulating governance so that schools can choose models of governance that suit their circumstances while safeguarding the interests of the stakeholders
- Continue to help schools find new ways to involve and respond to parents
- Legislate to remove barriers to schools providing wider support to families and the community, and establish pilots to test out such 'extended schools'
- Continue to increase investment in schools, modernising funding systems

1. Governors

- Replace the current prescriptive models on governing body size and constitution with a set of principles
- Replace prescriptive legislation relating to governors' role in staff appointments with a framework of enabling powers supported by statutory guidance encouraging delegation of most appointments to the headteacher
- Restrict governors involvement with dismissal cases to hearing appeals
- Provide for governing bodies to group and work together where they wish e.g. small schools
- Replace legislative prescription for how governing bodies should go about their work with statutory guidance

2. Parents

- Increase the number of parent governors and create parent governor representatives on local authority committees dealing with education
- Involve parents more in key moments of their children's education by providing information both paper and on the parents' Website and spreading examples of good practice
- Work with the Learning and Skills Council to expand family learning activities
- Clarify and simplify key aspects of admissions law and guidance. In particular, get LEAs to co-ordinate arrangements so that all parents in an area receive a school place offer on the same day taking account of their stated preferences
- Make Admissions Forums mandatory
- Legislate to make sure there are no barriers to schools in providing additional services to pupils, pupils' families and the wider community
- Develop pilots to test out 'extended schools' and generate examples of good practice

3. The role of the LEA

- Continue to emphasise the role of the LEA as securing a framework of support, challenge and cost-effective services which is set out in the new EDP
- Investigate new ways of LEAs discharging their responsibilities in partnership with others in the public, private and voluntary sectors

4. School buildings

- The provision of extra funding for the modernisation of school buildings. By 2003-04 the level of investment to have increased to £3.5 billion
- Reform and simplify the way capital funding is provided for new school places
- Streamline the way Voluntary Aided schools receive funding for work on their premises. Reduction of the statutory contribution from 15% to 10% for capital items and removing it altogether for revenue items
- Develop ideas for new types of classrooms to improve learning experiences and harness the full potential of ICT

5. Revenue funding system

- Consideration of which activities should be funded through Standards Fund and which through general grant
- A fairer more transparent approach to the Standard Spending Assessments by implementing the proposals set out in the Local Government Finance Green paper from the 2003-04 financial year. The reformed SSAs will separately identify the overall funding intended for schools at the national and local levels
- Councils to send all Council Tax payers and schools a full and transparent account of their spending on schools each year
- Take reserve powers so that in exceptional circumstances a local authority can be directed to set a budget for expenditure on schools determined by the Secretary of State, having regard for all relevant circumstances
- All LEAs required to set up a Schools Forum to represent schools in local discussions alongside statutory consultation with schools and to provide advice on other resource issues
- Simplify and consolidate the Secretary of States grant-making powers.

Key deregulatory measures include:

- Removing current restrictions on the usage of schools for non-educational purposes.
- Removing barriers to FE lecturers teaching in schools and to sharing staff.
- Allowing pupils to be based in colleges and with training providers during compulsory education.
- Removing barriers to a more flexible curriculum.

- Removing legislation that prevents implementation of the new 14–19 strategy.
- Removing obstacles to partnership working – organisation, funding and inspection.
- Extending autonomy for the best secondary schools.
- Encouraging successful schools to expand.
- Enabling new partners and sponsors to come into the system.
- Removing barriers that prevent schools sharing expertise.
- Allowing greater flexibility for governance of all schools.
- Removing bureaucracy associated with funding premises work at Voluntary Aided schools.
- Reducing burdens on early years and childcare providers.

Appendix 1

A summary of our legislative proposals is set out below

High standards for all

- We will amend legislation to enable many more students to take Key Stage 3, GCSE and advanced qualifications earlier in their school lives to allow them to broaden or deepen their studies, spend more time on vocational options, and undertake voluntary activity or move on to advanced level study early.
- We will amend existing legislation to promote greater rigour in tackling poor behaviour, in parallel with policies to encourage children, their parents and their schools to contribute to improved behaviour while learning.

Deregulation and diversity

- We will introduce legislation that allows schools greater freedom to establish governance arrangements that suit them. We are consulting on the details of this, in a separate document published alongside this one.
- Where legislative constraints prevent schools from sharing resources and expertise, we will loosen them so that schools can more easily work together, for example sharing an excellent team of subject teachers.
- We will legislate to allow for all-age City Academies and for schools on the City Academy model in disadvantaged rural as well as urban areas.
- We will take powers to allow successful schools greater freedoms to innovate, for example greater flexibility within clearly defined limits on pay and conditions and the curriculum, if this would support them to raise standards.
- We will introduce a right of appeal to the Adjudicator where a successful school's proposals for expansion are rejected by the School Organisation Committee.

New partners

- We will legislate to enable excellent schools to support and partner weak or failing schools in new ways.
- We will legislate to require LEAs to advertise widely when a new school is required, and for decisions on these competitions to be taken by the Secretary of State.
- We intend to provide a reserve power for the Secretary of State to require an LEA to involve an external partner in turning round a failing school.
- In cases of school weakness or failure, we will allow for a governing body to be replaced by an Interim Executive Board as part of a turn around solution.

Meeting individual talents and aspirations at 14–19

- We will legislate to make sure that there is sufficient curricular flexibility at Key Stage 4 to implement our proposals for 14–19 education.
- We will remove any legislative barriers to collaboration between schools and between schools and FE Colleges so that, for example, there may be greater sharing of teaching staff.
- We will take legislative powers to remove any structural barriers to the creation of the 14–19 phase, including in its organisation, funding and inspection.
- We want to make sure that students have access to high quality advice and guidance at key points of choice in order that they are better placed to take charge of their own decisions. We will legislate to secure this if necessary.

Building for excellence

- We will legislate to assist new teachers, working in shortage subjects in both schools and Further Education, who enter and remain in employment in the state sector, to pay off their student loans over a set period of time.
- We will take powers to enable certain groups of teachers, for example trainees and teachers qualified abroad, to be registered with the General Teaching Council as well as strengthening the GTC's powers more generally.
- We will take powers to require school place allocation to be co-ordinated by LEAs and all areas to have Admissions Forums. We will also clarify and simplify key aspects of admissions law and guidance.
- We will legislate to refine powers that tackle failure and under-performance in LEAs.
- We will legislate to define separate budgets for schools and LEA central functions, and for a Schools Forum to exercise functions in relation to the schools budget.
- We will take a reserve power to allow the Secretary of State, in exceptional circumstances, to direct a local authority to set a budget for expenditure on schools at a level determined by the Secretary of State, having regard to all the relevant circumstances.
- We will simplify and consolidate the Secretary of State's grant-making powers.

Early Years and childcare

- We will legislate to free school governors to run a wide range of family and community facilities and services, including childcare.
- We will amend legislation for Early Years Partnerships to reflect their responsibilities for childcare.
- We will take powers to make the status of nursery schools more like that of other schools, for example as regards their governance and funding and to consolidate the Foundation Stage.

- We will legislate to replace the current baseline assessment arrangements with a single national end of Foundation Stage Profile based on the Early Learning Goals.

Deregulating teacher employment provisions

- We will enable co-operative approaches with other schools and institutions in Further and Higher Education by removing the assumption that schools provide education only through employing teachers.
- We will increase flexibility for permitting innovative approaches by providing for the main staffing provisions to be in secondary legislation and guidance.
- Deregulation will allow more responsibility for staffing decisions in schools to shift from the governing body to the head, in line with the proposals of the Way Forward Group on governance.
- We will take forward the Way Forward Group proposal that the head should take decisions to dismiss staff, with an appeal to a committee of governors.

Teachers' pay

- We will take power to set by order any standards to be attained by teachers at certain stages of their careers, subject to consultation but not to the pay machinery. This would take threshold, AST and Fast Track teacher standards out of the STRB machinery. We will take power to put into force, again subject to consultation, any administrative arrangements or procedures necessary to give effect to provisions relating to statutory pay and conditions.
- We will clarify the existing 'fast-track' procedure of consulting the Chair of the STRB to bring into force minor or consequential pay and conditions provisions, without formal reference to the STRB.
- We will update the 1986 Act provision empowering the Secretary of State to make teacher appraisal regulations so that there is an explicit power for schools to use appraisal data in pay decisions, as well as technical updating.
- We will make sure that headteachers can assess teachers' performance for pay purposes within the overall budgetary framework set by the governing body.
- We will correct the removal of point 0 from the teachers' pay spine in 1999.