

TYPE	BRIEF DESCRIPTION	AVAILABLE IN DEVON?
<b>Academies</b>	All-ability, state funded schools but established and managed by independent sponsors. Academies have a number of flexibilities around the curriculum and employment of staff. Most often targeted at areas where there has been persistent underachievement and a need for whole community regeneration	Not yet but one proposed as part of BSF programme
<b>Franchising or chains of schools</b>	Within White Paper proposals for Accredited Providers licensed to establish chains of schools based on other successful models	No
<b>Technical schools</b>	Within current Conservative Party policy to set up Technical Schools dedicated to engineering and science, linked to universities and business. Proposed for all major towns	No
<b>Studio schools</b>	14-19 provision designed to engage young people who might otherwise disengage or not reach their full potential in a traditional school setting. Curriculum designed to develop key skills and provide different sorts of learning opportunities	No
<b>Short stay schools</b>	Integral part of Devon's Stepping Stones initiative and these schools replace Pupil Referral Units	Three from April 2010
<b>Integrated campus</b>	Special, secondary, primary, Children Centres and other services co-located and working as integrated and inclusive provision under one governing body	No
<b>OTHER: New sponsors through competition process</b>	Organisations, businesses, parents, philanthropists and community groups all able to sponsor or supply new schools but funded by state sector	No but process in place
<b>OTHER: Schools currently in independent sector becoming state funded</b>	Independent Schools joining maintained sector and receiving funding through DSG	Not yet but expressions of interest received

#### Contacts

Judith Johnson    [judith.johnson@devon.gov.uk](mailto:judith.johnson@devon.gov.uk)  
Christine McNeil    [christine.mcneil@devon.gov.uk](mailto:christine.mcneil@devon.gov.uk)  
Sue Clarke    [sue.clarke@devon.gov.uk](mailto:sue.clarke@devon.gov.uk)  
Debbie Clapshaw    [debbie.clapshaw@devon.gov.uk](mailto:debbie.clapshaw@devon.gov.uk)

#### Useful documents

DCC, *Procedures for inviting proposals to provide a new school* (available via School Organisation Team)  
01392 382057

AVAILABLE IN DEVON?	CONTRIBUTION TO DIVERSITY	POTENTIAL ISSUES
Not yet but one proposed as part of BSF programme	Able to bring significant resources, flexibilities and energy where traditional approaches and school improvement strategies may not have been enough to improve outcomes	In other areas of country parental preference for academies has been strong
No	Successful 'brand' and proven leadership used to benefit other schools. Range of sponsorship and suppliers can strongly reflect parents aspirations and educational values	Yet to be tested within maintained sector but international examples include British independent schools franchised abroad
No	Develops specialisms and Trust model within reach of all communities	Not yet tested
No	Only two examples nationally which have been pilot projects but proposed roll-out as strategy for raising standards and providing new opportunities for 'harder-to-reach' young people	Not yet tested
Three from April 2010	Will improve locally-based provision for pupils with additional needs	Not yet tested
No	Examples elsewhere in country brings significant educational presence to a community. Economies of scale and usually good facilities	Breaking down concept of phase and specialisms can be positive or negative but can also appear monolithic
No but process in place	Greater diversity reflecting the priorities and expertise of parents and different social partnerships. Can retain the confidence of parents to remain within the state system	Capacity of community to sustain its support over time. Can be challenging for community groups and particularly parents to enter the process on an equal basis
Not yet but expressions of interest received	Extends diversity and introduces new specialisms into the system	Currently easier to enter through Academies route if schools not teaching National Curriculum, otherwise will become subject to rigours of Inspection funding constraints and national conditions of employment. Legislation may need change to fully integrate these schools

**Useful websites**

DCSF School Organisation [www.dcsf.gov.uk/schoolorg](http://www.dcsf.gov.uk/schoolorg)

Devon's Vision for Learning [www.devon.gov.uk/vision\\_for\\_learning](http://www.devon.gov.uk/vision_for_learning)

[www.devon.gov.uk/cypstrategicplanning](http://www.devon.gov.uk/cypstrategicplanning)

# A DEVON LANDSCAPE FOR LEARNING

## Diversity and choice for a 21st-century school system

### Introduction

This guidance leaflet forms the basis for how Devon County Council will further promote diversity and choice within the school system and ensure both equality and coherence to future provision.

Devon County Council has already made significant progress in meeting its statutory duty under the Education and Inspections Act 2006 to secure diversity in the provision of schools and increase opportunities for parental choice.

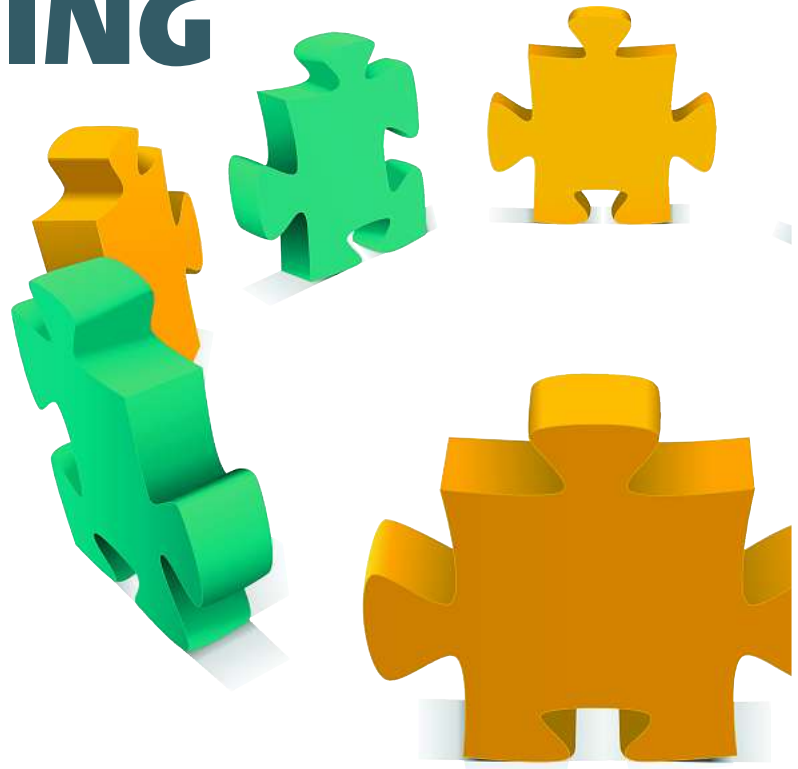
It has done this by acting as a partner with individual schools, or clusters of schools, seeking changes in designation or organisational structure and through the Local Authority's role as commissioner of school places and new schools.

In the past, 'choice' within the maintained sector has been characterised by faith or community, and in the secondary phase, comprehensive or selective schools. This dimension of choice has recently expanded to include Academies, Trusts, Federations, All-Through schools and Specialist Status. In the foreseeable future, school diversity will also

include a wide variety of school sponsors, schools formerly in the independent sector and the franchising of schools using accredited providers.

Diversity and choice are already becoming more broadly defined. New models of schooling are emerging with different organisational structures with new social partnerships becoming sponsors and suppliers of schools.

Devon County Council currently provides comprehensive guidance to organisations wishing to participate in the school competition process. However, as choice and diversity become increasingly complex, greater clarity and further information will be required to determine ***which models of schooling might best fit the needs of Devon's families and its differing communities.***



## Context

The Education and Inspection Act 2006, the recently published White Paper *'Your Child, Our Schools, Our Future'* 2009 and The Conservative Party's Policy Green Paper 2007 *'Raising the Bar, Closing The Gap'*.

<http://image.guardian.co.uk/sysfiles/Education/documents/2007/11/20/newopps.pdf>

All reflect broad political agreement and strong commitment to ensuring that every child, regardless of their background or where they live, is able to access the very best possible education. A key part of that vision will be a more diverse education system and strengthening the role of parents in shaping and driving that provision.

There are a number of common principles endorsed by Devon County Council, which underpin current policy and practice on greater diversity in school provision, and these are:

- That every child has access to an excellent education regardless of its background or where they live
- That parents can access a greater selection of schools that meet the needs of individual pupils and their communities
- The importance of social partnerships and especially the role of parents in defining and promoting new schools and enhancing educational provision
- That schools build on their individual strengths and expertise so that the system itself fosters diversity of specialism and ethos
- Local Authorities moving away from service provision to the commissioning of school places and acting as a champion for children and families

## Our progress to date

Devon County Council has been proactive in the way it promotes a diverse school system and choice for parents. It currently applies a number of different strategies that include:

- Devon's Primary Capital Programme 'Strategy for Change' and the Area Review Process which examine diversity, choice and sustainability across learning community areas
- Actively supporting sustainable partnerships between schools such as Federation and Trusts. Devon is recognised as a national leader for its work developing federations. A formal partnership register is regularly updated and reveals that as of March 2010 almost half of Devon schools have expressed an interest in partnership working, with over 40 schools currently engaged in formal partnerships such as Federation and Management Partnership

- The Stepping Stones School Review programme, which will provide access to local provision for children with additional needs
- The Building Schools of the Future (BSF) programme which will include an All-Through Academy
- The Competition Process for new schools
- The Admissions Code and access to an independent service of Choice Advisers
- Partnership working with both the Anglican and Catholic Diocese
- Actively responding to opportunities brought by The National Challenge through Trust benefits for schools not yet meeting the floor targets for 5+ A+ – C (E/M) at GCSE
- Guidance on Business Models to reflect commissioning and business structures for school clusters

Whilst these strategies provide a good basis for managing emerging patterns of diversity within the current system they will not fully meet future demands of a truly diverse 21st-century school system.

## Key questions

In order to engage with expanding landscape for diversity and choice we need to ask ourselves some fundamental questions as our responses will provide the acid test that matches the model to the needs of the community.

- How diverse is current provision in your area and is there enough choice for parents?
- How happy are the parents with the current range of provision and how do you know?
- What social partnerships (Trusts, Academies) are already working with schools in your area?
- What are the current patterns of parental preference telling you about how parents demand and access to a range of provision?
- How many students attend independent schools or travel to schools outside the local area?
- What kind of provision is available for children with additional needs?
- How might the demographic profile for the area impact upon future provision and be used to promote diversity across the system?
- Which model/s of schooling would deliver the most innovative approaches for improving outcomes for children?

# Typology of schools

TYPE	BRIEF DESCRIPTION	AVAILABLE IN DEVON?
<b>Community schools</b>	Schools wholly controlled by the Local Authority but managed through local governance arrangements	Yes. Last one opened in 2005
<b>All-through schools</b>	All age school with multiple phases with one governing body and funded as a single institution. Allows flexibilities in areas of curriculum design, student groupings	Two all-through federations established. All-through model academy proposed
<b>Area schools</b>	One school combining a number of smaller, usually rural, schools	Yes, but last one established in 1970s in South Hams
<b>Specialist status</b>	Curriculum areas or aspects of expertise held in one school and shared across schools	Yes. All Devon secondary schools have at least one specialism
<b>Management Partnership</b>	Two schools working as separate institutions but sharing one headteacher. A formal joint governors' committee must be established but arrangement does not necessarily mean collaboration in other areas. Has a maximum tenure of two years	Yes. Several models in place
<b>Federation (Hard)</b>	Schools formally sharing one governing body and often one executive headteacher. Schools retain own character and single school status whilst working as part of a formal partnership with capacity to use resources and expertise flexibly across schools	Yes, many examples with a range of federation models
<b>Foundation status and VA</b>	More autonomy for Governors who employ staff, hold assets and manage own admissions. VA status means freedoms to promote distinct Christian ethos	Yes. Many long-standing examples at both primary and secondary phase
<b>Foundation with trust status</b>	Governance and leadership is enhanced through social partnership brought by contribution of trust partners with specific expertise	Yes, but currently all single secondary schools
<b>National Challenge Trust</b>	Secondary schools that persistently fall below the benchmark of 30% A*-Cs at GCSE. National Challenge Trusts formally bring together a range of key partners to tackle underachievement	Yes, one secondary school

	<b>CONTRIBUTION TO DIVERSITY</b>	<b>POTENTIAL ISSUES</b>
	Parental support for community school in preference to faith school	Unlikely that new community schools will open in future due to changing role of LA and DCSF School Competition Regulation
	Good model for small secondary with co-located primary	Leadership structures and building cross phase leadership experience. Feeder primary schools not co-located may feel less engaged
	Investment opportunities through PCP updating building stock. Good model for rural areas with a lot of small schools geographically close but with poor-quality buildings or sites	Communities would lose own school but significant investment could bring a modern update of model. Might trigger competition process
	Parents offered range of specialisms to match needs/talents of child	Devon context and geographical spread of most secondary schools means specialism not a significant choice issue
	Can be used to maintain schools in communities where leadership recruitment has been difficult. Can also be useful as a testing ground for federation	Not sustainable in longer-term. Significant work-life balance issues for headteacher and some contractual issues
	Can sustain schools in communities and include a mixed economy of school size/experience. Can strengthen/energise leadership and generate significant improvement for many schools	Federation follows local consultation and decision-making so difficult to enforce centrally. Bigger federations are more economically viable. Some schools can perceive federation as a takeover or as an alternative to closure
	Greater autonomy and capacity to manage own affairs which can develop own distinctiveness. Many Church schools are VA and have foundation status. Church VC schools do not have the same kinds of autonomy or responsibility	Many professional associations do not support move to foundation status which can be confusing for parents
	Groups of schools can come together formally to benefit from an overarching Trust	Church schools cannot be full members of a Trust grouping. Schools must first move to foundation status to acquire a trust
	Links successful schools and other partners providing tailored support to raise standards and secure sustainable improvement. The Trust provides the majority of governors but must establish a formal parents' council	Many schools resistant to perceived stigma of National Challenge as commonly serve communities with acute deprivation. Some staff associations oppose this change in status and are not supportive