

Education reform and the Entitlement Framework

the journey travelled and the challenges ahead



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Purpose of presentation

- To provide an overview of the Entitlement Framework, setting it within the wider context of education reform
- To highlight the link between the EF and the focus on raising standards
- To point up the inter-relationship with work to develop a new economic strategy
- To emphasise the commitment to ensuring full implementation of the EF by 2013
- To review progress made and areas that need to be addressed by 2013



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DE aim

Every child achieving to her or his full potential at every stage of development

DE strategic priorities

- *Raising Standards*
- *Closing the Gap, Increasing Access & Equity*
- *Investing in Workforce*
- *Improving Learning Environment*
- *Transforming Management*



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Key challenges

- High performance at the top end – but huge tail of underachievement, particularly affecting those from disadvantaged backgrounds
- Position slipping in international context
- Significant variations between schools that appear to share similar characteristics (and within schools)
- Restricted opportunities for young people in too many schools
- Responding to the economic case – providing access to courses that reflect economic realities and put young people on pathways to success



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The challenges...continued

- A fifth of children moving from primary to post-primary without achieving the expected levels of literacy and numeracy
- Just over a quarter of young people in non-selective post-primaries achieving 5 good GCSEs inc English and Maths
- Quality of provision not good enough in a third of primary schools
- Room for improvement in a third of lessons in post-primary schools
- Leadership and management unsatisfactory in 10% of post-primary schools



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Performance in Reading Literacy (top 30 countries)

source: PISA 2009

• Shanghai-China	556	• Iceland	500
• Korea	539	• Scotland	500
• Finland	536	• United States	500
• Hong Kong-China	533	• Northern Ireland	499
• Singapore	526	• Liechtenstein	499
• Canada	524	• Sweden	497
• New Zealand	521	• Germany	497
• Japan	520	• Republic of Ireland	496
• Australia	515	• France	496
• Netherlands	508	• Chinese Taipei	495
• Belgium	506	• Denmark	495
• Norway	503	• England	495
• Estonia	501	• Hungary	494
• Switzerland	501	• OECD average	493
• Poland	500	• Portugal	489



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Budget 2011-15

- Extremely challenging context.
- Priorities:
 - sustaining momentum on raising educational standards and targeting education inequalities – minimising the impact on front-line services in the classroom;
 - reducing bureaucracy and driving up efficiency – convergence of management structures and services;
 - eliminating duplication – addressing surplus capacity in the schools estate.
- EF:
 - Continued commitment to supporting schools to expand offer
 - Reduced funding for support arrangements
 - Mainstreaming funding from 2013 as part of delegated budgets



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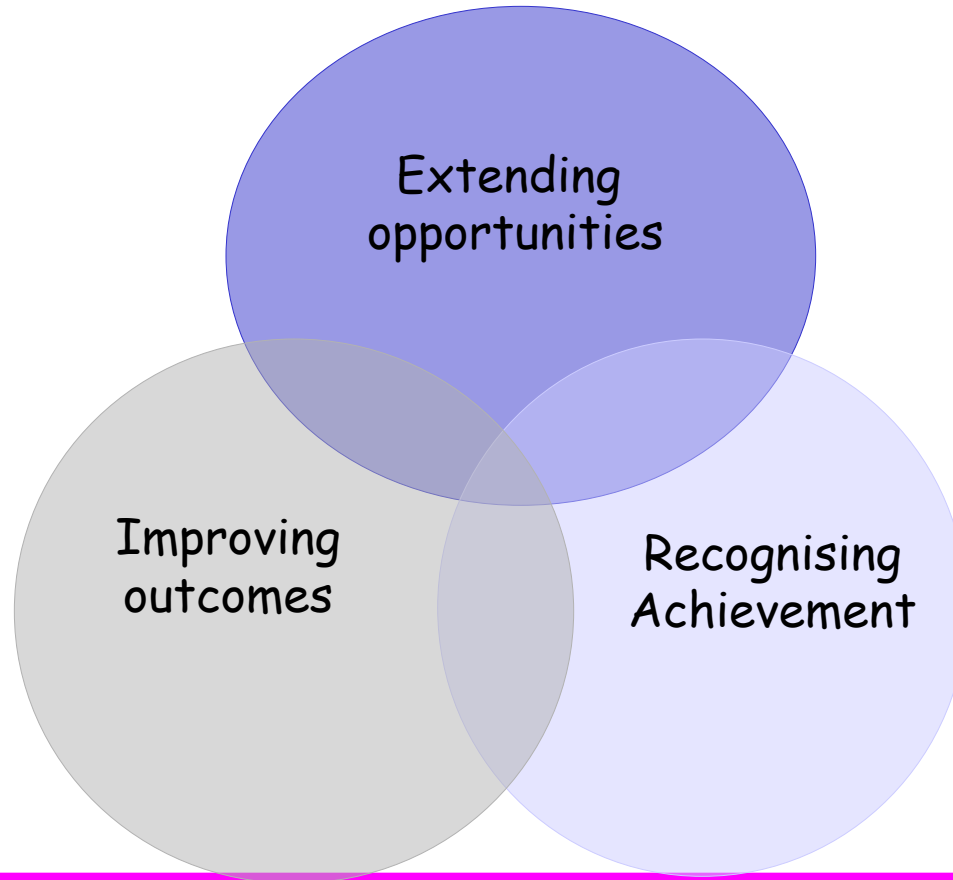
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14-19 Policy

The three key elements



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Entitlement Framework: Rationale

“I firmly believe that we can best serve the needs of young people, particularly those at risk of educational underachievement, by ensuring that, when they reach the critical age of 14, they have equal access to a much wider, more balanced and coherent curricular offer.

The offer should include both general and applied courses and provide them with a wider range of choice to interest and excite them. The course provision should be relevant to their career aspirations and the needs of the economy.”



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Minister for Education – May 2010



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Entitlement Framework – some reminders

- Counterbalance to reduced core of revised curriculum at KS4 and above
- Greater choice for pupils (24/27)
- Better balance in courses (applied v general)
- Still requirement to deliver RE, PE and LLW
- Necessary focus on cross-curricular skills
- Also requirement to deliver opportunities across all of the Areas of Learning at KS4
- And importance of high quality CEIAG



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EF implementation

- Phase 1 – 2006-09
 - preparation, first steps, raising awareness, starting to work together in ALCs
- **Phase 2 – 2010-12**
 - **solid, sustained progress, measurable and real**
- Phase 3 – 2013 and beyond
 - Full compliance with of legislative requirements



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Positive Progress

- Increase of **40%** in number of schools delivering 21 or more courses at KS4 since 2007/08
- Increase of **66%** in number delivering 27 or more courses at post-16
- % non-selective schools already compliant has **almost doubled** from 2007/08 to 2009/10 (currently approx 21%)
- In 2009/10, **36%** of KS4 provision and **46%** at post-16 in non-selective schools is applied.



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But so much more to be done...

- In 2009/10, 31 post-primary schools deliver the minimum required under the EF at KS4
 - But that cohort includes **no grammar schools**
- At post-16, 3 non-selective schools and 1 grammar school currently deliver the minimum required number of courses with the appropriate general/applied balance.
- Number of schools of all types delivering the full EF at post-16 has declined since 2008-09
- Applied KS4 provision in the grammar sector has barely changed in percentage terms since 2007/08, currently standing at 15.7%



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Actions to deliver progress - DE

- A continued focus on standards and improvement
- A focus on “testing the offer”, particularly in statutory Areas of Learning
- Continued funding support to schools during phase 2, but..
- ...A review of funding arrangements to ensure that funding supports implementation of the EF, in short and longer term
- Implementation of the Sustainable Schools Policy and an area based approach to planning
- Continuing work with DEL in relation to 14-19 provision and CEIAG
- Review of applied v general definitions
- Identifying and responding to gaps in qualifications provision



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Role of ETI in relation to EF

“I have asked the Inspectorate:

- to ensure, that all inspections in post-primary schools include a strong focus on the offer available to pupils in Key Stage 4 and, where appropriate, at sixth form; and
- to focus on the coherence of what is available and the careers education and guidance to support pupils in making meaningful choices.

I want the Inspectorate to assess and to include in every report the extent and quality of the school’s planning to meet the statutory requirement in 2013.”



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Actions needed by schools (working in ALCs)

- Ensuring that current statutory requirements in relation to the curriculum are met in full
- Reviewing curricular provision to ensure it meets the needs of current pupils
- Working collaboratively to share good practice and extend opportunities for pupils
- Minimising waste and duplication – especially in relation to small classes
- Providing access to effective CEIAG
- Having in place a clear trajectory to full implementation of the EF
- Making the Area Learning Community work for your school



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Where it is working...

- Focus is on needs of pupils not institutions
- Openness to change
- Readiness to challenge – eg quality and perceptions
- Logistics seen as less daunting
- Relationships positive
 - other schools and FE, parents, staff, pupils and often local employers



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Key areas of focus

- Getting the basics right – literacy and numeracy first
- Joining up our policy interventions
- Keeping the focus on young people and what's right for them – not on institutions or what was right for us
- Providing opportunities for young people – and ensuring that choice presents itself through coherent pathways for pupils of differing ability levels and progression aspirations
- Supporting their choices with high quality careers information, advice and guidance



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Direction of travel....cont'd

- Engaging more effectively with businesses, families and communities about the value of education and its place in our economy and society
- Ensuring that our qualifications meet our needs yet have wider currency and credibility, especially with HE and employers
- Making sure that our workforce has the skills and expertise to contribute in a changing landscape
- Emphasising the centrality of education to the new economic strategy



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