



Department  
for Education

# **Schools that work for everyone**

**Government consultation response**

**May 2018**

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## Introduction

As part of the Government's commitment to create more good school places, in September 2016 we published the consultation document: *Schools that Work for Everyone*. This sought views on removing the current legislation prohibiting the creation of new selective schools and lifting the restrictions on faith admissions in new free schools. It also asked how we could harness the expertise and resources of independent schools and the higher education (HE) sector to work in partnership to raise attainment across the wider school system. The consultation ran from 12 September to 12 December 2016, and received around 7,000 responses. An analysis of those responses, undertaken by Ipsos MORI on behalf of the Government, is published alongside this response.

This response sets out how we will proceed with the proposals put forward in the consultation. It details a package of measures which are intended to foster cross-sector collaboration in order to improve outcomes for pupils across the education system, and create new good school places that are accessible for all children where their background is no barrier. The action being taken forward encourages all parts of the sector – universities, independent schools and state schools – to work in partnership to raise attainment and aspiration, and to ensure that all pupils are able to access the UK's world-class education.

## Independent Schools and Universities

The UK's independent schools have a long history, and the best have a worldwide reputation for excellence. The best independent schools produce excellent exam results and confident, well-rounded pupils who go on to excel in a variety of fields. They have a depth of expertise and resources to draw on – including governance, teaching and finance – which could be used to strengthen our state schools and help prepare pupils from all backgrounds to achieve outstanding outcomes and access our most prestigious universities. Similarly, the resources and expertise of our world-class universities have the potential to support state schools to improve pupil outcomes across the system, with a view to increasing opportunities for pupils of all backgrounds to progress to higher education.

**The University of Chichester** has been training teachers since 1839 and has seen many changes in education in this time. In 2013, the University decided to sponsor an Academy Trust to use its education expertise in a new and changing landscape. The University of Chichester Multi-Academy Trust is currently made up of twelve academies that are based in West Sussex, Hampshire and Portsmouth. The Trust's work aligns strongly to the University's mission, vision and values, and focuses on ensuring high quality teaching and learning and developing exceptional leadership to drive improvement.

The Trust's close relationship with the university benefits both partners. The Trust has developed a robust school improvement model, supported by experts from the University's Institute of Education. It also provides high quality central support to its schools in HR, Finance, Estates and Communication; other areas where the University adds significant expertise. Experienced head teachers and senior leaders at the Trust's schools now deliver lectures to education students at the university, and support the National Professional Qualification programmes for serving teachers. Students on other undergraduate courses, including art, music and sport can work with Trust schools, and benefit from the links to the local community that this provides.

A recent focused Ofsted review of the Trust's work found the University to be fully committed to the Trust with a close alignment between the Trust's values of aspiration, inclusion and collaboration, and those of the wider University. The review also concluded that this high quality partnership is leading to improvement in the quality of teaching, with faster rates of pupil progress across the schools. As a result of this, the quality of education in the Trust's schools is improving rapidly and the University is benefiting from a new relationship with schools and communities in widening participation areas.

The *Schools that Work for Everyone* consultation asked how we could best harness the resources and expertise of those in our independent schools and HE sector to widen access to these institutions for disadvantaged pupils, and to work in partnership to lift attainment across the wider school system. The Government has welcomed the way our independent schools and universities have been willing to think afresh about what more they could do to make their expertise and resources available to support state schools, in recognition of their responsibility to their local communities. The independent sector, for example, has expressed its desire to do more to better target bursaries to children from disadvantaged backgrounds such as looked-after children.

Based on the responses to the consultation and evidence of engagement to-date between universities and independent schools and the state school sector, we have developed an approach which seeks to draw on university and independent school

capacity and capability to deliver sustainable impact within the state sector. This approach is not confined to the establishment of free schools and formal sponsorship of underperforming academies, but encourages a far wider range of activities which evidence indicates can deliver positive outcomes on school improvement and widening access. We are aware of, and commend, work which supports access to higher education, particularly for disadvantaged students, such as where independent schools provide assistance to state schools and pupils to assist with applications and interviews for some of the most selective universities. We are also keen to encourage greater sharing of facilities by independent schools with state schools during school holidays.

We know that many institutions are already delivering activities to support these objectives, and are working closely and effectively with state school partners, but we want to see this good practice adopted more widely and see a greater ambition for what can be achieved through such partnership working and meaningful support. Following the consultation and further discussions with sector bodies, schools and universities, we have adopted the following approach:

- Universities and independent schools with the capacity and capability to sponsor an academy or establish a free school are strongly encouraged to do so; and
- Those that do not have the capacity and capability to sponsor an academy or free school are expected to support state schools through sustainable and reciprocal partnerships, in at least one of the following areas:
  - **Teaching:** Participating in initiatives with national impact, such as training science, technology, engineering and maths (STEM) or modern foreign language teachers, and providing Continuing Professional Development; seconding teachers in shortage subjects; assessment, moderation and pedagogical support in specific subjects; proposals that can help reduce teacher workload, such as sharing lesson plans and resources.
  - **Curriculum:** Providing coherent support on curriculum design and delivery, including lesson planning, sharing resources, and teaching; particularly interventions which broaden curriculum opportunities, for example by forming mixed independent/state school classes in specific subjects such as languages and classics, and widening the curriculum offer in areas such as science and sport by using university-level resources or facilities, along with coaching or support staff, to support attainment-raising activity, including in holiday periods.
  - **Leadership:** Taking a leading role on the governing body of a school or Multi Academy Trust (MAT); providing senior and strategic leadership support.

- **Other targeted partnership activity:** Direct engagement tailored to the recipient school's specific, and whole-school, needs: for example, providing academic mentoring and support with application to, and preparation for, university; and collaborating across the system through Teaching School Alliances.

This activity could be delivered by a single institution, by a group or in partnership with a strong sponsor. We are interested in receiving proposals from institutions on how they can contribute across these areas, as well as other activities that could support state schools and widen access for disadvantaged pupils. A key part of our approach is to encourage the sector to record and evaluate effectiveness in order for us to collectively gain a deeper understanding of, and share best practice in, what works.

**Imperial College's** Wohl Reach Out Lab (ROL) is a state-of-the-art laboratory at their South Kensington Campus. It was set up in 2010 to provide a dedicated STEM space where subject experts can deliver educational activities to raise the aspirations and scientific attainment of young people aged six to eighteen.

ROL enables pupils to take part in practical experiments that would be hard to run in a school setting, and provides a research base for the university to understand what works in inspiring young people and supporting their attainment in STEM subjects at school. The lab space has meant the university can provide Continuing Professional Development for STEM teachers across London, and this provision is now being expanded to provide STEM resources nationally. Teachers are linked in with the university's research community, which means they can access increased resources and real-world examples to support their teaching.

Since the consultation, a significant number of institutions have come forward to strengthen partnership working, either alone or in collaboration with others. Among others, examples of this work include:

- a university and independent school working together to provide support to a local underperforming school alongside a MAT;
- a university collaborating with others on a Strategic School Improvement Fund bid for maths provision;
- a number of independent and state schools working together in an educational trust partnership in order to set up a MAT; and

- a group of independent schools exploring collectively forming a ‘one stop shop’ of school improvement where the capacity of one school can be targeted towards a shortage area of another.

The Department for Education’s System Partnerships Unit has been established to drive forward this partnership work. The Unit has already been working with the sector to strengthen existing partnerships and develop new ones, and to ensure that these result in a positive and measurable impact on attainment in state schools.

## Universities

Last year, the Director for Fair Access strengthened guidance on Access Agreements, by asking the sector to increase the pace and scope of its work with schools to raise attainment for those from disadvantaged and under-represented groups. This message is reiterated in the guidance, published by the Office for Students in February, on preparing 2019-20 Access and Participation Plans<sup>1</sup>. It asks providers to develop strong links with schools, colleges and communities where rates of progression to higher education are low or where there are significant proportions of students from underrepresented groups. The Government endorses this guidance and expects more universities to come forward to be involved in school sponsorship and establishing free schools, although support need not be limited to those means. What is important is that institutions can clearly demonstrate the impact their support is having on schools and pupils.

The HE sector is positively tackling this challenge. In August 2017, the Office for Fair Access found that “*every university in England has committed to working with schools from 2018-19 to help improve access to higher education*”<sup>2</sup>. This commitment has been demonstrated by an increase in spending by universities on their activity to support attainment and aspiration. Expenditure has increased by 15 per cent over the course of the year; from £171.1 million (under 2017-18 access agreements) to £196.9 million (under 2018-19 access agreements)<sup>3</sup>.

A number of universities are working with the Department for Education to develop plans to enhance existing partnerships, or establish new ones, across a range of activity including MAT sponsorship, secondment of university staff to underperforming schools, tailored support on specific subjects such as maths, membership of governing boards, and working with local providers to source school improvement expertise, teacher recruitment and retention.

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<sup>1</sup> [https://www.officeforstudents.org.uk/media/1038/ofs2018\\_06.pdf](https://www.officeforstudents.org.uk/media/1038/ofs2018_06.pdf)

<sup>2</sup> <https://www.offa.org.uk/press-releases/access-agreements-2018-19/>

<sup>3</sup> <https://www.offa.org.uk/wp-content/uploads/2017/08/OFFA-Access-agreements-201819-key-statistics-and-analysis.pdf>

The **University of Sheffield's** Widening Participation and Outreach Team, is involved in a local primary level independent-state school partnership called the *Cool to be Clever Club*, which utilises a 'passport of skills' reflection process for the children to support their learning and aspiration. The *Cool to be Clever Club* is a collaborative programme between the Sheffield South East Learning Partnership, Sheffield High School and The University of Sheffield, engaging approximately forty of the most able yet most disadvantaged year five and year six pupils from thirteen local primary schools. *Cool to be Clever* enables participants to maximise their academic potential through sessions delivered by the three partner organisations. The programme begins for the children in school year five and continues, with the same cohort, through to the end of school year six, before they transition into secondary school. The University's Widening Participation Research and Evaluation Unit undertook research focus groups during the pilot stage of the programme to support the development of key performance indicators and milestones. These grew from an idea initially put forward by Sheffield High School into a sustained and measurable outreach programme.

As the Government set out in the Industrial Strategy, we would like to see more of our leading universities come forward to establish maths schools, such as those already established by King's College London and the University of Exeter in partnership with Exeter College. Increasing the number of maths schools to improve participation and attainment in maths is important to help meet the demand for maths skills and tackle STEM skills shortages in the economy. This will help to support the Government's Industrial Strategy objectives to create a country where everyone can gain the skills, at all stages of their lives, to boost their earning power and the opportunity for better jobs.

The Government has committed £18 million to enable the establishment of such schools. These institutions offer high quality provision that stretches and nurtures the brightest and the best of our young mathematicians. They are driving up standards in the subject and ensuring an advanced mathematics curriculum is available to challenge and stretch the most mathematically able and motivated pupils. This funding will provide an annual top-up of £350,000 for every open maths school to deliver the specialist maths school model, including extensive outreach with teachers and students in other schools in their surrounding areas. This work is intended to focus on improving social mobility and tackling disadvantage and under-representation to ensure that all pupils have the chance to achieve their potential in maths. Discussions are underway with a number of universities to identify opportunities for more maths schools to be developed. One new maths school, led by Cambridgeshire Educational Trust in partnership with St John's College, Cambridge, has been approved and is due to open in 2020. The *How to apply guidance*<sup>4</sup> for those wishing to establish maths schools was published on 26 March.

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<sup>4</sup> <https://www.gov.uk/government/publications/how-to-open-a-maths-school>



**Exeter Maths School** is a selective sixth form maths specialist college for 16 – 19 year olds. It was developed as a partnership between its two sponsors, the University of Exeter and Exeter College, a further education college rated outstanding by Ofsted. There is supervised off-site accommodation available from Monday to Thursday nights, which allows able and enthusiastic mathematicians from across the region to attend the school. All students take A-levels in maths, further maths and physics or computer science - and many study a fourth A Level from a range of forty options at Exeter College. The University of Exeter supports the school's outreach activities and provides expertise to enrich and extend the curriculum. For example, each student takes the Exeter Mathematics Certificate, a challenging academic research programme devised by university and school staff to prepare students for university study. The school is in the top two percent of schools based on 'all A-levels' 2017 progress data.

## Independent Schools

The independent schools sector has responded positively and is taking steps to increase the scope and ambition of its work with the state sector, as well as to increase access for disadvantaged pupils, including looked-after children, such as through targeting of bursaries. The Government and the Independent Schools Council (ISC) have agreed a joint understanding, setting out the activities we collectively expect to see these schools participate in to help support state schools. Through the joint understanding, the ISC will require independent schools that are members of its associations to submit information on partnership activities in their annual census return. This will set out how they have worked with state schools and pupils from disadvantaged backgrounds in that year; with reference to the impact this has had, such as attainment levels in the subjects supported or progression to higher education, or other appropriate measures. In addition, the ISC now publishes periodic reports setting out details of particular partnership activities by individual schools, to illustrate the kind of activity that can be delivered and share best practice.

**Holyport College** is a non-selective, co-educational state boarding free school, which opened in September 2014, sponsored by Eton College. Its educational provision was rated outstanding by OFTSED in Summer 2017. The school is modelled on an independent boarding school with pupils divided into houses and doing homework at school even if they are day pupils. It is a mainstream eleven to eighteen secondary school for day pupils from the local area, and boarding school for pupils from local families and further afield. Forty percent of the pupils are boarders, who come from a wide range of backgrounds. The College has enjoyed particular success in its provision for looked-after children, children on the edge of care and those from armed forces families (Windsor is home to two army barracks). Four senior members of Eton staff (including the Headmaster) are governors. The relationship is

becoming more and more reciprocal as it develops. The initial provision, by Eton, of chaplaincy support, classics teaching and staff mentoring for Newly Qualified Teachers at Holyport, has become an even wider-ranging, reciprocal suite of activities for the benefit of pupils and staff, generated by close contact between departments at both schools. Holyport pupils attend Eton's speaker meetings on two nights every week, use Eton's sports facilities for regular sessions and matches, and musical facilities for concerts. The partnership is based on a development planning framework, with annual self-evaluation and impact assessment against six specified goals and aims to get progressively closer over time.

Schools are already taking forward partnership working, with support from the Department for Education. This activity includes targeted subject specific support such as on STEM, English and shortage subjects such as modern foreign languages; Continued Professional Development and teacher training; and leadership support. The Government looks forward to ever deeper partnerships between independent schools, universities and state funded schools over the course of this Parliament.

**Southwark Schools' Learning Partnership (SSLP)** is a collaboration between local state and independent schools supporting students from in and around the London Borough of Southwark in South East London. It was founded in 2003 and is now well established and growing. In 2017-18 it consists of three independent schools (the Dulwich Foundation Schools – Alleyn's School, Dulwich College and James Allen's Girls' School) and 12 state schools (ARK Globe Academy, the Charter School, City Heights E-ACT Academy, City of London Academy, Compass School (Southwark), the Elmgreen School, Kingsdale Foundation School, St Michael's Catholic College, St Saviour's & St Olave's, St Thomas Apostle College, University Academy of Engineering South Bank and Westminster City School). The partnership aims to ensure that staff throughout its member schools collaborate with one another and are able to share best practice, exchange ideas and deliver joint projects. Recent examples of activities organised through the SSLP include subject-specific CPD for teachers, a shared programme of lectures for students, parents and teachers covering topics including art, economics, geography and pastoral care. Interactive events for pupils held in a single term include a Meet the Authors event for World Book Day, a CLIL challenge combining Spanish with Maths and Science, and a stimulating interdisciplinary conference on the interface between science and religion for physics, philosophy and religious education students. The schools open their higher education fairs to students from other SSLP schools and jointly offer Oxbridge and medical applicant training. SSLP is co-directed by the Heads of one of the state and one of the independent schools (currently the Headteacher of St Saviour's & St Olave's' and the Master of Dulwich College) and employs a part-time co-ordinator to facilitate the work of the partnership.

## Selective Schools

As previously announced, there are no plans for an education bill in this Parliamentary session and therefore the legislation preventing the creation of new selective schools will remain in place.

As part of the consultation, the Government asked for views on how it should support the expansion of existing selective schools while ensuring they support other schools and contribute to increased numbers of good and outstanding non-selective school places. This included consideration of conditions that might be attached to the provision of additional selective school places.

The Government has been encouraged by the number of selective schools that came forward to improve their admissions arrangements in order to secure a more representative intake. The Office of the Schools Adjudicator's 2016-2017 report<sup>5</sup> found that 93 of the 163 grammar schools in England are taking steps to do this, including through measures such as prioritisation of pupil premium pupils in their oversubscription criteria or lowering the pass mark. More schools have come forward since to amend their 2018 admissions arrangements.

The Grammar School Heads' Association (GSHA) – which represents 150 of the 163 grammar schools – has been clear that its members are committed to improving access for disadvantaged pupils and to working in partnership with local non-selective schools, and it is important this commitment is delivered in order to support pupil outcomes locally. The Government expects to see further steps by selective schools to prioritise pupils eligible for pupil premium funding in their oversubscription criteria, in addition to their requirements under the School Admissions Code to prioritise looked-after children and previously looked-after children. Schools should publicise this effectively, designing admissions arrangements with a view to increasing access to their schools for disadvantaged pupils, undertaking outreach with primary schools to increase applications and admissions of disadvantaged pupils, and partnering with non-selective schools to contribute to improving educational outcomes across their local area.

To support the delivery of these objectives, the Government and the GSHA have agreed a formal Memorandum of Understanding (MoU) which details the expected action that will be taken to widen access to selective schools and to provide support to non-selective schools. The MoU sets out the Government's and the GSHA's ambition to increase access of disadvantaged pupils to selective schools and to work in partnership with non-selective secondary schools and primary schools to improve outcomes for children within their local areas. Through the MoU, the Government and the GSHA commit to:

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<sup>5</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/680003/2017\\_OSA\\_Annual\\_Report\\_-\\_Final\\_23\\_January\\_2018.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/680003/2017_OSA_Annual_Report_-_Final_23_January_2018.pdf)

- support GSHA member schools to prioritise pupils eligible for pupil premium funding in their admissions oversubscription criteria and design admission arrangements which increase access to their schools for disadvantaged pupils;
- undertake outreach with primary schools to increase the number of applications and admissions of disadvantaged pupils to selective schools;
- increase and strengthen selective schools' activity on fair access and partnership, including, for example, facilitating and developing links with local partners, non-selective secondary schools and primary schools to support school improvement;
- further develop the evidence base of what works, based on local intelligence; and
- share best practice on fair access and partnership.

The six schools of **King Edward VI** in Birmingham run an 'Open Doors' campaign to challenge preconceptions about a selective school environment, with an 'Opening Doors Co-ordinator' planning activities specific to each school's circumstance. These can involve running familiarisation programmes for pupils and parents, after school and Saturday morning masterclasses, as well as outreach with local primary schools, particularly targeting those with high numbers of children in receipt of pupil premium funding. The selective schools in the foundation recently expanded to enable more bright children from less privileged backgrounds to join the schools and have made changes to their admission arrangements to prioritise pupil premium children. They consider 11+ results for disadvantaged pupils (those eligible for the pupil premium) separately to their non-disadvantaged counterparts, helping to ensure pupils from disadvantaged backgrounds are able to benefit from a selective education.

These approaches have raised the numbers of disadvantaged pupils being admitted to the schools. In January 2017, 191 children eligible for the pupil premium were admitted across the foundation's year seven groups; an increase from 123 in January 2015. Overall 691 pupils in the schools (11.7% of cohort) are eligible for the pupil premium.

The Government will continue to support the expansion of existing good or outstanding selective schools through the new Selective School Expansion Fund (SSEF). Selective schools wishing to expand must demonstrate they are working with non-selective schools in their local area to have a positive impact beyond the school gates, that there is a need for additional places, and that they are committed to increasing access for disadvantaged pupils. £50 million will be made available in 2018-19 through the SSEF, and the 2018 application round has been launched alongside this response. Local authorities can continue to provide additional places at existing selective schools through their basic need allocation should they choose to do so.

Setting and streaming of pupils within schools is standard practice, helping to ensure a stretching curriculum for the most able. The Education Endowment Fund (EEF) is currently conducting a trial of applying best practice in grouping students by ability, the evaluation of which is due to be published later in 2018. Alongside the EEF's work, the Government is taking forward an evidence-gathering exercise, drawing on the views of a range of sector professionals and academics who are working on this issue. We want to support the sector to implement setting and streaming in a way that maximises benefits to pupils and we will ensure schools are aware of best practice.

## Faith Schools

We know that many Church and faith schools have a strong track record in delivering excellent education and achieving high standards and, on average, perform better than non-faith schools. These schools, as do all schools, play a vital role in promoting integration and supporting pupils to understand different faiths and communities. For new academies and faith schools that have been opened under the free schools programme, there is a 'cap' on faith-based admissions. This means that when the free school is over-subscribed it can only apply faith-based oversubscription criteria to the first 50% of places available. The *Schools that Work for Everyone* consultation asked whether alternative safeguards to promote inclusivity should replace the cap on admissions.

Following consideration of the responses to the consultation we have decided to retain the 50% cap on faith-based admissions in new faith free schools.

The free schools programme has a key part to play in delivering good new school places to communities where educational standards are low. These free schools are established with 100% state funding. It is important that any faith free schools remain open and attractive to those of other faiths or none, so all pupils can benefit from the good new school places they provide.

As we have decided to retain the 50% cap on faith admissions, we will not be requiring faith schools to adopt the additional inclusivity safeguards proposed to replace the cap. However, to support our approach to integration further, we will, as part of future free school rounds, take account of local context and assess the likely impact on integration and community cohesion of proposed faith free schools.

We will continue to expect all proposers of faith free schools to promote integration and inclusivity, including by demonstrating that the school is likely to attract applications from pupils from different backgrounds and different communities and how they will ensure that all feel welcome and able to play a full and active role in the school. We will also give credit where they include actions to support integration that are effective in, and appropriate to, their local context - such as through consideration of the admissions criteria used in the school, twinning arrangements with schools of another or no faith, or by ensuring diversity of their governing boards, as well as other best practice.

In order to support new free schools who wish to undertake twinning with other schools the government is investing over £500,000 to enable the Schools Linking Network to develop programmes which will help develop strong and positive links between schools and communities with different religious and cultural backgrounds. These steps build on the positive work being undertaken by many faith schools to support integration and community cohesion.

The Government's *Integrated Communities Strategy*, published on 14 March 2018, underlines the importance of inclusion and integrated communities. We recognise the long track record of established networks of Church schools and the work done by experienced faith providers in promoting community integration.

The 50% cap on faith-based admissions has resulted in some faith groups feeling unable to open new schools given they consider the restrictions on admissions contravene religious rules on the make-up of their schools. This has meant, for example, that in areas where there has been significant growth in the Catholic population, the Catholic Church has not set up sufficient school places to meet demand.

We recognise there is need to support faith school providers with a good track record to establish new schools to meet parental demand and need where they feel they cannot do so through the free schools route. In recent years, the central free schools programme has increasingly been used by Local Authorities to help meet their duty to secure sufficient school places in their area. As we target the free schools programme to focus on areas where standards are low local authorities will need to address shortfalls for places elsewhere through their basic need funding and by working with their partners, including the providers of Church and faith schools.

To enable the creation of these places, we will be establishing a capital scheme to support the creation of new voluntary aided schools for faith and other providers. Schools created through this scheme will have the same freedoms as existing voluntary aided schools, including over their admissions which will enable them to select up to 100% of pupils on the basis of faith. There has never been a general route for any faith group to receive 100% state funding for a school with 100% faith-based admissions. In line with this, and our longstanding approach to funding of voluntary aided schools, the Department for Education expects those groups establishing voluntary aided schools to contribute 10% of the capital costs relating to their schools. Local authorities will play a key role in supporting and approving any new voluntary aided school, to ensure it fits well with our integration and community cohesion objectives. They will be well placed to consider how new proposals will meet demand from, and potential impact on, the local community. The Department for Education will develop the details of this scheme over the coming months and will set out the arrangements by which proposer groups can apply for capital funding later this year.

We are committed to working with faith providers with a good track record to ensure that places can be delivered where they are needed. We will continue to ensure that this fits in with our wider aims for the development of the school system, such as encouraging schools to work collaboratively as part of an academised system.

## **Families who are just about managing**

Following feedback from the *Analysing family circumstances and education* technical consultation, the Department for Education will continue to work with the Department for Work and Pensions and Her Majesty's Revenue and Customs to make methodological improvements to the dataset. The Department for Education will use the new insight provided by the improved data to inform future policy making. Further details will be provided in the *Analysing family circumstances and education* consultation response which will be published in due course.

At its heart, the action set out here in response to the range of *Schools that Work for Everyone* proposals aims to deliver a stronger partnership between different parts of our education system in local areas, to raise standards across the system and to create new good school places in areas where they are needed. It aims to make sure that parents have choice, and that children from all backgrounds are able to access the best education in which every child has a school place which fits their talents, needs and interests.



Department  
for Education

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