

# **A GREAT EDUCATION FOR EVERY CHILD**

The ASCL Blueprint for a Fairer Education System

## **SUMMARY AND RECOMMENDATIONS**

[www.ascl.org.uk/blueprint](http://www.ascl.org.uk/blueprint)

September 2021



**To push for excellence today  
without continuing to push  
for access for less privileged  
students is to undermine the  
crucial but incomplete gains  
that have been made. Equity and  
excellence cannot be divided.**

**ERNEST L. BOYER**





# INTRODUCTION

## 500 YEARS TO CLOSE THE GAP?

It will take over 500 years to close the gap between disadvantaged pupils and their non-disadvantaged peers<sup>1</sup>. This bleak picture has been exacerbated by the Covid-19 pandemic. It has never been more urgent or important to consider why this stubborn gap persists in England, and what can be done to address it.

Our *Blueprint for a Fairer Education System* sets out a long-term vision for how we can ensure our most disadvantaged children and young people can flourish and thrive as we begin to emerge from the pandemic.

This is a summary version of the *Blueprint*. The full version is available via [www.ascl.org.uk/blueprint](https://www.ascl.org.uk/blueprint)

## BUILDING BLOCKS TO A FAIRER SYSTEM

In the *Blueprint*, we set out five building blocks for a system which would ensure that all children and young people receive a high-quality, broad and challenging education. We then propose a series of changes that we believe need to happen in order to create or strengthen these building blocks.

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<sup>1</sup> <https://epi.org.uk/publications-and-research/annual-report-2019>





# BUILDING BLOCK 1

## CURRICULUM



**A core national curriculum, mandatory for all state schools until the age of 16, focused on what we collectively agree are the most important things children and young people should know and do. This is relatively stable, with regular but infrequent opportunities for review. Young people can branch off into different pathways as they get older. These pathways are all of a high quality, and can be combined and moved between.**

### WHAT WOULD THIS LOOK LIKE IN PRACTICE?

The national curriculum for early years, primary and secondary is reviewed on a cyclical basis, approximately every ten years. The review body includes school leaders, governors, teachers, parents, researchers, industry representatives and politicians from all major parties. The review body is expected to consult widely and meaningfully with a broad range of stakeholders. Sufficient implementation time is built into the cycle to ensure schools and colleges are able to plan and prepare for changes well in advance.

The remit of this review body is to determine a national curriculum focused on a relatively small number of carefully sequenced key concepts, with each phase building on the last. The national curriculum focuses on fewer things in greater depth, prioritising aspects of learning which are particularly important for future success, such as reading and language development. It sets high expectations for all children and young people, including that every pupil should be given the opportunity and support to engage with broad and challenging content. It balances the need to ensure pupils can engage with “the best that has been thought and said” with the importance of recognising the diverse backgrounds, experiences and aspirations of today’s young people. It leaves time and space for individual, or groups of, schools to develop their own local curricula around the core national curriculum.

There are clear national expectations for children and young people who are unable to access the core curriculum, but are nevertheless equally entitled to a high-quality curriculum, suited to their needs.

The national curriculum is mandatory for all state schools, for students up to the age 16. A small amount of specialisation is permitted from Year 9 or 10, to enable students to start to pursue particular interests, but all students should still be expected to follow a broad and challenging curriculum up to 16, including a range of academic and vocational subjects. The curriculum review body determines which subjects must be studied until 16, and which could be optional from Year 9 or 10.

At 16, students are able to pursue different routes. These could be exclusively ‘academic’, exclusively ‘vocational’, or a combination of the two. All routes are of a high quality. Students receive high-quality careers advice and guidance throughout their education, and particularly when determining their post-16 pathway.

## **WHAT CHANGES WOULD WE LIKE TO SEE HAPPEN IN THE NEXT FIVE YEARS TO CREATE OR STRENGTHEN THIS BUILDING BLOCK?**

- 1 A cross-party consensus behind a carefully planned, long-term approach to curriculum review, based on a ten-year cycle.**

A curriculum review body should be established which includes school leaders, governors, teachers, subject experts, parents, researchers, industry representatives, and politicians from all major parties. Its remit should be to determine a core national curriculum for early years, primary and secondary, focused on a relatively small number of carefully sequenced key concepts, with each phase building on the last. It should also set clear national expectations for children and young people who are unable to access the core curriculum, but are nevertheless equally entitled to a high-quality curriculum, suited to their needs.

- 2 An agreement that the core national curriculum developed by this review body should be mandatory for all state schools for students up to the age of 16, with an agreed amount of specialism permitted from Year 9 or 10.**

This should include academies, in order to set a truly national expectation for the core education children and young people are entitled to receive. There should be time and space around the core national curriculum for all schools, or groups of schools, to develop their own local curricula, to suit their context.

- 3 Ongoing reform of vocational and technical education which prioritises quality and ‘permeability’ between vocational/technical and academic pathways, and enables students to progress to a wide range of destinations.**

This should include a rethink of current proposals to remove the funding for a large number of applied general qualifications (which, unlike T levels, can be studied alongside A levels), and an encouragement to higher education providers to include T levels and other high quality vocational and technical qualifications in their entry criteria.

- 4 Improved funding, training and support for schools and colleges to provide high quality careers advice and guidance, particularly for young people from less advantaged backgrounds.**  
This should take place at an appropriate level throughout primary, secondary and post-16 education, to open children’s eyes to different possibilities, guide their choices, and ensure a wide range of options remain open to them for as long as possible. It should build on what we know makes a difference to young people’s decision-making, such as having dedicated careers professionals working across a group of schools and colleges, the availability of high-quality online resources, opportunities for young people to be mentored by people in different roles beyond the school or college, and the involvement of parents and carers.





## BUILDING BLOCK 2

### TEACHERS AND LEADERS



2

**Leaders, teachers and support staff in every school and college who have the expertise and capacity to develop and expand the core national curriculum into a high-quality local curriculum, and to provide the broader support children and young people need. This expertise is developed through strong initial teacher education, ongoing and effective professional development, and the sharing of knowledge and effective practice.**

#### WHAT WOULD THIS LOOK LIKE IN PRACTICE?

Teaching is seen as a prestigious and highly respected profession. All school and college staff are appropriately remunerated. The role of business leaders and other support staff is clearly recognised and valued.

All school and college staff are effectively supported, with appropriate and manageable workloads, commitments, and responsibilities. Teachers are not over-burdened with administrative responsibilities, to ensure they can focus on their core role.

Flexible approaches enable people to enter or remain in teaching and leadership whatever their personal circumstances. There are clear career structures in place for everyone working in our schools and colleges.

There is a national commitment to ensuring teachers and leaders can continue to develop their knowledge, skills and practice throughout their careers. For teachers, this includes the time and capacity to engage in research and development around curriculum design and implementation.

All teachers and other staff are able to work effectively with colleagues within and beyond their school or college. Everyone has the opportunity to plan collaboratively, and to share knowledge and expertise.

There are no disincentives to working in less advantaged schools or areas. On the contrary, the greater challenges involved in working in some schools or areas are fully recognised, and people taking on this challenge are incentivised and supported to do so.

#### WHAT CHANGES WOULD WE LIKE TO SEE HAPPEN IN THE NEXT FIVE YEARS TO CREATE OR STRENGTHEN THIS BUILDING BLOCK?

- 5 An increased commitment to ensuring all teachers and leaders have access to, and time to engage in, high-quality professional development.

This should be achieved through ongoing support to enable all schools and colleges to embed the Early Career Framework, ongoing investment in the development of NPQs, and encouragement for every school and college to have at least one member of staff who has undertaken the new NPQ in leading teacher development.

We would also like to see the implementation of a pilot to ring-fence 20% of staff time for collaborative planning, coaching and CPD, to investigate the impact of this on pupil performance and teacher recruitment and retention, particularly in schools serving disadvantaged areas.

**6 An acceleration in the development of clear career pathways for teachers and leaders.**

This should include a framework and accompanying support for new leaders, to mirror the Early Career Framework for new teachers (including for business leaders transferring between phases and structures, or from outside of education). These pathways should include a strong focus on coaching and mentoring. It should also recognise, and seek to address, the additional barriers faced by some aspiring leaders, including women and those from BAME and LGBT communities.

**7 The honouring of the government's manifesto commitment to raise the teacher starting salary to £30,000, and for this to be matched across all pay ranges to maintain the current differentials between points and ranges.**

This should include a review of business leaders' pay to ensure their crucial role is appropriately recognised and remunerated. It should also include a review of pay levels in FE colleges, which are often significantly lower than in schools. As a principle, the government should commit to ensuring the pay of all staff in schools and colleges at least keeps pace with inflation.

**8 A shared commitment, across government and the profession, to support and encourage more flexible working practices in schools and colleges.**

This should include strategies to make teaching and leadership more attractive to people with young families or other caring responsibilities, to those nearing the end of their career, and to those considering moving into education from other careers. It should include research into how more flexible working can be introduced with no negative impact on pupils.

(Changes related to minimising teachers' administrative burden, reducing teachers' and leaders' stress, increasing collaboration and the sharing of expertise, and encouraging strong teachers and leaders to work in challenging schools are included in building blocks 4 and 5.)





## BUILDING BLOCK 3

# ASSESSMENTS AND QUALIFICATIONS



3

**National assessments and qualifications which link seamlessly to the core curriculum and post-16 pathways. These are constructed in a way which enables all children and young people to demonstrate their knowledge and skills, and to be recognised for this. Students' results in national assessments play a proportionate role in how schools and colleges are held to account.**

### WHAT WOULD THIS LOOK LIKE IN PRACTICE?

National assessments and qualifications at both primary and secondary are based on the core national curriculum, determined (as set out in building block 1) by a curriculum review body on a ten-year cycle. This means that they will, by default, be based on those aspects of learning which we have collectively determined are most important for future success.

Any significant changes to the content of national assessments and qualifications take place in response to changes to the national curriculum.

National assessments take place at carefully planned points during a child's education. This includes an end-of-primary assessment in Year 6, a more streamlined set of GCSEs at age 16, and appropriate post-16 assessments depending on the pathway a student chooses.

There is an appropriate balance between terminal exams and more modular assessments. The approach taken varies between subjects.

Developments in technology increasingly enable us to refine and improve our approach to assessment. Adaptive approaches mean that assessment can be more intelligent and personalised, enabling all children and young people to demonstrate what they can do, and reducing the amount of time pupils need to spend on national assessments to provide that evidence.

The system used to allocate grades to students in national qualifications is fair. It insulates young people from the natural dip in the performance of a cohort of students, through no fault of their own, when qualifications change. But it also ensures that no artificial ceilings are put on students' attainment – that there is no actual or perceived sense that, as the contributors to ASCL's *Forgotten Third* commission<sup>2</sup> so eloquently put it, some young people must fail so that others can pass.

The performance of a school or college's students in national assessments plays a proportionate role in how they are held to account, as part of a 'dashboard' of measures (see building block 5). The fact that they are only one measure among many limits the extent to which they distort the curriculum.

2 ASCL - The Forgotten Third [www.ascl.org.uk/forgottenthird](http://www.ascl.org.uk/forgottenthird)



## **WHAT CHANGES WOULD WE LIKE TO SEE HAPPEN IN THE NEXT FIVE YEARS TO CREATE OR STRENGTHEN THIS BUILDING BLOCK?**

### **9 A reduction in statutory primary assessments to two key points: a phonics check in Year 1 and an end-of-primary assessment in Year 6.**

The phonics check has had a positive impact on the teaching of reading in primary schools, and should be retained. The end-of-primary assessment should focus on those aspects of learning which we have collectively agreed are the most important for future success, as determined by the curriculum review body. The current Key Stage 2 SATs should be replaced with adaptive assessments, which make much greater use of technology to ensure they are more intelligent and personalised, and enable all children to demonstrate what they can do.

The results of these two statutory assessments should form part of an 'accountability dashboard' against which primary schools are held to account, as one part of a wide range of measures (see change 20 below). Between these two statutory assessment points, schools should be free to determine their own approaches to ongoing assessment.

### **10 A reduction in the burden of assessment at 16.**

This could include the reintroduction of more ongoing assessment over the course of a qualification, and potentially a 'stage not age' approach for some subjects, as advocated by the 'Forgotten Third' commission<sup>3</sup>. As at primary, it should also include a much greater use of technology, particularly adaptive approaches, to make assessment more targeted, reduce bureaucracy and costs, increase the accuracy of grading, and enable more young people to demonstrate and be recognised for what they can do.

### **11 A review of the current comparable outcomes-based approach to grading GCSEs, AS and A levels.**

This should include consideration of the pros and cons of the use of comparable outcomes in the system we wish to see – one based on a longer, carefully planned cycle of curriculum and assessment reform. It should also recognise that it will not be possible to compare the results of GCSEs and A levels in 2020, 2021 and (potentially) 2022 with other years, given the very different approach needed to be taken for those cohorts.

(Changes related to vocational and technical qualifications are included in building block 1. Changes to the role of national assessments and qualifications in accountability are included in building block 5.)

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<sup>3</sup> ASCL - The Forgotten Third [www.ascl.org.uk/forgottenthird](http://www.ascl.org.uk/forgottenthird)



## BUILDING BLOCK 4

### RESOURCES



4

**Sufficient resources for all schools and colleges to deliver the education to which we have agreed all children and young people are entitled.**

#### WHAT WOULD THIS LOOK LIKE IN PRACTICE?

All schools and colleges have sufficient funding to ensure that children and young people receive the education to which they are entitled. This funding is based on a detailed, 'bottom up' analysis of what is required at each phase, taking into account the core national curriculum, the need for schools to supplement this with their own local curriculum, and the broader support, services and extra-curricular activities that schools and colleges provide to their pupils.

All schools and colleges have access to sufficient capital funding to properly maintain and develop their buildings and grounds. This enables them to meet the needs of the curriculum (including the provision of appropriate technology), ensure compliance with health and safety standards, and effectively address evolving environmental and sustainability issues.

The additional challenges faced by schools and colleges serving more deprived communities are appropriately recognised in their funding allocations.

Funding for children and young people with SEND encourages and enables early intervention and high-quality provision.

Funding allocations are sufficient to enable schools and colleges to recruit enough administrative staff to relieve teachers of some of the administration they currently undertake.

School and college funding is devolved to the level at which is it most effective, and doesn't require institutions to bid for disaggregated 'pots' of money to fund school improvement.

Broader social services for children and families, essential to ensuring children can succeed in their education, are also adequately funded. Schools and colleges are not expected to provide these broader services themselves, but in many cases local areas make a collective decision to co-locate services on school or college sites, to improve access and coherence.

#### WHAT CHANGES WOULD WE LIKE TO SEE HAPPEN IN THE NEXT FIVE YEARS TO CREATE OR STRENGTHEN THIS BUILDING BLOCK?

12 The development of the national funding formulae into a clear, consistent approach to 0-19 funding, based on a detailed analysis of what every child and young person needs to succeed. This should align with the core national curriculum. It needs to be both sufficient overall, and appropriately distributed. It should include a refocusing of the

current approach to 'levelling up', which too often serves to advantage the already advantaged. It should include sufficient funding to enable schools and colleges to recruit enough administrative staff to relieve teachers of some of the administrative tasks they currently undertake, and consolidate the many different 'pots' to which schools can apply for funding.

**13 An increase in the amount of capital funding available to schools and colleges, and an improvement in the way in which this is allocated.**

Capital funding should be allocated on a needs-led basis, using reliable and current data on current and future numbers of pupils in schools and colleges, the condition of their buildings and their current information technology infrastructure. The total capital allocation must be set at a level that ensures sufficient capacity to meet any projected increases in pupil numbers and to replace or refurbish the school and college estate as required. The process for accessing funding for capital projects should be transparent.

**14 A reform to the pupil premium to include 16-19 year olds and to weight it towards pupils in persistent poverty.**

Schools should continue to receive the premium for all children who are currently eligible, and it should be extended to include 16-19 year olds. Children and young people in persistent poverty (those on free school meals for at least 80% of their time in school or college) should attract a higher premium, to recognise the additional challenges they face.

**15 A reformed approach to SEND funding, which moves away from the current deficit model (based on waiting for something to 'go wrong' and then trying to 'fix' it).**

Currently, a lack of resources to support effective early intervention is leading to an over-reliance on obtaining EHCPs as the route to additional funding for children and young people with SEND. These are difficult and time-consuming to obtain, and often unnecessarily costly. Instead, the high needs

formula should be sufficient to enable all schools and colleges to plan for and deliver outstanding education and support for children and young people with SEND, with no requirement for schools and colleges to meet some of these additional costs out of their core budget before additional funding is provided. The funding that individual schools and colleges are allocated through the formula should be based on predicted local needs, drawing on demographic data.

**16 Stronger pastoral and health support for children and young people funded and delivered beyond the school gate to reduce the burden on schools and colleges, and enable teachers to focus on teaching.**

This should include funding for social workers, youth and family workers, and mental health support. These services could be co-located with schools, but not provided by them.



## BUILDING BLOCK 5

### STRUCTURES AND SYSTEMS



5

**Structures and systems which support and reward schools and colleges for providing all children and young people with a high-quality, broad and challenging education. These structures and systems encourage and enable everyone working in schools and colleges to act for the good of all children and young people, not just those in their own institutions.**

#### WHAT WOULD THIS LOOK LIKE IN PRACTICE?

All schools and colleges are part of strong, supportive partnerships, in which every institution is both a 'giver' and a 'taker'. Staff in these partnerships work together collaboratively, and actively seek ways to share knowledge, expertise and resources. They are a key mechanism for supporting struggling schools to improve, and for the development and dissemination of high quality teaching and learning. They consider themselves collectively responsible for all the children and young people in the partnership, and work closely with other local education providers to ensure a joined-up approach across a local area.

The system is evolving towards a partnership model based on strong multi-academy trusts; this evolution is taking place at an appropriate pace, and with the support of schools and colleges of all types. But there continues to be a role for other forms of strong legal partnership, with shared governance, such as 'hard' federations of maintained schools, as well as looser collaborations between schools. These include partnerships between independent and state schools.

High-quality specialist provision, including alternative provision, is available in every area, and specialist providers are an integral part of local partnerships.

There is clarity and consistency around the role of different bodies, particularly 'middle tier' organisations such as local authorities and Regional Schools Commissioners. System governance, as well as the governance of individual schools, colleges and trusts, is strong.

Admissions processes to all schools are fair and easy to understand. They seek to prioritise children and young people from less advantaged backgrounds.

Schools and colleges are held to account in a proportionate, intelligent, supportive way. The accountability system recognises the different contexts in which different schools and colleges operate, and seeks to minimise potentially distorting effects or unintended consequences. It actively encourages organisations to work collaboratively for the good of all children and young people in a local area.

Schools are held to account against the national curriculum, and against a slim and intelligent set of nationally agreed measures which go beyond academic performance. There is also capacity for individual schools or colleges, or groups of schools and colleges, to determine additional measures against which they want to hold themselves to account.

Schools and colleges which serve more challenging communities are given greater support to enable their pupils to achieve the highest possible standards.

**WHAT CHANGES WOULD WE LIKE TO SEE HAPPEN IN THE NEXT FIVE YEARS TO CREATE OR STRENGTHEN THIS BUILDING BLOCK?**

**17 Opportunities and support for all schools and colleges to be part of a strong, sustainable group, in which every school or college both gives and receives support.**

The government should recognise that, while many of these groups will be multi-academy trusts, there continues to be a role for other forms of strong legal partnership, with shared governance, such as 'hard' federations of maintained schools. Schools should be encouraged to form effective partnerships which suit their needs and contexts, with struggling schools strongly encouraged to join these partnerships in order to receive the support they need to improve.

Specialist and alternative provision should be an integral part of local partnerships. Independent schools should be enabled and encouraged to join or work closely with these partnerships.

**18 The evolution of the current, rather messy, 'middle tier' (including local authorities and Regional Schools Commissioners) into a clearer, more effective set of enabling organisations.**

We see merit in the proposals put forward by Matt Hood and Laura McNerney<sup>4</sup>, and by the EDSK think tank<sup>5</sup>, to streamline and clarify the middle tier. These propose slightly different models, but both involve the creation of a single structure with appropriate local democratic oversight and coordination.

<sup>4</sup> The Hoodinerney model or 'How to fix the school system' <https://bit.ly/2VjypA2>

<sup>5</sup> TRUST ISSUES - reforming the state school system in England [www.edsk.org/publications/trust-issues](http://www.edsk.org/publications/trust-issues)





**19 A review of the school admissions code to require all schools to do more to prioritise disadvantaged children.**

This review should consider the potential benefits of requiring all schools to prioritise all children eligible for the pupil premium, or all children in persistent poverty, in the same way as they are already required to prioritise looked after children and previously looked after children.

**20 The introduction of an ‘accountability dashboard’ or ‘balanced scorecard’ as the key accountability mechanism for all schools or groups of schools.**

This should include some nationally determined measures, based on the core curriculum, but also other measures that are nationally or locally considered important. Measures could include information on pupil outcomes (e.g. attainment measures, progress measures, destination data), on curriculum provision (e.g. subjects available, time allocations for different subjects), on staff development (e.g. teacher retention, time allocation for professional development), on inclusion (e.g. attendance rates, exclusion rates), and on the school or college’s impact on and engagement with the broader education landscape.

Evaluation of a school or college’s performance against the measures in this dashboard should form the core of the inspection process. In the immediate future, these measures will need to take into account the changes to statutory assessments and examinations during the pandemic. They should also reflect what we, both nationally and in individual schools and colleges, believe children and young people most need in order to recover from the impact of the pandemic.

**21 The introduction of a window of time between a leader taking on a new school, and that school being inspected.**

Improving a school, particularly one serving more disadvantaged communities, takes time. If we want to encourage strong leaders to lead challenging schools, they need to feel supported to do so. Many of the changes we call for in the Blueprint would, if implemented, encourage leaders to take on this challenge. Alongside these, we would also like to see an explicit agreement that, unless there are safeguarding concerns or a school explicitly requests an inspection, a school would not be inspected within two years of a new headteacher taking up post.

**22 The ability for Ofsted to inspect formal groups of schools.**

As more and more schools join multi-academy trusts and other formal partnerships, it is becoming increasingly anachronistic that the inspection regime remains predicated on a model of single, standalone schools. Currently, Ofsted can only carry out summary evaluations of the quality of education provided by a MAT by inspecting a sample of their schools, despite a MAT being a single legal entity. Careful consideration needs to be given to the framework under which MATs would be inspected, who would carry out those inspections, and how those individuals would be trained. This is, however, a nettle that needs to be grasped if we are to properly evaluate the impact of a system which increasingly relies on the ability of trusts to drive school improvement.



## CONCLUSION AND NEXT STEPS

In our *Blueprint for a Fairer Education System* we have set out a vision for a system in which all children and young people receive a high-quality, broad and challenging education; in which no child or young person receives a lower standard of education as a result of their background or where they live; and in which schools and colleges are supported to do everything they can to counteract the socio-economic disadvantages faced by some children and young people. We have proposed five building blocks towards this vision, and set out a series of changes we think need to happen to create those building blocks.

Not everyone will agree with all of our proposals. And many of the changes we suggest need a great deal of thought and consideration before they are implemented. But we hope that this document can help to build a broad consensus around the principles for a stronger and fairer system, and encourage and inspire others to contribute to building that system.

For our part, we will do everything we can to drive the changes we want to see. We will use the plan set out in this document to guide our work with government and other organisations over the next five years. We will bring together groups of like-minded colleagues to help take forward these changes, and support other groups working towards similar aims.

We look forward to working with members, friends and colleagues on this journey.



# AIM

**All children and young people receive a high-quality, broad and challenging education. No child or young person receives a lower standard of education as a result of their background or where they live. Schools and colleges are supported to do everything they can to counteract the socio-economic disadvantages faced by some children and young people.**

## BUILDING BLOCKS TO ACHIEVE THIS AIM

1

### CURRICULUM

A core national curriculum, mandatory for all state schools until the age of 16, focused on what we collectively agree are the most important things children and young people should know and do. This is relatively stable, with regular but infrequent opportunities for review. Young people can branch off into different pathways as they get older. These pathways are all of a high quality, and can be combined and moved between.

2

### TEACHERS AND LEADERS

Leaders, teachers and support staff in every school and college who have the expertise and capacity to develop and expand the core national curriculum into a high-quality local curriculum, and to provide the broader support children and young people need. This expertise is developed through strong initial teacher education, ongoing and effective professional development, and the sharing of knowledge and effective practice.

3

### ASSESSMENTS AND QUALIFICATIONS

National assessments and qualifications which link seamlessly to the core curriculum and post-16 pathways. These are constructed in a way which enables all children and young people to demonstrate their knowledge and skills, and to be recognised for this. Students' results in national assessments play a proportionate role in how schools and colleges are held to account.

4

### RESOURCES

Sufficient resources for all schools and colleges to deliver the education to which we have agreed all children and young people are entitled.

5

### STRUCTURES AND SYSTEMS

Structures and systems which support and reward schools and colleges for providing all children and young people with a high-quality, broad and challenging education. These structures and systems encourage and enable everyone working in schools and colleges to act for the good of all children and young people, not just those in their own institutions.

**Underpinning the five building blocks is the need to recognise that some children and young people will need more support to achieve the same goals and standards as others, and that some schools and colleges serve communities with disproportionately high numbers of such children and young people. Mechanisms are in place to provide that additional support.**



**That which is not good  
for the swarm, neither is  
it good for the bee.**

**MARCUS AURELIUS**





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