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**256 Academy and School News and Resources Update, Feb 17-23 2024**

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**Attendance**

* **Attendance** **The attendance rate (proportion of possible sessions attended) was 91.9% across all schools in the week commencing 5 February 2024**. The absence rate was, therefore, 8.1% across all schools. **By school type**, the absence rates across the week commencing 5 February 2024 were:
  + 6.3% in state-funded **primary** schools (4.7% authorised and 1.6% unauthorised)
  + 10.1% in state-funded **secondary** schools (6.1% authorised and 4.0% unauthorised)
  + 14.0% in state-funded **special** schools (10.7% authorised and 3.3% unauthorised)

**The data shows that the attendance rate across the academic year to date was 93.0%.** The absence rate was, therefore, 7.0% across all schools. **By school type**, the absence rates across the academic year 2023/24 to date were:

* + 5.4% in state-funded **primary** schools (4.0% authorised and 1.4% unauthorised)
  + 8.7% in state-funded **secondary** schools (5.4% authorised and 3.2% unauthorised)
  + 12.9% in state-funded **special schools** (9.9% authorised and 3.1% unauthorised)

Persistent absence rate 20.6% academic year 2023/24 to date. **By school type>**

* **Primary** 16.2%
* **Secondary** 25.5%
* **Special** 37.1%
* The rate at which children left the classroom for **home education** doubled last year, with big increases in some of the country’s most deprived areas an investigation suggests. And while home education was previously seen primarily as a lifestyle choice, parents are now increasingly withdrawing their children because they feel the school system has failed them. Analysis of freedom of information data from around two thirds of councils suggests around 140,000 pupils nationally were home educated at some point in 2022-23, a rise of 12 per cent on the 125,000 the year before. The pupil population grew by just 0.8 per cent over the same period. Of the 15 council areas that saw the largest increase in home education, six are ranked in the highest quintile for child poverty. Nine have above-average rates of free school meals eligibility.

The charity Education Otherwise said its recent survey of 473 new home-educating parents revealed that almost 54 per cent cited “some form of unmet need”. Thirty-seven per cent said school wasn’t meeting their child’s mental health need, while 13 per cent pointed to unmet SEND needs. Other reasons given included “general dissatisfaction with the school system” (24 per cent), home education being better than school (13 per cent) and the curriculum being neither “suitable nor relevant” (9 per cent). See <https://schoolsweek.co.uk/rate-of-pupils-leaving-for-home-education-doubles/>

**Mobile phones**

* The DfE has issued **non-statutory guidance**, (which means schools can ignore it), in four documents, “**How schools can prohibit the use of mobile phones throughout the school day**”. See <https://www.gov.uk/government/publications/mobile-phones-in-schools> Mobile phones are set to be prohibited in schools across England as part of the government’s plan to minimise disruption and improve behaviour in classrooms. The new mobile phones in schools guidance backs headteachers in prohibiting the use of mobile phones throughout the school day, including at break times. Schools will be supported to prohibit mobile phone use with examples of different approaches including banning phones from the school premises, handing in phones on arrival at school, and keeping phones securely locked away at school. For a **useful summary** of the government suggestions and proposals, see <https://schoolsweek.co.uk/new-mobile-phones-in-schools-guidance-what-you-need-to-know/>

The **latest government data** finds around a third (29%) of secondary school pupils reported mobile phones being used when they were not supposed to in most, or all, lessons, <https://assets.publishing.service.gov.uk/media/64afc630fe36e0000d6fa8c6/Parent__pupil_and_learner_panel_-_2022_to_2023_-_March_and_April_wave.pdf>

The **children’s commissioner** wants to use her statutory powers to “check every school in the country to see who is and isn’t” banning mobile phones. Dame Rachel de Souza, a former headteacher, said there currently isn’t a “clear picture” on how many schools already stop pupils using their devices, but her gut feeling “is that most do restrict mobile phone use”. Teacher Tapp data from January last year showed that 80 per cent of schools surveyed had some sort of mobile phone banning policy, up from around two-thirds in June 2018.

**ASCL** said it had “lost count of the number of times that ministers have now announced a crackdown on mobile phones in schools. It is a non-policy for a non-problem”. “The government would be far better off putting its energies into bringing to heel the online platforms via which children are able to access disturbing and extreme content.” **NAHT** said ““Schools have been dealing with mobile phone use for years. Almost all already have policies in place and the tools they need to manage this based upon what works best for their pupils and staff”, It added that “blanket bans can cause more problems than they solve” and could lead to pupils becoming more secretive about their phone use.

**Ofsted**

* Ofsted has issued “**Inspecting initial teacher education: leaflet for providers**”. What providers need to know about initial teacher education (ITE) inspections and what they need to provide to Ofsted. See <https://www.gov.uk/government/publications/inspecting-initial-teacher-education-leaflet-for-providers>
* Ofsted has updated “**Inspecting schools: guide for maintained and academy schools**”. This guide gives a summary of what schools should expect and what they need to do as part of an Ofsted inspection. See <https://www.gov.uk/guidance/inspecting-schools-guide-for-maintained-and-academy-schools>
* Ofsted has issued “Information for lead providers about **what happens when Ofsted carries out early career framework (ECF) and national professional qualification (NPQ) inspections**”. See <https://www.gov.uk/guidance/inspecting-lead-providers-of-the-ecf-and-npq-programmes>
* Ofsted has issued “Information on **Ofsted inspections for independent schools that are not members of associations**”. See <https://www.gov.uk/guidance/being-inspected-as-a-non-association-independent-school>
* Ofsted has issued “**Ofsted Parent View**: management information”. See <https://www.gov.uk/government/statistical-data-sets/ofsted-parent-view-management-information>

**NTP and education recovery**

* The DfE has issued “Information for school and trust leaders on how **to provide tuition for pupils through the National Tutoring Programme in the academic year 2023/24”**. See <https://www.gov.uk/government/publications/national-tutoring-programme-guidance-for-schools-academic-year-202324>
* **Education and social mobility experts at the Sutton Trust have warned politicians that inequalities in education are a ticking time bomb for social mobility and social cohesion**, unless there is a renewed focus on tackling the attainment gap. The difference in education outcomes between low-income students and their better-off peers – known as the attainment gap – has widened considerably since the pandemic, wiping out a decade of progress. The gap decreased slightly during the early 2010s, before progress stalled prior to the pandemic. However, the disruption to learning caused by COVID-19 saw the gap widen drastically again to levels not seen since 2011.The Trust warns these inequalities will worsen without decisive action to navigate the perfect storm of the ongoing cost of living crisis, high rates of persistent absence and the related surge in mental health issues among pupils. A major concern is that the National Tutoring Programme – a key government initiative to help pupils catch up on the lost learning of the pandemic and its aftermath – is due to come to an end this summer. This scheme has expanded access to tutoring for low-income pupils, with the polling showing that more than a quarter (27%) of worst-off students received tutoring from their school last year. One-to-one and small group tuition are proven and highly cost-effective strategies for raising attainment. Research by the EEF has found access to one-to-one tuition enables students to make up to 5 months of additional progress, and group tuition enables them to make up to 4 months’ progress. Cutting funding for tutoring will set back efforts to reverse the attainment gap. See <https://www.suttontrust.com/news-opinion/all-news-opinion/pupils-attainment-gap-is-a-ticking-time-bomb-for-social-mobility/>

**SEND**

* **Hundreds of children with special educational needs have been waiting for a year or longer to access support**, as local authorities across England buckle under the strain of the demands placed on them, researchers have learned. Freedom of information requests found that in some local authorities, children and young people have been waiting more than two years to be issued with an education, health and care plan (EHCP) that details the support they require. The FoI results suggest that across England more than 20,000 cases were waiting longer than the 20-week limit, and as many as 3,000 for a year or more. Council leaders say that requests for EHCPs have surged in recent years while funding to meet the children’s needs has not kept pace. Since 2019 the number of plans issued has risen by 72%, so that in 2023 more than 500,000 children and young people had EHCPs, but dedicated funding from central government for special education needs and disabilities (Send) has only risen by 42%. See <https://www.theguardian.com/education/2024/feb/18/hundreds-of-children-with-special-needs-wait-a-year-for-support-in-england>
* Ofsted has issued an “**Independent review of careers guidance in specialist setting**s” See <https://www.gov.uk/government/publications/independent-review-of-careers-guidance-in-specialist-settings> This covers careers guidance for 11- to 19-year-olds (and for young people up to age 25 with a current education, health and care (EHC) plan) in special schools, independent specialist colleges (ISCs) and pupil referral units (PRUs). The report finds that a young person’s own voice is central to good careers guidance in specialist settings. Where staff develop a close and trusting relationship with learners and their families, career plans are practical and ambitious. All of the providers visited by inspectors had a highly personalised approach to careers guidance, with the curriculum tailored to meet learners’ individual needs. In the settings visited by Ofsted, leaders prioritised work experience and many were building relationships with employers. But the results were mixed, with some employers lacking the knowledge or confidence to offer learners with SEND high-quality work experience. Parents and carers of children who attend specialist settings are often anxious about their future. Good providers make efforts to reduce that anxiety through well-established communication tools, such as newsletters, phone calls and events that link parent evenings with career events. The report also found that smooth and effective transitions into further education, training or employment are important in helping children and young people with SEND succeed in their careers.

**Early years and primary**

* Responding to a survey by the Early Years Alliance (EYA) revealing that **many childcare providers in England will struggle to meet increased demand for funded places under the Government’s new offer**, the **NAHT,** said: “Ever since this policy was announced we have been warning that insufficient funding and the recruitment and retention crisis in the early years could make it difficult to deliver. “Until the government ensures nurseries have the funding they need to offer more places and pay staff properly, it is inevitable that the government’s scheme will fall far short of parents expectations.” See <https://www.eyalliance.org.uk/news/2024/02/early-years-costs-have-rapidly-outstripped-inflation-2010-labour-analysis-reveals>
* The DfE has issued “How local authorities and early years settings should provide **the entitlement for 2, 3 and 4-year-olds**”. See <https://www.gov.uk/government/publications/30-hours-free-childcare-la-and-early-years-provider-guide>
* ESFA has issued “**PE and sport premium: conditions of grant 2023 to 2024**”. See <https://www.gov.uk/government/publications/pe-and-sport-premium-conditions-of-grant-2023-to-2024>

**Public examinations**

* Ofqual has issued “**Ofqual Student Guide 2024**”. This guide provides you with information about this year’s arrangements for qualifications regulated by Ofqual. It also explains what support is in place when taking exams and assessments. See <https://www.gov.uk/government/publications/ofqual-student-guide-2024>
* **GCSE grades have an excellent track record in predicting the future lives and careers of young adults**, according to researchers, who found the exams were even more crucial for those from disadvantaged backgrounds. Academics from Leeds and York universities found that the predictive power of GCSE results outstripped those of gender or later qualifications, including university degrees, in charting the development of young people from the age of 16 into their early 20s. “What we can definitely say is that GCSEs have a considerable impact on how your life develops into your early 20s, and that the benefits from GCSEs are over and above the education someone obtains later,” said Alexandra Starr, a post-doctoral researcher at the University of York and one of the study’s authors. “The main message I would say is that GCSE grades are important in real life. We always talk about whether exams are only important within the education system, to climb the next rung in the educational ladder. But it’s also important beyond that.” See <https://www.theguardian.com/education/2024/feb/22/gcse-grades-a-good-predictor-of-life-chances-and-wellbeing-research-shows>

**ITT and teacher recruitment**

* The DfE has updated “**List of providers accredited to deliver ITT from September 2024**. See <https://www.gov.uk/government/publications/accredited-initial-teacher-training-itt-providers/list-of-providers-accredited-to-deliver-itt-from-september-2024>
* The DfE has issued “**Annual target for the number of trainees to start postgraduate initial teacher training in the 2024 to 2025 academic year, in England, by subject**”. See <https://www.gov.uk/government/statistics/announcements/postgraduate-initial-teacher-training-targets-2024-to-2025>

**Teacher pay**

* Unions have expressed their “serious frustration and disquiet” after it emerged **the government will miss the deadline to submit evidence to the STRB** which helps set teacher pay. The DfE had until this week to submit its evidence to the School Teachers’ Review Body, which makes recommendations to ministers on pay rises each year. But the STRB told unions today there was “now likely to be a delay” to the government’s submission. The unions said “When our industrial dispute with the government was resolved last summer Gillian Keegan gave us an undertaking that she would do everything possible to deliver a timely pay settlement this year. “This pledge has fallen at its first two hurdles. First an extremely late remit letter, sent to the STRB just days before Christmas, and now another delay.” They added it was “simply unacceptable that the DfE has again apparently missed the deadline for submitting its evidence to the STRB and delayed the process, something which has happened frequently in recent years”.

**Pupil premium**

* The DfE has updated “**Information on pupil premium funding, how school leaders can use it effectively and pupil premium strategy statements”**. See <https://www.gov.uk/government/publications/pupil-premium>
* ESFA has issued “**Pupil premium: allocations and conditions of grant 2024 to 2025**”. See <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2024-to-2025>

**School business leaders**

* An ASCL poll has found that **50 per cent of school business leaders are considering leaving their role in the next three years** and that the pay levels of school business leaders (SBLs) may lead to a mass exodus from the profession; 70 per cent of SBLs feel that their pay is below that of senior leadership colleagues. It has called for business leader pay to be aligned with leadership pay in the school teachers’ pay and conditions documents. See <https://www.ascl.org.uk/News/Our-news-and-press-releases/Pay-levels-of-school-business-leaders-may-lead-to>

**The menopause**

* **Employers could be sued for disability discrimination if they fail to make “reasonable adjustments” for women going through** **menopause** under new guidance issued by the Equality and Human Rights Commission (EHRC) on Thursday, amid concern over the number of women leaving their jobs due to symptoms. If the symptoms have a long term and substantial impact on a woman’s ability to carry out normal day-to-day activities they may be considered a disability, the EHRC say. Under the Equality Act 2010, an employer will be under a legal obligation to make reasonable adjustments and to not discriminate against workers. The guidance also states that workers experiencing symptoms may be protected against less favourable treatment related to their menopause symptoms on the grounds of age and sex. Research shows that one in 10 women surveyed who have worked during menopause have left their role due to symptoms that can include anxiety, mood swings, brain fog, hot flushes and irregular periods. Two-thirds of working women between the ages of 40 and 60 with experience of symptoms said they have had a mostly negative impact on their work life, a study by the Chartered Institute of Personnel and Development found. See <https://www.theguardian.com/society/2024/feb/22/employers-must-make-reasonable-adjustments-for-women-going-through-menopause>

**Education reports**

* The DfE has issued “**The government’s response to the House of Lords Education for 11 to 16 Year Olds Committee’s report**”. See <https://www.gov.uk/government/publications/education-for-11-to-16-year-olds-committee-government-response> The DfE has rejected peers’ calls for major changes to be made in secondary education, saying it does not plan to review Progress 8 or scrap the English Baccalaureate (EBacc) measure or targets. The government has said it will not be making any changes to the national curriculum and has no plans for wholesale reform of GCSEs. The DfE has also said it “cannot currently commit to moving to on-screen assessment in the long term”. However, the DfE has said that it will consider the burden of assessment at GCSE and the “possibilities for streamlining”. DfE does not think additional literacy and numeracy assessments are needed

For a useful **more detailed summary**, see <https://schoolsweek.co.uk/gcses-what-ministers-said-in-response-to-lords-reform-calls/>

* **OCR**, which is part of Cambridge University Press and Assessment, said it will consult hundreds of schools, colleges, teachers, students and experts to develop a series of “bold and pragmatic**” policy recommendations on 11 to 16 education**. It will be led by Charles Clarke, who was Labour’s education secretary between 2002 and 2004. The review, starting this week, will focus on four key areas, including improving English and maths provision and reducing the “assessment burden” at GCSE. It will also look at “curriculum evolution” and digital assessment and learning.

**School finances**

* **A briefing shows that half of Institute of School Business Leadership (ISBL) members who responded to a survey reported that their school was set to run out of money by 2025-26**. A further one in five said their school would run out of money this year, and one in 10 said next year. The ISBL briefing indicates that fewer than one five schools did not expect money to run out by 2025-26. Nearly two-thirds of respondents said they expected their school or trust’s reserves to be at less than 5 per cent of their total income by the end of this year. School business professionals are, on average, assuming a 5 per cent cost increase for teachers’ pay in 2024-25, a 4 per cent increase in support staff pay and a 4 per cent increase in non-staff costs, the ISBL poll shows. Many ISBL respondents saw a lack of high-needs funding as the biggest risk to school budgets. Some 88 per cent of respondents said special educational needs and disabilities (SEND) was only “partially funded” at their school, and nearly three-quarters said recent additional grants had only partially closed gaps.
* **Thousands of schools face “severe financial hardship” because of a technical funding change made “without warning**” which meant that they got a measly 0.5 per cent per-pupil increase. Minimum per-pupil funding levels (MPPFLs), which guarantee trusts and councils a certain amount of cash for each child they teach, usually rise at the same rate as school funding increases each year. Since 2018, the rates have risen by between 3 and 7 per cent. But this year, the government only increased MPPFLs by 0.5 per cent, despite school funding rising overall by 1.9 per cent. Analysis of funding allocations identified 4,337 schools slated to receive only a 0.5 per cent rise in per-pupil funding this year. As well as being below the average funding rise, it is well short of the 4 per cent inflation level recorded in December. Minimum levels are due to go back to rising in line with overall funding again next year, so will increase by 1.4 per cent. But, as each year’s funding becomes the baseline for the next year’s rise, the 0.5 per cent increase is now baked in. See <https://schoolsweek.co.uk/severe-hardship-as-thousands-of-schools-get-0-5-funding-rise/>

**Academies and trusts**

* A “sizeable minority” of academy trusts may be vulnerable to funding issues because of falling primary pupil numbers, according to new analysis. Research by FFT Education Datalab found hundreds **of trusts that are either primary-only or have few secondary schools.** The analysis suggests that the latter could be in a “vulnerable position” if they lose their secondary schools. It identified 386 primary-only MATs, 78 of which have 10 or more schools and a further 46 trusts with 10 or more schools overall but “just one or two secondary schools, so [they] could be in a vulnerable position if those schools were to close or leave the trust”. Smaller MATs “are already under increasing pressure to expand or merge. See <https://ffteducationdatalab.org.uk/2024/02/the-composition-of-mats/>
* Two of England’s largest academy trusts now **top-slice** almost 10 per cent from their schools’ budgets to fund beefed-up central teams. But trust leaders say running more services – like estates management and IT – in house frees up time for headteachers, as well as providing more cash for their schools. In all, 13 (26 per cent) of the 50 biggest MATs increased their top-slice charges, analysis of annual accounts for 2022-23 shows. Only two cut their fees, while 21 held them at the same level as the previous year. Data confirms that centralised trusts get more bang for their buck. Kreston revealed that such trusts spend £7,289 on total costs per pupil, compared with £7,159 for non-centralised trusts – £130 more per pupil. They also have higher average free reserves. The study found 61 per cent of trusts have “fully” centralised functions – such as HR and finance and estates management – across their schools. This compares with 55 per cent the year before. NEU said “academisation was sold as schools… [having] more money and freedom. The reality is the opposite. Worse still, schools in MATs have no say over how their money is spent and no way of challenging the level of top-slice.” See <https://schoolsweek.co.uk/academy-trust-top-slicing-is-on-the-up-but-do-schools-get-better-deal/>
* For an analysis of **what the largest trusts paid their CEOs in 2022-23**, see <https://www.tes.com/magazine/news/general/multi-academy-trust-ceo-pay-analysis-2023>

**The welfare and safety of children and young people**

* There is **an increase in “peer-on-peer abuse**” that is worrying schools, police and professionals who work with young people. Research into police found a steep increase in reports of sexual assault and rape in England and Wales since 2019. By 2022, the figures released under the Freedom of Information Act showed a 40% increase – with an even greater increase in reports of incidents on school property. See <https://www.theguardian.com/society/2024/feb/17/sexual-assaults-on-children-by-other-children-england-and-wales-rise-toxic-online-culture>
* **More than 10,000 pupils have “fallen through the cracks” after leaving state education in England**, a report from the children’s commissioner has found. Dame Rachel de Souza said local authorities had no idea what has happened to 10,181 children who left state schools between spring 2022 and last spring. And 2,868 were known or suspected to be missing education completely. A further 13,120 children left the education system to learn at home, and these were “disproportionately more likely to have special educational needs or to come from disadvantaged areas”. See <https://www.childrenscommissioner.gov.uk/blog/lost-in-transition-too-many-children-falling-through-the-cracks-after-leaving-state-education/> For a **summary** of her recommendations to address this, see <https://schoolsweek.co.uk/more-than-10000-pupils-fall-through-the-cracks-de-souza/>
* **Teachers will be legally required to report child sexual abuse if they know about it – or face sanctions such as being banned from the profession**. The new requirement will make mandatory reporting of child sexual abuse apply to anyone working in regulated activity relating to children in England – which suggests it would apply to all school staff. However a list has not yet been published. Under the plans, those who fail to do so will be barred from working with young people. Any staff intentionally blocking reporting could go to prison for seven years. The Home Office confirmed the changes. They will be introduced as amendments at report stage of the Criminal Justice Bill in the House of Commons and will apply in England and Wales. The Home Office could not say when exactly the changes would be introduced, only that it would happen “shortly”. See <https://schoolsweek.co.uk/new-legal-duty-on-school-staff-to-report-child-sexual-abuse/> **NAHT** said “school leaders take child sexual abuse “incredibly seriously” and are frequently inspected on their statutory safeguarding duties. However, schools rely on a wide range of other services when reporting concerns,” it added. “We are concerned about the current capacity of services like children’s social care and the police to provide children with the help they need, should mandatory reporting lead to an increase in referrals being made.”
* Children’s services leaders in England call for a **national ‘plan for childhood’** to transform the health, emotional well-being and life chances of a generation of youngsters scarred by austerity and the pandemic. They said ministers had presided over deepening child poverty, crumbling schools and an exploding health and wellbeing crisis in young people, with low-income families worst affected. The government’s failure to prioritise the post-pandemic needs of children in England was a “massive missed opportunity” that would leave many thousands of youngsters “left behind”, the Association of Directors of Children’s Services (ADCS) said. Its warning comes amid rising public concern about children across a range of indicators, from mental health and delayed early years development in “Covid babies” to declining school attendance and rising numbers of kids entering care. This month, children’s doctors said Britain was experiencing a growing children’s mental health crisis and failing to tackle growing child obesity and tooth decay, while former prime minister Gordon Brown described young people as the forgotten victims of a “poverty epidemic”. See <https://www.theguardian.com/society/2024/feb/19/the-devestating-impact-of-covid-and-austerity-on-children-in-england> <https://www.theguardian.com/society/2024/feb/19/childrens-services-leaders-in-england-call-for-national-plan-for-childhood>

**Disadvantaged children and young people**

* **More than a third of primary school pupils have a classmate who sometimes does not have enough food to eat, and over a quarter report sharing food with friends several times a month**, according to a new poll. Research agency Survation polled 1,500 children and 1,500 adults on behalf of the NEU and its ‘No child left behind’ campaign, which seeks among other things the extension of universal free school meals to all primary pupils. Of the children polled, 37 per cent said they knew someone at school who “sometimes does not have enough food to eat at lunch” Asked how often they had to share food with someone at school because they did not have enough money, 21 per cent said they did so two to three times a month, while 7 per cent said they did so at least four times a month. <https://www.survation.com/https-www-survation-com-archive-2024-2/>

**The NEU’s polling found 56 per cent of parents said they were “just about managing and have had to cut back on expenses”, while 14 per cent said they were “struggling to afford basic needs**”. Four per cent reported having to go without basic needs or relying on borrowing. Thirty-six per cent reported cutting back on children’s out-of-school activities, while a fifth said they had skipped meals so their children could eat. Thirteen per cent said they relied on food banks. Fourteen per cent said they had racked up school lunch debt, while 33 per cent said they had put less food or less healthy food in their children’s lunchbox. The poll found 88 per cent of parents and carers outside London want the government to **extend FSM to all primary school children** in England - with two-thirds saying they “strongly” supported this change. See <https://nochildleftbehind.org.uk/about>

* The DfE has issued a list of each **family hub location** in England funded by government. See <https://www.gov.uk/government/publications/list-of-family-hub-sites>
* The DfE has issued “Guidance, **move to the UK if you’re coming from Ukraine**” See <https://www.gov.uk/guidance/move-to-the-uk-if-youre-from-ukraine>

**Education news for schools**

* Researchers examining **children's attitudes towards the monarchy** have found more support among Britain's state schools than in private ones. The King's College London study found 66% of children in state schools, aged six to 12, had a positive view of the royals, compared with 56% in private. Overall, it found higher levels of support for the monarchy among children than among teenagers and young adults. The findings on primary school children in England, Scotland and Wales were in "stark contrast" to the views of young adults, said researchers, with a YouGov twice-yearly poll showing that only 27% of 18 to 24-year-olds saw the monarchy as "good for Britain". See <https://www.bbc.co.uk/news/uk-68283130>
* Schools need more support in delivering **financial education** says NAHT, Responding to new research from the Money and Pensions Service (MaPS) on financial education in schools, [https://maps.org.uk/en/media-centre/press-releases/2024/hundreds-of-thousands-leaving-school-without-money-skills#](https://maps.org.uk/en/media-centre/press-releases/2024/hundreds-of-thousands-leaving-school-without-money-skills)
* **The teaching profession had the most workers doing unpaid overtime in the past year,** a TUC study has found. The federation of trade unions found that teachers topped a list of occupations putting in more than four hours of unpaid overtime a week, costing them an estimated £15,000 in lost earnings. The analysis also found that two in five teaching professionals were doing unpaid overtime. The average weekly overtime across all employees was 4.4 hours. When looking just at the teachers doing unpaid overtime, the weekly figure rose to 26.3 hours. See <https://www.tes.com/magazine/news/general/teaching-profession-most-unpaid-overtime-workload>
* **Funded CPD to support A level science teaching** via Stem Learning, see <https://email.stem.org.uk/q/11oBrIRqhNMh8YsdkTuk6Pf/wv>

**School management**

* NGA has issued “What can boards do to **implement Greener Governance**?”. See <https://www.nga.org.uk/news-views/directory/what-can-boards-do-to-implement-greener-governance/?utm_source=Master+Audience&utm_campaign=740c5aacdb-EMAIL_CAMPAIGN_2024_02_16_09_39&utm_medium=email&utm_term=0_-740c5aacdb-%5BLIST_EMAIL_ID%5D>
* The DfE has updated “Find out what help you can get to **develop a whole school or college approach to mental health and wellbeing**”. See <https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>
* The DfE has updated **“Behaviour in schools. How school staff can develop a behaviour polic**y”. See <https://www.gov.uk/government/publications/behaviour-in-schools--2>
* For the latest **ESFA Update**, see <https://www.gov.uk/government/publications/esfa-update-21-february-2024>
* The DfE has updated “**Complete the school census**”. See <https://www.gov.uk/guidance/complete-the-school-census>
* ESFA has issued “**Choosing a trust's financial management system** (FMS)”. See <https://www.gov.uk/government/publications/choosing-a-trusts-financial-management-system-fms>

**Post 16**

* The DfE has issued promotional material for **the Multiply campaign**: communications toolkit and logos. See <https://www.gov.uk/government/publications/multiply-campaign-brand-guidelines-and-logos>
* **Major differences in the provision of post-16 education and training across the UK nations** has been revealed by a new report exposing stark inequalities in outcomes for young learners. However, while large inequalities in outcomes are a problem across the UK, the researchers say “the problem is most acute in Wales”. Wales had the lowest participation in higher education and large numbers of young people not in education, employment, education or training (Neet), according to the research. It also had the lowest shares of young people with different educational qualifications. The research was carried out by the Education Policy Institute (EPI) and the University of Oxford’s Centre on Skills, Knowledge and Organisational Performance (SKOPE), and was funded by the Nuffield Foundation. See <https://epi.org.uk/wp-content/uploads/2024/02/UK-Nations-post-16-Report-1-Jan-2024-FINAL.pdf> For a **useful summary**, see <https://www.tes.com/magazine/news/secondary/action-needed-improve-school-leaver-post-16-outcomes-wales>
* Ministers are considering ditching a league table metric introduced by Michael Gove that **measures school performance based on how many students go on to study at Russell Group universities**. The controversial measure was first introduced in 2012, alongside a metric showing how many pupils get into Oxford of Cambridge. It is said the measure was driving schools to disincentivise pupils from taking technical or vocational courses. See <https://schoolsweek.co.uk/ministers-mull-scrapping-goves-russell-group-school-metric/>
* ESFA has issued “16 to 19 funding: core maths premium”, See <https://www.gov.uk/government/publications/16-to-19-funding-core-maths-premium>

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