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**174 Academy and School News and Resources Update, June 25-July 1 2022**

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**Music**

* The DfE has issued its **non-statutory national plan for music education** which sets out the government’s vision to enable all children and young people in England to:
  + learn to sing, play an instrument and create music together
  + have the opportunity to progress their musical interests and talents, including professionally

The plan sets out how it will achieve this vision by 2030, emphasising the importance of partnerships between education settings, music hubs, music organisations working with young people and the music industry. See <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1085682/The_Power_of_Music_to_Change_Lives.pdf>

It builds on **the model music curriculum**, <https://www.gov.uk/government/publications/the-power-of-music-to-change-lives-a-national-plan-for-music-education> and the **original national plan for music education**, published in 2011, <https://www.gov.uk/government/publications/the-importance-of-music-a-national-plan-for-music-education>

The DfE has also issued:

* **The power of music to change lives, case studies**, <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1085591/National_plan_for_music_education_case_studies.pdf>
* **The power of music to change lives, resources**, <https://www.gov.uk/government/publications/the-power-of-music-to-change-lives-a-national-plan-for-music-education/the-power-of-music-to-change-lives-resources>

As part of this, tens of thousands of pupils will be given **the chance to learn a musical instrument**, thanks to new capital funding worth £25 million for schools to purchase musical instruments and equipment. It is estimated that £25 million will enable children to have access to approximately 200,000 new instruments on the assumption that one musical instrument is £100. This would build on existing stock of musical instruments and equipment. This will include adapted instruments for pupils with **special educational needs and disabilities** (SEND), so that every pupil will have the opportunity to develop a love for music It will include a pilot to improve music progression in disadvantaged areas and the roll-out of an inclusion strategy in every music hub area so that all children and young people can benefit from high quality music education. Schools should offer lessons across a range of instruments and voice, a choir or ensemble, rehearsal space, termly performances and “opportunity to enjoy live performance at least once a year”.

All schools will also be asked to **offer at least one hour of music** curriculum a week in KS 1-3 as part of the launch of a new National Plan for Music Education. It will also provide teachers and young people guidance on how to progress a career in music. As part of the updated guidance in the National Plan for Music Education, every school will be expected to have a **designated music lead** or head of department; “music should be “represented in every school’s leadership structure, with a designated music lead or head of department at school and/or academy trust level”. The DfE would “like” every school to have a “**music development plan**” by September 2023 at the latest, capturing their curricular and co-curricular offer and setting out its staffing and funding.

The DfE confirmed **music hubs** will continue to receive £79 million a year until 2025, with all expected to draft inclusion strategies and four hosting new national “centres of excellence”. The new “national music hub centres of excellence” will be created by 2024 for inclusion, CPD, music technology and pathways to industry, based in four music hubs and supporting all the rest. The DfE will “open up the music hub programme to competition” again in the autumn by inviting applications to lead and receive their funding. Every music hub will need an “inclusion strategy”, and lead organisations will need an “inclusion lead” by 2024. They will also have to partner with a small number of lead schools to design and deliver professional development and peer-to-peer support for local schools by spring 2024.

**Present relevant statistics**. 22 per cent of secondary teachers polled reported that year 9 pupils received no compulsory music lessons at all, and a further 13 per cent said they only studied it on a “carousel” for part of the year. Fifty-three per cent said their school offered it to year 9 pupils at least once a fortnight, with the number offering weekly lessons not known. Meanwhile 23 per cent of teachers said their school did not offer GCSE music, and 39 per cent of those with sixth forms said they did not offer A Level music. More than a third of teachers say their year 9 pupils do not get regular music. A new survey by Teacher Tapp also shows two in five primary pupils lack access to free instrument lessons, with music classes increasingly being taught by non-specialists. At primary level, 41 per cent of teachers said there were no opportunities for everyone to learn an instrument at school without a charge. Half of primary teachers also said music was taught by class teachers not qualified in music, and one in 20 said classes lacked regular music lessons.

The ambitions set out in the National Plan for Music Education will be “impossible” for schools to deliver amid “rising costs” and “poor funding”, a primary heads’ leader has warned. Paul Gosling, president of school leaders’ union the **NAHT,** said that, as a headteacher, he would “love to put resources back into music” but that it seemed “impossible in the current climate of rising costs, poor SEN funding and poor funding generally”. Other leaders have highlighted difficulties in recruiting specialist teachers, as figures today show a big shortage of trainee music teachers. The number of applicants placed on initial teacher training music courses is 32 per cent below the estimated number required to meet the end-of-year target. Questions are also being raised over the DfE’s promise to provide 200,000 instruments costing £100 each. Anthony Short, executive director of the **Music Industries Association**, said that while the organisation welcomed “any new investment”, he felt the cost assumption of around £100 per instrument felt “quite low”.

**PE and Sport**

* **Further opportunities for pupils to get active and stay healthy will become available through the continuation of the PE and Sport Premium**. £320 million will be delivered to schools in 2022/23 to give more children access to PE lessons and sporting opportunities, supporting both their physical and mental wellbeing. £11 million will also support the continuation of the **School Games programme** to give young people the opportunity to participate in competitive sport. The School Games programme aims to develop sporting talent at an early age. The PE and Sport Premium and School Games programme support the government’s commitment to ensuring children and young people have access to at least 60 minutes, or 20 minutes for children with a disability, of physical activity a day. Building on this commitment, £10 million is supporting schools to open up sport and swimming facilities. The Department for Education has already provided funding from phase one and two of this initiative to schools and is currently procuring a national delivery partner to allocate further funding and advice to schools over the next phase of the programme. The Government’s commitment to ensuring that children and young people have access to at least 60 minutes of sport and physical activity per day is set out in the **school sport and activity action plan**, <https://www.gov.uk/government/publications/school-sport-and-activity-action-plan> For UK Chief Medical Officer Physical Activity see, <https://www.gov.uk/government/collections/physical-activity-guidelines> and UK Chief Medical Officer **Physical Activity Guidelines for disabled children and disabled young people** see, <https://www.gov.uk/government/publications/physical-activity-guidelines-disabled-children-and-disabled-young-people> Ofsted said in March that after eight years of funding, it was “still unclear” what sustained positive impact funding was having on teacher expertise and pupil outcomes – and flagged its past findings that some schools breached guidance on how to use it.

**Early Years and primary**

* **Screen time during the Covid pandemic** increased the most among **primary** schoolchildren, by an extra hour and 20 minutes a day on average, according to the first global review of research. The sharp rise in screen time was associated with poorer diets in children, poor eye health, deteriorating mental health including anxiety, and behavioural problems such as aggression, irritability and increased frequency of temper tantrums, researchers said. The biggest daily increase in screen time was among those aged between six and 10. Children under five had the lowest increase in screen time, going up by 35 minutes, although even this increase is not insignificant. See <https://www.thelancet.com/journals/eclinm/article/PIIS2589-5370(22)00182-1/fulltext>
* A **commemorative book about the Queen's Platinum Jubilee** for all children in state-funded primary school education in the UK is being issued. For details about its delivery, see <https://www.gov.uk/government/publications/platinum-jubilee-book-for-primary-school-children>
* STA has issued “**2019 national curriculum test handbook**. Information on the design, development and delivery of the 2019 key stage 1 (KS1) and key stage 2 (KS2) national curriculum tests”. See <https://www.gov.uk/government/publications/2019-national-curriculum-test-handbook>
* Headteacher leaders have called on the government **to “thoroughly review” this year’s key stage 2 Sats amid concerns about the quality and accuracy of the marking**. The NAHT said it would highlight concerns about the way marking of papers was managed and the operation of the Sats helpline this year. The NAHT’s intervention comes after markers voiced concerns about the accuracy and quality of the marking this year and the difficulties they have faced. One Year 6 teacher, who worked as a KS2 Sats marker this year and for three years before the pandemic, said that the entire process had been an “absolute nightmare”. A lack of Sats papers being made available to mark meant they found they were switching between the questions they were checking. “I was switching between questions and rushing through in order to meet the allocation deadlines. I found I made way more mistakes than usual due to the inconsistency and tiredness”. Markers also said that their allocations were changed without warning throughout the process. One marker said their marking load was increased from 3,400 to 3,990 segments at the end of last month. Each Sats paper is divided into five or six segments. There are **also concerns around the supply of markers next year**, as both specialist and senior markers have said they will “never work for Capita again”. See <https://www.tes.com/magazine/news/primary/sats-2022-call-thorough-review-amid-fears-about-marking>
* The DfE has issued a manual of documents, “**Early years census**”, See <https://www.gov.uk/guidance/complete-the-early-years-census>
* The DfE has **updated “Early years foundation stage: exemplification materials. To support teachers in making early years foundation stage profile (EYFSP)** j**udgements**”. See <https://www.gov.uk/guidance/early-years-foundation-stage-exemplification-materials>
* STA has issued:
  + **Pre-key stage 1 standards**. Pre-key stage standards are for pupils who are working below the overall standard of national curriculum assessments, but who are engaged in subject-specific study, <https://www.gov.uk/government/publications/pre-key-stage-1-standards>
  + **Pre-key stage 2 standards**. For teachers to report assessment outcomes for pupils working below the standard of national curriculum assessments (commonly called SATs) at the end of KS2, <https://www.gov.uk/government/publications/pre-key-stage-2-standards>
  + **Understanding scaled scores at key stage 2,** <https://www.gov.uk/guidance/understanding-scaled-scores-at-key-stage-2>
* Ofsted has issued a collection of documents, “**Early years and childcare statistics**. Statistics from Ofsted for early years and childcare”. See <https://www.gov.uk/government/collections/early-years-and-childcare-statistics>
* Heads’ and teachers’ leaders are calling for an **urgent shake-up of the funding formula for maintained nurserie**s as a survey reveals many are struggling to cover core costs and face closure. More than half (52 per cent) of maintained nursery schools had an in-year deficit in 2021-22, a survey carried out by the Early Education charity alongside the NAHT, NEU and Unison has suggested. This is up from 46 per cent the previous year. One in 10 nursery schools said they broke even last year, while 39 per cent were in surplus. See <https://early-education.org.uk/mns-funding-june-2022/>
* The DfE has issued statistics on the characteristics of **early years providers in England, 2021**. See <https://www.gov.uk/government/statistics/childcare-and-early-years-providers-survey-2021> The number of 3- to 4-year-olds receiving early years pupil premium (EYPP) is at the highest level on record. The parents of pupils aged 3 or 4 who receive 15 hours of free childcare and are in receipt of one or more of a list of benefits are eligible for the EYPP, which means that their provider gets an extra cash payment of up to £302 per year. The figure for pupils in receipt of the entitlement this year reached 116,500, which is a jump of 8 per cent since 2021 and 15 per cent since 2020. The number of pupils registered for the 30-hour entitlement of government-funded early years provision is also at its highest ever level. Other data reveals that around 23,600 nursery children (a total of 8 per cent) in the maintained nursery sector were eligible for FSM in 2020-21, up from 20,918 in 2020. But there are concerns over the number of pupils who could be missing out on FSM as they do not meet the eligibility criteria, as well as not applying or not attending a maintained nursery school that is required to provide the meals
* Research from School Dash and Hodder Education on the residual **impact of educational disruption on primary school attainment by spring 2022** shows:
* There are still sizeable attainment shortfalls across all year groups in grammar, punctuation and spelling
* Attainment in reading for Year 3-6 pupils had returned almost to pre-pandemic levels
* Reading in Years 1 and 2 has been particularly negatively impacted by school closures and pupils in these years are still behind pre-pandemic attainment levels
* The gaps between disadvantaged pupils and their peers were smaller in spring 2022 compared to spring 2021. The difference between the attainment of pupils eligible for the Pupil Premium and the attainment of their peers (the disadvantage gap) still appears to be larger than it was pre-pandemic, in reading and GPS
* All English regions showed improved attainment between spring 2021 and spring 2022, but were nevertheless differently affected. For example, Year 1 and 2 pupils attending schools in the North showed the least improvement in reading. Pupils across all primary school years (Years 1-6) in the Midlands showed lower average improvement in maths than their peers in other regions

See <https://www.schooldash.com/blog-2206.html#20220630>

* Ofsted has issued “**Ofsted EIF inspections and the EYFS**. What schools, registered early years providers and childminders need to know about delivering the current and revised early years foundation stage (EYFS) and Ofsted inspections under the education inspection framework (EIF)”. See <https://www.gov.uk/government/publications/ofsted-eif-inspections-and-the-eyfs>

**Attendance**

* A government attendance adviser has urged the Department for Education to fund dozens more “**attendance hubs”.** Rob Tarn, the chief executive of the Northern Education Trust, was appointed to the DfE’s “attendance action alliance” of expert advisers last year. One trust school in a highly deprived area, North Shore Academy in Stockton-on-Tees, was also invited to do a DfE webinar last year, after achieving 93 per cent attendance. This prompted Tarn to launch an “attendance hub” network pilot in May – which he now wants replicated nationwide
* **Attendance as of 23.6.22:**
* Attendance in **all state-funded schools** was adjusted to exclude year 11-13 pupils who are not in attendance because they are off-site for approved purposes was 89.4% on 23 Jun, down from 91.5% on 9 Jun.
* Attendance in state-funded **primary** schools was 91.4% on 23 Jun, down from 94.0% on 9 Jun.
* Attendance adjusted to exclude year 11-13 pupils who are not in attendance because they are off-site for approved purposes in state-funded **secondary** schools was 86.9% on 23 Jun, down from 88.5% on 9 Jun.
* Attendance adjusted to exclude year 11-13 pupils who are not in attendance because they are off-site for approved purposes in state-funded **special** schools was 85.5% on 23 Jun, down from 86.3% on 9 Jun..
* Attendance adjusted to exclude year 11-13 pupils who are not in attendance because they are off-site for approved purposes in state-funded **alternative provision** was 52.9% on 23 Jun, down from 54.4% on 9 Jun.

Attendance of vulnerable children and pupils eligible for free school meals

* In state-funded **primary s**chools, approximately 91% of pupils with an education, health and care plan (EHCP), 91% of pupils with a social worker, and 92% of pupils eligible for free school meals were in attendance on 23 Jun. Attendance rates are lower than on 9 Jun when 92% for pupils with an EHCP, 92% of pupils with a social worker, and 93% of pupils eligible for free school meals were in attendance.
* Equivalent figures for state-funded **secondary** schools are affected by some schools offering different provision for year 11-13 students and are therefore not summarised here.

Workforce absence

* The estimate is that 6.5% of **teachers and school leaders** were absent for any reason from open schools on 23 Jun, up from 5.5% on 9 Jun.
* The estimate is that 5.5% of **teaching assistants and other staff** were absent for any reason from open schools on 23 Jun, up from 5.0% on 9 Jun.

See <https://www.gov.uk/government/statistics/attendance-in-education-and-early-years-settings-during-the-coronavirus-covid-19-pandemic-23-march-2020-to-23-june-2022>

As shown above, 6.5% of teachers and school leaders were off, up from 5.5% two weeks previously. Furthermore, 5.5% of teaching assistants and other staff were off, up from 5%. It means that on June 23, 33,000 teachers and 39,000 support staff were absent from schools in England. Teacher absences seem to be hitting secondary schools harder than in primary (6.7% compared to 6.1%) while support staff absence seems to be more of an issue for primary schools (5.5% vs 4.6%). Overall pupil attendance, meanwhile, had fallen to 89.4% on June 23, down from 91.5% two weeks previously. School leaders say **it is no coincidence that absence is up just as infections nationally rise again**. There are calls for the reinstatement of **free Covid testing in schools**. See <https://www.ascl.org.uk/News/Our-news-and-press-releases/ASCL-comment-on-education-attendance-statistics> <https://www.sec-ed.co.uk/news/rise-in-absence-sparks-testing-call-as-covid-variants-hit-omicron-schools-attendance-pandemic-staff-pupils/>

**Schools Bill**

* **Nadhim Zahawi has scrapped several clauses of his schools bill** following accusations of a Whitehall power-grab. In a letter to peers, academies minister Baroness Barran said the government would “remove clauses one to four and schedule one from the bill”. Clauses one to four relate to academy regulation and a proposed power for the government to set wide-ranging new standards for academies to follow. Schedule one would have extended existing legislation for maintained schools to academies. The government will also support amendments seeking to remove clauses five to 18, which relate to how academy funding agreements are terminated. However, Barran said the government would “bring forward revised proposals in the House of Commons”. A DfE spokesperson said the government remained “committed to the schools bill putting clear academy trust standards on a legal footing, and allowing for the government to intervene directly in the rare cases of academy trust failure**”. ASCL** said “said the bill would have affected “virtually every aspect of the running of academies. It was a ridiculous attempt to centralise power in Whitehall over matters which are obviously much better decided by professional educators who know the needs of their schools and their pupils”. See <https://www.ascl.org.uk/News/Our-news-and-press-releases/ASCL-comment-on-Schools-Bill-U-turn>
* The DfE has finished its consultation on its proposal **to bring schools with two consecutive Ofsted judgments below ‘Good’ in scope for intervention**. See <https://www.gov.uk/government/consultations/supporting-schools-that-are-not-making-necessary-improvements> The DfE has confirmed plans to intervene at schools rated ‘requires improvement’ or below in successive Ofsted inspection. The department says it expects regional directors would “normally” order such maintained schools and standalone academies to join multi-academy trusts. Schools will receive letters informing them they are “eligible” for intervention this autumn, new guidance states. The government emphasised decisions will still be “case-by-case”. The DfE will only intervene in schools inspected since May 2021, making an exception for those with five consecutive RI judgments. The consultation response had revealed significant worries in the sector, with unions arguing it could hit headteacher recruitment and trusts warning it risks disincentivising them from taking on struggling schools; even Ofsted voiced “concern” about the measures. Education Datalab found 869 schools potentially eligible for intervention. Of these, 65 per cent (564) are academies.
* The DfE is offering up to £100,000 a year for **a senior policy adviser to support Nadhim Zahawi’s school reforms**. See <https://www.civilservicejobs.service.gov.uk/csr/jobs.cgi?jcode=1795806>
* The DfE has launched **a review of how it works with academy trusts** which will look at the standards trusts are held to, and the thresholds at which the government uses its powers to intervene in rare cases of underperformance, helping minimise trust failure and retain parents’ confidence. It will also look at how the government supports the growth of existing strong trusts and the creation of new strong trusts, helping trusts improve schools. The government intends for all schools to be in or joining strong academy trusts by 2030. The review will conclude by the end of 2022, and is intended to give clarity on how the powers in the Schools Bill, currently going through parliament, will be applied. The review will look at:

**Defining, measuring and judging trust strength**

* + Minimum standards for trusts
  + Developing a ‘strong trust definition’
  + Metrics to support the definition
  + How judgments made can be ‘nuanced and risk-based’
  + What this means for measurement and data collection

**Intervention and direction from the regulator**

* + Regulatory strategy, including ‘harms’ a regulator will focus on
  + The ‘risk appetite for intervention’
  + Alignment between minimum standards and trust strength
  + How the regulatory framework will inform local decisions
  + The role for trust-level inspection

**Incentivising system improvement**

* + The DfE’s ‘overall approach to commissioning’
  + The incentives for trusts to improve
  + How trusts are chosen to take on schools
  + How decisions are made about new trusts, trust growth and ‘significant changes to schools’
  + ‘Whether, when and how’ it is appropriate to move schools

**Delivering regulation and commissioning**

* + How regulatory and commissioning functions will be distributed
  + The skills regulators and commissioners need
  + Opportunities to ‘reduce the burden of regulation’
  + Making processes transparent so they’re ‘viewed as legitimate’
  + What routes of challenge and appeal should be available
  + How new legislation will be applied

It will be chaired by the Schools Minister Baroness Barran, and be directly informed by an Expert Advisory Group including the Ofsted Chief Inspector Amanda Spielman, Confederation of School Trusts Chief Executive Leora Cruddas and LSE Professor of Political Science and Public Policy Martin Lodge, alongside further representatives from the academy trust sector to be confirmed shortly. The review will also “engage throughout with parliamentarians, representatives from unions including ASCL and NAHT, and other interested parties via working groups, visits and workshops to test and iterate proposals”. See <https://www.gov.uk/government/groups/academies-regulation-and-commissioning-review-advisory-group> For more detail, see <https://schoolsweek.co.uk/dfe-launches-regulatory-review-to-future-proof-academy-trusts/>

* For the **Education Secretary’s address to the LGA annual conference**, see <https://www.gov.uk/government/speeches/education-secretary-address-lga-annual-conference> Nadhim Zahawi said there has been an “overwhelming” response from council leaders to government plans to allow local authorities to set up multi-academy trusts and that council leaders in some parts of the country are now in talks with private schools in their areas about establishing MATs.

**Covid**

* **Covid-19 levels are continuing to rise** in all four countries of the UK, with the increase fuelled by the Omicron variants BA.4 and BA.5, experts have said. Figures from the Office for National Statistics (ONS), based on swabs collected from randomly selected households, reveal that in the week ending 18 June an estimated one in 40 people in the community in England are thought to have had Covid – about 1.36 million people – up from one in 50, or 1.13 million people, the week before. In England, infections increased across all age groups, but with the **lowest level of infection seen in school-aged children**. These increases are largely driven by the Omicron BA.4 and BA.5 variants.” See <https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/conditionsanddiseases/bulletins/coronaviruscovid19infectionsurveypilot/24june2022>
* The latest data from the School Infection Survey (SIS) shows that the proportion of **primary school pupils who were not vaccinated** and whose parents said they were “unlikely” to agree to their child being vaccinated in future has risen from 24 per cent in December 2021 to 36 per cent in March 2022. Meanwhile, nearly all **secondary school-age children** had Covid-19 antibodies in the most recent set of tests, the study also shows. It found an estimated 99 per cent of secondary students and 82 per cent of primary pupils tested positive for Covid antibodies between 3 March and 22 March this year. Parents of primary school children who were not vaccinated were asked: “How likely are you to agree to your child having the coronavirus (Covid-19) vaccination if it is offered to them?” The proportion replying “unlikely” had “significantly increased”, from 23.7 per cent in December 2021 to 35.6 per cent in March of this year, according to the Office for National Statistics (ONS) report. The main reasons parents gave for not agreeing to their child getting a Covid-19 vaccine were that they did not think their child needed a vaccine (51 per cent) and that they were waiting to see how well it works for children aged between 5 to 11 (51.2 per cent). See <https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/conditionsanddiseases/bulletins/covid19schoolsinfectionsurveyengland/pupilantibodiesandvaccinesentimentmarch2022>
* For summary findings from the DfE’s survey of the use of **CO2 monitors and air cleaning units**, and data on applications for air cleaning units, see <https://www.gov.uk/government/publications/co2-monitor-survey-and-applications-for-air-cleaning-units> As of 24 June, there were 8,026 DfE-funded air cleaning units and 386,699 DfE-funded CO2 monitors delivered to state-funded education settings.
* The DfE has updated “COVID-19 **12 to 15 vaccination programme funding for schools**: conditions of funding”. See <https://www.gov.uk/government/publications/covid-19-12-to-15-vaccination-programme-funding-for-schools-conditions-of-funding>

**Health and welfare of young people**

* **Low polio vaccination coverage** among teenagers risks the re-emergence of virulent polio infection in the UK, experts have warned. Fewer than half of 13 to 14-year-olds received their teenage booster against polio in some parts of England last year, data shows, after public health officials declared a national incident over evidence the virus is spreading in the community. Although the vast majority of these teenagers will have received primary doses of the vaccine as babies and young children, and will be protected against serious illness, low coverage makes infection more likely. See <https://www.theguardian.com/society/2022/jun/23/low-polio-vaccination-rates-among-teenagers-risks-virulent-infection-in-uk>
* In a women and equalities committee hearing **on attitudes to girls and women in schools** and other educational settings, Keziah Featherstone, headteacher at Q3 Academy Tipton said there should be a yearly safeguarding audit of schools, separate from Ofsted inspections, to investigate issues of harassment. She said she knew of schools in the West Midlands that had not been seen by Ofsted inspectors for 12 years.
* Susie McDonald, chief executive of charity Tender - an arts charity working with young people to prevent **domestic abuse and sexual violence** - told a committee of MPs that there is no “clear guidance for schools about how to manage incidents” of misogyny and abuse. The committee was also told how pupils have AirDropped nudes to each other or used Google Drive to store non-consensually shared images. Soma Sara, founder and chief executive of Everyone’s Invited (EI), a movement against sexual violence said “the rise and the mainstreaming of hardcore pornography”, and the ways in which young people conduct much of their lives online, have led to new kinds of abuse emerging in recent years. “A lot of young people I’ve spoken to, they don’t really understand that it’s wrong or understand the impact it’s actually having on them,” she said. “It’s just become so normalised that it’s accepted as what happens.” Ms Sara said when young people try to report harassment and abuse, they are told to “shrug it off and move on”, which serves to “perpetuate that same cycle of abuse”.
* The government should make the **collection of data on racist incidents of bullying** mandatory in schools as part of a suite of measures to prevent discrimination, researchers have said. As part of a project looking at the lives of migrant children in the UK and Europe, researchers from Manchester Metropolitan University said that, as diversity increases, schools need to provide an “inclusive education” that “fosters cultural diversity” and ensures “equal outcomes for all”. In a policy brief that forms part of the project, the researchers have also recommended that **teacher training programmes look at how teachers can address topics regarding diversity in classrooms**. See <https://www.mmu.ac.uk/news-and-events/news/story/?id=15209>
* **The pandemic has had a lasting legacy on the mental health of the “Covid generation” of students**, exacerbating rates of anxiety, depression and self-harm and resulting in a “significant rise” in young people struggling at university, experts have said. UK universities have reported that more students are experiencing mental health problems in the aftermath of the pandemic, and that this is expected to continue with the cohort arriving in September, whose school experience was heavily disrupted by the pandemic. See <https://www.theguardian.com/society/2022/jun/28/warnings-of-mental-health-crisis-among-covid-generation-of-students>
* From Sept 2021, local authorities should have extended the **virtual school head role** to champion all children with a social worker and promote their education. For new guidance on this role, see <https://www.gov.uk/government/publications/virtual-school-head-role-extension-to-children-with-a-social-worker> <https://www.gov.uk/government/publications/virtual-school-heads-section-31-grant-determination-letter>
* The DfE has updated “**Working together to safeguard children**. Statutory guidance on inter-agency working to safeguard and promote the welfare of children”. See <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

**Learning recovery and NTP**

* The DfE has issued “**School-led tutoring year-end statement**. Guidance for schools, academies, independent special schools, local authorities and virtual school heads on completing the year-end statement for the SLT grant. See <https://www.gov.uk/government/publications/school-led-tutoring-year-end-statement> Schools receiving school-led funding as part of the National Tutoring Programme (NTP) are warned that they must submit an end of year statement by 16 September, or risk having the money clawed back. If schools have not spent their full allocation, this will also be treated as an overpayment, and the DfE said it will offset this against future payments. It is recommended that schools complete the statement by the end of July, unless they’re running school-led tuition over the summer holidays.
* The DfE has updated “**School-led tutoring: guidance and tracker tool**. Details for schools, academy trusts and local authorities on the expectations and conditions attached to school-led tutoring funding”. See <https://www.gov.uk/government/publications/school-led-tutoring-conditions-of-grant>
* For an article on the draft plans for the **revamped Oak Academy** as the new government arms-length national curriculum body, see <https://schoolsweek.co.uk/leaked-slides-reveal-oaks-vision-for-new-curriculum-quango/> The DfE is to start talks next week with the schools sector to seek views on how the new arm’s-length national curriculum body will operate. The fact that Oak’s resources will always be free, as well as the fact that it will be independent from government and not compulsory, have already been decided and are not part of the planned discussions. Some of the topics the DfE will be seeking views on are the creation of full curriculum maps, full sets of lesson materials, lesson overview slides, quizzes and videos. Conversations will also be had on the subjects that the national online academy will offer in the first year. Oak plans to eventually offer a full subject range but will be limited in terms of resources in its first year
* The DfE has struck a deal to pay **Oak National Academy’s curriculum partners** for the copyright of lesson resources they have previously provided for free to the remote learning provider. The decision follows months of speculation over what appeared to be a major stumbling block in the government’s plan to set up the online academy as a UK-wide arm’s length body. The partners, which include large multi-academy trusts Ark Schools and United Learning, are set to be paid a flat fee of around £100 per lesson by the DfE as part of a payment for intellectual property. For a full list of the curriculum partners, see <https://www.tes.com/magazine/news/general/dfe-oak-national-academy-lesson-resource-curriculum-partners>

**Technology**

* Up to 3,000 rural primary schools will get **fast fibre broadband** over the next three years as part of a £82 million scheme. Funding for up to 2,000 schools will come from the Department for Digital, Culture, Media and Sport’s (DCMS) “GigaHubs” programme to deliver fast and reliable broadband to hard-to-reach areas. Another 1,000 schools will be funded by the DfE to enable every school in England to access high-speed internet by 2025. It is expected to reach an estimated 500,000 pupils. But it will still leave schools waiting. It is reported how 3,835 schools are in postcodes that did not have access to full-fibre or were not in areas of “proposed commercial build within the next five years”. The regional breakdown of the new scheme will be determined during procurement, which will begin in the autumn term. The departments will engage with schools over the “coming months”. The programme is on top of the DfE’s Connect the Classroom scheme, targeting the 24 priority education investment areas to upgrade technology including WiFi and cloud services. See <https://www.gov.uk/government/news/thousands-of-rural-primary-schools-to-get-huge-broadband-upgrade>
* The DfE has updated a comprehensive collection of documents, “**Using technology in education**”. See <https://www.gov.uk/government/collections/using-technology-in-education>

**ITT and ECTs**

* The DfE has updated “**How schools can hire teachers who are not UK or Irish nationals**”. See <https://www.gov.uk/guidance/recruit-teachers-from-overseas>
* **The University of Cambridge has reapplied for approval to continue providing teacher training** after refusing in the first round earlier this year.
* The DfE has issued:
* “**Early career framework**. A framework of standards to help early career teachers succeed at the start of their careers”. See <https://www.gov.uk/government/publications/early-career-framework>
* **Guidance for early career teachers (ECTs): ECF-based training**, <https://www.gov.uk/guidance/guidance-for-early-career-teachers-ects-ecf-based-training>
* **Guidance for mentors: how to support ECF-based training**, <https://www.gov.uk/guidance/guidance-for-mentors-how-to-support-ecf-based-training>
* **Guidance for schools: how to manage ECF-based training**, <https://www.gov.uk/guidance/guidance-for-schools-how-to-manage-ecf-based-training>
* Ofsted has updated “**Early career framework and national professional qualification inspection framework and handbook**”. See <https://www.gov.uk/government/publications/early-career-framework-and-national-professional-qualification-inspection-framework-and-handbook>
* **The number of trainees placed on secondary school teaching courses is nearly a fifth below pre-pandemic levels**, government figures suggest. By mid-June this year, the number of secondary and further education applicants placed on courses was 10,576, down by 18 per cent from the same point in 2019. The gap has widened since the last figures were analysed in April, when they had fallen by 14 per cent. The figures for **primary** teacher trainees are less stark than for secondary but still show a 6 per cent fall, from 10,960 in June 2019 to 10,312 by June this year. As well as the fall in trainees being placed on teacher training courses, **fewer are applying in the first place**, the figures show. Overall, there have been 49,562 ITT secondary and FE applications so far this academic year. By June 2019, Ucas had recorded 53,250 secondary ITT applications (including FE), meaning there has been a 7 per cent decrease from two years ago. See <https://www.tes.com/magazine/news/general/secondary-teacher-trainees-nearly-fifth-below-pre-covid-level> <https://www.gov.uk/government/publications/monthly-statistics-on-initial-teacher-training-itt-recruitment>
* Ofsted has updated “**Initial teacher education (ITE) inspection framework and handbook**”. See <https://www.gov.uk/government/publications/initial-teacher-education-ite-inspection-framework-and-handbook>

**School resource management**

* The DfE has updated its collection of documents in the manual, “**Buying for schools**”. See <https://www.gov.uk/guidance/buying-for-schools>
* Not a single school was able to successfully use a **government-run service designed to help them secure cheaper energy deals** in the final three months before it closed. Crown Commercial Service’s (CCS) School Switch platform claimed to be able to help schools “save money” and access “bespoke tariffs” - but figures show that no schools completed a successful energy switch using it in 2022. In fact, the number of switches completed on the service this year is recorded as “minus 3” in government statistics, because three failed switches were attempted
* The DfE has issued a comprehensive collection of documents, “**School resource managemen**t. Information, tools, training, and guidance to help schools and trusts save money on day-to-day costs”. See <https://www.gov.uk/government/collections/schools-financial-health-and-efficiency>

**School buildings and capital funding**

* For an article on “**Why hundreds of schools have repeatedly missed out in their applications for funding to repair rundown buildings, while others have enjoyed much more success**”, see <https://www.tes.com/magazine/news/general/school-funding-buildings-cif> In this, heads describe the process of applying for funding through the **Condition Improvement Fund (CIF)** - aimed at addressing “significant” need - as a “form of madness” that is delaying crucial work. CIF funding is open to smaller academy trusts, as well as some voluntary aided schools and sixth-form colleges - meaning there are around 5,000 schools in total that are eligible to apply for the fund. Only around 1,400 to 1,500 bids have been accepted per year over the past few years. Data shows that 419 schools have had three or more unsuccessful applications since 2016-17 without a single successful bid. If schools that have had at least one successful bid are included, 761 have had five or more bids rejected. At the other end of the spectrum, there are 534 schools that have had five or more successful applications, while 13 have had 10 or more. Overall, just under half (46 per cent) of the successful bids since 2016-17 have come from around a fifth of the eligible schools.
* The DfE has issued a report evaluating the pilot programme to support trusts to **strategically manage their estates and make the best use of their capital funding**. See <https://www.gov.uk/government/publications/capital-advisers-programme-pilot-evaluation>

**SEND**

* **All headteachers should have a SENCO qualification**, because “inclusion starts from the top”, the children’s minister has said. He warned that at present “too many SENCOs are not on the senior leadership team of schools”. Will Quince also said he was **not “wedded” to the SEND green paper‘s controversial proposal of introducing mandatory mediation for families challenging councils** over education, health and care plans (EHCPs). See <https://www.specialneedsjungle.com/webinars/>
* The DfE has issued a research report summarising an evaluation of an **assistive technology training pilot for SEND students**. See <https://www.gov.uk/government/publications/assistive-technology-training-pilot-evaluation>
* The Local Government Association’s (LGA) annual conference in Harrogate this week is calling on the government to scrap the high needs deficits that councils have built up. It says that **the “spiralling” costs of providing SEN support is outstripping the budgets councils have available**. The latest figures (DfE, 2022) show that requests for Education, Health and Care Plans (EHCPs) fell to 75,951 in 2020 following four years of increases. However, as the impact of Covid-19 eased, requests then jumped by 23% to 93,302 in 2021. In the last year, councils have approved 62,180 new EHCPs – amounting to 170 children and young people starting a plan each day. Overall, there are now 473,255 children and young people on ECHPs which represents an increase of more than 100% since eligibility for SEND support was extended in 2014 to people aged 16 to 25. See <https://www.sec-ed.co.uk/news/send-demand-for-ehcps-rockets-as-councils-struggle-special-needs-schools-education-funding-support-local-authorities-lga/> <https://neu.org.uk/press-releases/lga-special-needs-support>

**Academies and Trusts**

* St Joseph Catholic Multi Academy Trust, founded by the Archdiocese of Liverpool and Dioceses of Shrewsbury and Chester, is established part of a DfE pilot to **boost church school academisation rates**. It is only the second DfE-launched turnaround trust for “higher risk” schools, after the Falcon Education Trust started in 2019. Earlier this year, St Joseph took on four primaries and two secondaries in Merseyside and Halton, forced to academise after ‘inadequate’ judgments. The aim is to find a home for “orphan” schools. For details, see <https://schoolsweek.co.uk/st-joseph-cmat-catholic-trust-turnaround-pilot/>
* **Academies’ income from donations** plummeted by a third last year, as fundraising efforts were ruined by the pandemic. Analysis of DfE data shows they received £145.4 million in the past academic year in “donations and voluntary funds”. It marks a significant drop on the £163 million raised the previous year, and an even larger 32.2 per cent fall on pre-Covid levels in 2018-19 of £214.6 million. The average academy raised £14,909 last year, compared with £24,348 two years earlier. This chimes with separate figures from Parentkind, which represents parent teacher association (PTA) fundraisers. In data released to mark National PTA Week, the charity suggests that PTA income has almost halved on pre-pandemic levels. It estimates that associations raised £60.8 million for their schools in 2020-21, down from £79 million the previous year and £121 million the year before – a 48.2 per cent decline. The average PTA reported making £4,367 less than usual in England, Wales and Northern Ireland. Official figures suggest income from donations and other voluntary funds fared far better in trust central teams than at academy level – increasing from £25.3 million to £34.5 million. The average central team also raised £12,998 in 2020-21, up from £8,792 in 2018-19.
* The DfE has updated “Information **on grant funding for academies that have changed trust in the past 9 financial years**”. See <https://www.gov.uk/government/statistics/announcements/academy-transfers-and-funding-in-england--2>
* ESFA has updated “**Academies chart of accounts and automating the accounts return**”. See <https://www.gov.uk/government/publications/academies-chart-of-accounts>

**Education news for schools**

* For an article on the new **National Institute of Teaching and its implications**, see <https://schoolsweek.co.uk/national-institute-of-teaching-iqts-training-abroad/>
* The DfE has updated “**Move to the UK if you’re coming from Ukraine**. Check what you need to do before you travel to the UK and what to do after you arrive”. See <https://www.gov.uk/guidance/move-to-the-uk-if-youre-from-ukraine>
* A supply teachers’ leader has written to the education secretary, **dismissing the idea that supply teachers would cover teachers on strike**. The chair of a network of nearly 2,500 supply teachers, Niall Bradley, has written to the education secretary suggesting that most staff will not be willing to cross picket lines to cover for striking workers, and warning that the plans to bring in temporary cover “denigrate” his members. He ran a poll of more than 300 members, with just 3 per cent indicating that they would cross the picket line, and 92 per cent saying that they would not.
* The DfE has updated “**Statutory guidance on local authorities' and regional schools commissioners' responsibilities relating to schools and PRUs causing concern**”. See <https://www.gov.uk/government/publications/schools-causing-concern--2>
* The DfE has issued “**School and college panel: omnibus surveys for 2021 to 2022**. Findings from regular surveys with school and college teachers and leaders. See <https://www.gov.uk/government/publications/school-and-college-panel-omnibus-surveys-for-2021-to-2022>
* **Supply teachers** are cutting the distance that they are willing to travel for work because of rising fuel costs and other financial pressures.
* Headteachers have **warned the Prime Minister against lifting a ban on new grammar schools**, saying the move would hit children from poorer homes and be “hugely insulting” to comprehensives. It follows reports that Boris Johnson is considering backing a campaign by Conservative backbenchers to end the ban on new selective schools which was imposed by Tony Blair in 1998. ASCL said “We do not support an expansion in the number or geographical spread of selective schools. It isn’t the answer to improved social mobility, and would be likely to lead to worse outcomes for those who are not selected, many of whom will inevitably be from disadvantaged homes. The idea that new selective schools would do better for students is also hugely insulting to non-selective schools which make up the vast majority of the education system in all types of socioeconomic area and do a fantastic job in supporting students from all backgrounds.”
* According to the Telegraph, Nadhim Zahawi has asked the Treasury to **give teachers pay rises of up to 9 per cen**t, in an attempt to see off strike action. The Education Secretary wants to give the 130,000 teachers in England who are in the first five years of their careers a rise of up to 9 per cent from September, as part of moves to take starting salaries to £30,000. He is also proposing a pay rise of 5 per cent for the remaining 380,000 teachers in England, instead of the 3 per cent figure planned by the Government. Mr Zahawi has made the request in a formal letter to Rishi Sunak, the Chancellor. It comes after the School Teachers’ Review Body, an independent panel appointed by the Government, told him that a 3 per cent rise would not be suf­ficient
* **The DfE is now monitoring WiFi use to track attendance** after ordering staff to return to office working at least four days a week. Officials who do not physically attend an office for 30 days or more will be reported to their managers.

**Public examinations**

* **Private schools over-inflated the GCSE grades of their pupils** following the cancellation of exams in 2020 and 2021, new analysis suggests. Analysis by FFT Education Datalab found the proportion of GCSE entries by private school pupils graded 7 or above increased from 46.6 per cent in 2019 to 61.2 per cent in 2021, a rise of 14.6 percentage points. In non-selective mainstream schools, the increase over the same period was just 7.5 percentage points. See <https://ffteducationdatalab.org.uk/2022/06/why-were-gcse-grades-in-independent-schools-so-high-during-the-pandemic/>
* **Staff at AQA have voted in favour of strike action over pay**, in a move a union claimed could delay exam results. Unison, which represents around 160 staff at the organisation, said 71 per cent of those who voted in a recent ballot supported industrial action. A turnout threshold of 50 per cent, needed to win ballots for strike action, was also reached, the union said. All eyes are now on Unite, which also represents staff at AQA and is also considering a ballot. The exam board has around 1,200 staff in total. AQA said it had “plans in place to make sure any industrial action wouldn’t affect”
* **Parents of critically ill teenagers who had to sit GCSE exams days after major surgery or chemotherapy** are demanding schools are allowed to give “tried and tested” teacher assessed grades (TAGs) instead. See <https://schoolsweek.co.uk/investigation-why-are-our-sick-children-forced-to-sit-exams/>
* For the latest **Ofqual rolling update**, information on qualifications which have been disrupted by coronavirus (COVID-19), see <https://www.gov.uk/guidance/ofqual-rolling-update>

**School management**

* The DfE has issued details of funding for local authorities to spend on **home to school travel for children from low-income families** from 2019 to 2023. See <https://www.gov.uk/government/publications/extended-rights-to-free-school-travel--2>
* The DfE has issued “**School admission appeals code**. Statutory guidance on how schools should organise and run their pupil admission appeals. See <https://www.gov.uk/government/publications/school-admissions-appeals-code>
* For the latest **ESFA Update**, see <https://www.gov.uk/government/publications/esfa-update-29-june-2022>
* The DfE has issued “**Local authority school places scorecards 2021**”. The scorecards display a snapshot of the progress local authorities are making in delivering school places. See <https://www.gov.uk/government/statistics/local-authority-school-places-scorecards-2021>
* The DfE has updated guidance on **senior mental health lead training**. See <https://www.gov.uk/guidance/senior-mental-health-lead-training>
* For the latest DfE **School governance update**, see <https://www.gov.uk/government/publications/school-governance-update>

**Post 16**

* **Ofsted's Chief Inspector spoke at the Association of Employment and Learning Providers (AELP) annual conference**. See <https://www.gov.uk/government/speeches/amanda-spielman-at-the-aelp-national-conference-2022> for her speech. For the speech of Dr Jo of Ofqual, see <https://www.gov.uk/government/speeches/dr-jo-saxton-at-aelp-national-conference-2022>
* The DfE has issued “**Further Education Capital Transformation Fund**. How FE colleges and designated institutions can apply for investment to tackle poor condition across their estates”. See <https://www.gov.uk/government/publications/further-education-capital-transformation-fund>
* The DfE has issued “**Further education corporations and sixth-form college corporations: governance guide**”. See <https://www.gov.uk/government/publications/further-education-corporations-and-sixth-form-college-corporations-governance-guide--2>
* The DfE has issued an overview of **capital funding for post 16 education** providers, the type of funding available, what it can be used for and when to apply. See <https://www.gov.uk/guidance/fe-capital-funding>
* ESFA has issued “**16 to 19 funding: additional hours in study programmes**. Guidance to support providers to understand the new requirement for additional hours from academic year 2022 to 2023”. See <https://www.gov.uk/government/publications/16-to-19-funding-additional-hours-in-study-programmes>
* ESFA has issued “**Coronavirus (COVID-19) 16 to 19 tuition fund**”, <https://www.gov.uk/government/publications/coronavirus-covid-19-16-to-19-tuition-fund> and “Coronavirus (COVID-19) 16 to 19 tuition fund: **reporting your funding spend**”, <https://www.gov.uk/government/publications/coronavirus-covid-19-16-to-19-tuition-fund-reporting-your-funding-spend>
* The DfE has issued a report looking at the evidence on education **outcomes by ethnicity across the post-16 education system** in England. See <https://www.gov.uk/government/publications/post-16-education-outcomes-by-ethnicity-in-england>
* A DfE release provides national **participation in education, training and employment figures for 16 to 18-year olds to the end of 2021**. See <https://www.gov.uk/government/statistics/participation-in-education-training-and-employment-2021>
* Ofqual has today confirmed how it will make sure there is quality and fairness for students who take **level 3 qualifications that sit alongside A- levels and T Levels**, <https://www.gov.uk/government/consultations/regulating-academic-and-technical-qualifications-at-level-3> (see the summary of decisions in this document) Alongside these decisions, in a consultation Ofqual is seeking views **on regulating alternative academic and alternative technical qualifications at level 3**, looking at:
  + titles of qualifications
  + grading of alternative academic qualifications
  + details of the proposed draft regulations

See <https://www.gov.uk/government/consultations/regulating-alternative-academic-and-alternative-technical-qualifications-at-level-3> <https://www.gov.uk/government/news/post-16-qualifications-that-sit-alongside-a-and-t-levels> For alternative academic qualifications, Ofqual is requiring that awarding organisations should set and mark at least 40% of the assessment to be undertaken by all students, at the same time. For these alternative academic qualifications, Ofqual is also proposing putting in place guidance regarding grading scales and is considering a move to a smaller number of common grading scales in the future. See <https://www.gov.uk/government/news/post-16-qualifications-that-sit-alongside-a-and-t-levels>

* ESFA has issued a collection of documents about **traineeships**. See <https://www.gov.uk/government/collections/traineeships--2>
* Ministers want **universities to advertise drop-out and employment rates** to stop students ending up “stuck on dead-end” courses. The government said the plans would give students “genuine choice” about where to study and would “clearly identify courses with high drop-out rates and poor graduate outcomes”. However, it would be voluntary, non-statutory guidance. If take-up was “insufficient”, ministers might consider whether to make it mandatory. A study by the Higher Education Policy Institute (HEPI) found that 59 per cent of students said they would choose the same university and course again. This was 64 per cent in 2019, pre-pandemic.

**Tony Stephens**