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**168 Academy and School News and Resources Update, May 13-19 2022**

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**Early years and primary**

* The DfE/STA have issued:
* an **equality impact assessment of the reception baseline assessment** (RBA). See <https://www.gov.uk/government/publications/reception-baseline-assessment-equality-impact-assessment>
* **Information about the new reception baseline assessment (RBA**) for schools., <https://www.gov.uk/government/collections/reception-baseline> This is a collection of documents relating to the RBA
* STA has issued “Instructions for headteachers and local authorities about **submitting key stage 2 teacher assessment data in 2022**”. See <https://www.gov.uk/government/publications/key-stage-2-submitting-teacher-assessment-data>
* More than three-fifths of secondary teachers feel **primary schools "excessively drill" pupils for key stage 2 Sats**. Data collected by Teacher Tapp shows 61 per cent of secondary teachers surveyed think KS2 Sats results are not an "accurate reflection" of the academic standards of pupils because many primaries over-prepare them for the tests. Of the 3,716 secondary school teachers who responded to the multiple-choice survey, just 11 per cent felt Sats were "a good reflection of pupil academic standards". The biggest proportion (61 per cent) said they did not feel Sats were an accurate reflection due to "many primary schools excessively drilling pupils" for the tests. Almost half (48 per cent) said the tests were not an accurate reflection of standards, as they only measure a "**very narrow range of academic capabilities**".

A separate survey of 6,147 teachers at primary and secondary phases found that more than a third (39 per cent) of teachers **felt parents should have the right to remove their child from the primary Sats exams**. 17 per cent strongly agreed with the move, while 22 per cent agreed. More than one in five (21 per cent) neither agreed or disagreed with the statement, while 26 per cent strongly disagreed.

See <https://www.tes.com/magazine/news/secondary/most-secondary-teachers-say-primaries-excessively-drill-pupils>

* **Young children who were left unable to learn communication and play during the pandemic are now faced with a drop in speech and motor skills**, experts have warned. Specialists are now 'very worried' about toddlers struggling with understanding how to communicate amid 'growing lists and waiting times for speech and language therapy'. Figures show that nearly one in five children are not meeting expected development standards by the time they reach two-and-a-half, making gaps 'more difficult to close'. the chief executive of the Royal College of Speech and Language Therapists (RCSLT) Kamini Gadhok said: 'Our members tell us that growing lists and waiting times for speech and language therapy are dramatically impacting on their ability to provide the support which children need for the best start in life.'
* **The youngest pupils have seen their early years development stall during the pandemic**, with an additional three pupils in every reception class falling behind on average, new research suggests. The proportion of children reaching expected levels in their first year of school fell from 72 to 59 per cent between 2019 and 2021, according to a research report from the Education Endowment Foundation. The report found pupils were now more likely to lag behind in all areas of the early years foundation stage (EYFS) framework, including communication and language, physical development, literacy, maths, and personal, social and emotional development (PSED). Literacy and maths saw the largest percentage differences with 2018-19 outcomes – at 9.2 and 8.6 per cent respectively. See <https://educationendowmentfoundation.org.uk/>
* Dr Green, Ofsted's schools and subject lead for science, said that the **removal of key stage 2 Sats in science** had happened alongside the subject being given less priority in some primary schools. He said: "I think science is a core subject in the national curriculum. I think its status potentially needs to be raised in primary. "The removal of key stage 2 Sats in science has coincided with a potential deprioritisation of science in some schools."
* According to a new analysis of official figures, funding for **free school meals for children aged 4 to 7** has been cut by more than £35 million in real terms due to rising inflation. Since the Conservative-Liberal Democrat coalition introduced the policy seven years ago, funding per pupil has increased by only 4p, from £2.30 to £2.34, a 1.3 percent increase. However, food prices have risen 5.9% in the last year alone. If funding for infant free school meals for children in reception, year one, and year two had kept up with inflation, it would now be £2.46 per pupil. For the 1.3 million children affected, the shortfall translates to a real-terms cut of £35.8 million this year, or £22.80 per child in England.

**Attendance**

* **Attendance as of May12**:
	+ 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 91.9% on 12 May, down from 92.3% on 28 Apr.
* Attendance in state-funded **primary** schools was 95.1% on 12 May, up from 94.9% on 28 Apr.
* 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 88.5% on 12 May, down from 89.5% on 28 Apr.
* 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 87.2% on 12 May, down from 87.8% on 28 Apr.
* 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 54.5% on 12 May, down from 56.2% on 28 Apr.

Attendance of vulnerable children and pupils eligible for free school meals

* In state-funded **primary** schools, approximately 93% of pupils with an education, health and care plan (EHCP), 93% of pupils with a social worker, and 94% of pupils eligible for free school meals were in attendance on 12 May. Attendance rates were same for pupils with an EHCP, up from 92% for pupils with a social worker, and same for pupils eligible for free school meals on 28 Apr.
* 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 5.3% of **teachers and school leaders** were absent for any reason from open schools on 12 May, down from 5.5% on 28 Apr.
* The estimate is that 4.9% of **teaching assistants and other staff** were absent for any reason from open schools on 12 May, same on 28 Apr.

See <https://www.gov.uk/government/statistics/attendance-in-education-and-early-years-settings-during-the-coronavirus-covid-19-pandemic-23-march-2020-to-12-may-2022>

**Computing**

* Ofsted has issued **a review of research into factors that influence the quality of computing education** in schools in England. See <https://www.gov.uk/government/publications/research-review-series-computing> Ofsted will use this understanding of subject quality to examine how computing is taught in England’s schools before publishing a subject report to share what it has learned. The review identifies some **common features of successful curriculum approaches**:
	+ the planned curriculum includes a breadth of knowledge in computer science, information technology and digital literacy
	+ declarative knowledge (‘knowing that’) and procedural knowledge (‘knowing how’) are identified, sequenced and connected in the curriculum
	+ pupils learn important programming knowledge to enable them to become skilful programmers.
	+ programming languages are chosen to meet curriculum goals
	+ development of computational thinking and problem-solving is underpinned by domain-specific knowledge that is identified and sequenced in the curriculum
	+ the curriculum to teach pupils how to create digital artefacts is underpinned by specified declarative and procedural knowledge
	+ teachers should not make assumptions about pupils’ prior knowledge of digital literacy
	+ knowledge related to e-safety is carefully sequenced to ensure that content is appropriate for pupils at each stage of their education
	+ component declarative and procedural knowledge are identified and sequenced to enable pupils to be successful in learning complex ideas or processes
	+ teachers have access to continued professional development in high-quality computing to develop and maintain their subject knowledge

**The review highlights approaches to constructing, sequencing and teaching a coherent computing curriculum that achieves the aims set out in the national curriculum**. Central to this is the importance of identifying and ordering the underlying knowledge that pupils require to make sense of complex ideas and engage in tasks or activities within the subject. Teachers’ content and pedagogical knowledge are important factors in high-quality computing education. The review notes that there remains a shortage of suitably qualified computing teachers, which will have significant consequences for the quality of education that pupils receive if nothing is done to remedy the situation. School leaders need to provide teachers with sufficient professional development to enable them to design and teach a high-quality computing curriculum.

**ITT and ECTs**

* The DfE has updated:
* “Find out about eligibility and **how to become an accredited provider of initial teacher training (ITT)**”. See <https://www.gov.uk/guidance/initial-teacher-training-itt-accreditation>
* “**Guidance on stage 2 of the initial teacher training (ITT) provider improvement support and quality assurance process**”. See <https://www.gov.uk/government/publications/initial-teacher-training-itt-provider-guidance-on-stage-2>
* “**How initial teacher training (ITT) providers awarded accreditation in 2022 can apply for a set-up grant**”, <https://www.gov.uk/guidance/initial-teacher-training-reform-set-up-grant>
* “**Funding guidance for schools and ITT providers** including bursaries, scholarships and salaried route grants”, <https://www.gov.uk/government/publications/funding-initial-teacher-training-itt>
* **Funding allocations to training providers**: 2021 to 2022, <https://www.gov.uk/government/publications/funding-allocations-to-training-providers-2021-to-2022>

**Only a third of teacher training providers have been re-accredited after the first round** of the government’s controversial review of the sector. Under reforms announced last year, all initial teacher training (ITT) providers have to apply for re-accreditation to continue providing training from 2024. Just 80 providers had made the cut in round one, which closed in February. It is understood that 216 providers applied for re-accreditation in the first round. There were around 240 currently operating in England as of last year. The DfE says those who did not apply in round one were encouraged to do so in round two, which opens next week. But they have also hinted there may be future accreditation rounds “if required”. The department said unsuccessful applicants had been given feedback to “help them understand the areas they need to address”. Those re-applying will “only need to respond to questions where they were below the required standard in round one”. And applicants that do not want to re-apply are “encouraged to partner with newly accredited providers ready to deliver ITT from 2024”.

**Providers that were successful in being re-accredited will now move on to stage two of the ITT review process**; stage two is “designed to be a supportive follow-up phase to stage 1. As part of this, the DfE said it would review a “small selection of additional, developed curriculum materials”, as well as providers’ “continued progression in developing those new areas”. This will be done to identify providers “who may benefit from additional support ahead of Autumn 2024 ITT delivery”. The DfE said the materials review would be a “light-touch quality assurance and triage process”, and involve the checking of materials against the new ITT core content framework. But the guidance also warned that the government reserves the right to review the accredited status of any provider that is “unable to satisfy DfE at any point during the stage 2 process”. Teacher trainers that were successful in the first round will receive requests for curriculum materials on October and must submit them by November, while those who accredit in the second round will receive the requests in December with a deadline in January.

* **New payments for teachers of STEM subjects in disadvantaged areas have been announced**. Maths, physics, chemistry and computing teachers in their first 5 years of teaching will be able to claim up to £9,000 over three years in tax-free bonuses from September, if they work in disadvantaged schools; this is expected to be worth £60 million over the 3 years. Eligible staff in the 30 per cent of schools with the poorest intake will receive £6,000 for staying five years in the profession – or £9,000 if schools are in 55 newly created EIAs. It will be distributed as three £3,000 annual bonuses during teachers’ first five years. If they are in the top 50 per cent, they can take home £4,500, or £7,500 in ministers’ prioritised EIAs. The DfE expects staff at around 2,500 schools to benefit. It does seem that some staff will receive bonuses in schools with lower-than-average intakes of poor pupils. Schools only need to be in the top 70 per cent for some staff to be eligible if they are in EIAs, with £6,000 available. Staff at similar schools outside EIAs cannot claim anything. In order to qualify, ECTs must have started a postgraduate initial teacher training (ITT) course or completed an undergraduate ITT course in the 2017 to 2018 to the 2021 to 2022 academic years. However, the DfE has clarified that ECTs will not be able to claim both an early-career payment and a levelling up premium payment per academic year. But the DfE said that those eligible to claim back student loan repayments will be able to do so alongside the bonus payment. See <https://www.gov.uk/government/news/teacher-bonuses-and-funding-for-schools-to-level-up-education> To claim, see <https://www.gov.uk/guidance/levelling-up-premium-payments-for-teachers>
* **Ethnic minority candidates are less likely to be accepted onto teacher training than their white counterparts**, despite showing a “clear and obvious interest” in the profession, a new report has found. Acceptance rates to postgraduate teacher training are 21 percentage points lower for applicants from black and other backgrounds, 13 percentage points lower for those from Asian backgrounds and 9 percentage points lower for candidates from mixed ethnic backgrounds.

Research by the National Foundation for Educational Research also found 86 per cent of state schools have an **all-white senior leadership team**, and that non-white ethnic groups are underrepresented in headship by as much as 88 per cent. 96 per cent of heads are from white ethnic backgrounds, compared to 83 per cent of the wider population. **Among headteachers**, mixed ethnic groups were underrepresented by 60 per cent, black ethnic groups by 75 per cent, Asian ethnic groups by 83 per cent and other groups by 88 per cent, compared to the wider population. The report analysed the **progression rates** of different ethnic groups between different stages in teaching, and found those from most non-white backgrounds were less likely to achieve QTS, enter state-sector teaching and achieve promotion to senior leadership. See <https://www.nfer.ac.uk/media/4921/racial_equality_in_the_teacher_workforce_summary_report.pdf>

**Public examinations**

* **Ofqual sent an open letter to heads of schools and colleges about the forthcoming examinations**. See <https://www.gov.uk/government/publications/open-letter-to-heads-of-schools-and-colleges-may-2022>
* For the latest **Ofqual: rolling update**, see <https://www.gov.uk/guidance/ofqual-rolling-update> This includes a warning about fake papers, as students begin to sit the first formal exams since 2019., Ofqual warns that hoaxers were “trying to sell fake exam papers on social media
* John Jerrim, a professor of education and social statistics at the UCL Institute of Education, has proposed a plan for what he would do if **GCSEs were to go digital in 2025**. A national digital mock exams afternoon for Year 10 pupils should be held a year before the introduction of online GCSEs to find out if the move would be a "complete disaster" He added that he would initially roll out digital exams in a couple of GCSE subjects and would avoid English and maths, as they were too "high stakes
* For **Ofqual advice as regards the GCSEs and A-levels**, see <https://ofqual.blog.gov.uk/2022/05/10/exams-are-starting-2/> <https://educationhub.blog.gov.uk/>
* The DfE has issued:
* **Key stage 4 qualifications, discount codes and point scores**, <https://www.gov.uk/government/publications/key-stage-4-qualifications-discount-codes-and-point-scores>
* **English Baccalaureate: eligible qualifications**, <https://www.gov.uk/government/publications/english-baccalaureate-eligible-qualifications>
* **16 to 18 qualifications, discount codes and point scores**, <https://www.gov.uk/government/publications/16-to-19-qualifications-discount-codes-and-point-scores>
* **Performance points: comparing KS4 or 16 to 18 qualifications,** <https://www.gov.uk/government/publications/performance-points-a-practical-guide-to-key-stage-4-and-5-points>
* A school has been criticised for writing to parents warning that they will have to **pay for their child’s exams fees if they do not turn up without a good reason.** Education leaders said the direct approach was “unusual” and showed “complete disregard for the mental health” of pupils sitting exams. See <https://schoolsweek.co.uk/parents-must-pay-if-pupils-miss-exams-school-warns/>
* Head teachers are warning of disruption in this summer's school exams amid a **shortage of invigilators**, fuelled by fears of catching Covid. ASCL says staff in England, Wales and Northern Ireland are being moved from other work to oversee exams. Some parents, too, are being asked to help, according to some school staff. See <https://www.bbc.co.uk/news/education-61422304>

**Student health and welfare**

* **The UK’s public Covid inquiry chair wants to expand her remit to investigate how children and young people were impacted by the pandemic**. The draft terms of reference for the probe had just one mention of education, prompting “extreme concerns” it would not properly investigate the problems schools, parents and children faced. She has now written to Prime Minister Boris Johnson recommending “the impact of children and young people, including health, wellbeing and social care” is added. She also wanted “education and early years provision” to be included
* ASCL has warned that while extra funding to "further extend the availability of mental health support lead training in schools" is "obviously welcome", the government is "playing catch-up" with a situation that was an issue before the pandemic and is even more so now. While the staff training "will help", it is not enough to support the "thousands of pupils struggling right now with potentially catastrophic mental health issues as a direct result of the isolation and loss of normal routines suffered during the pandemic. **More support is needed to allow schools and colleges to identify and access the specialist services and expertise available in the wider community, as well as in bringing down the sometimes significant waiting times to access mental health support**.
* Almost all (98 per cent) of **school senior health leads claiming a grant are carrying out the role alongside others**. Almost a third (30 per cent of applicants) were also a safeguarding lead, over a fifth a SENCO (22 per cent) and 19 per cent a pastoral lead. The senior mental health lead role was also often carried out by a headteacher, deputy head or assistant head (18 per cent, 17 per cent and 18 per cent of applicants, respectively).
* **Children have become more sedentary and their physical activity levels have deteriorated in the wake of the pandemic** even after the lifting of restrictions, a study suggests. Researchers said child physical activity levels fell below national guidelines during the Covid-19 crisis and did not recover when lockdowns ended. The UK’s chief medical officers recommend that all children and young people should take part in an hour of moderate to vigorous physical activity each day. However, the study led by the University of Bristol found that by the end of 2021, only a third were meeting the national recommended physical activity guidelines. See <http://bristol.ac.uk/news/2022/may/childrens-physical-activity-post-pandemic.html>
* Only 7% of **primary schoolchildren** in England have **received a first dose of Covid vaccine** six weeks after it was rolled out to all 5- to 11-year-olds, as parents grapple with the decision about whether to take up the offer. That rate compares with 24% of **12- to 15-year-olds** who had received a first dose in the first six weeks after they became eligible in September 2021. See <https://www.theguardian.com/world/2022/may/14/young-children-england-covid-jab-vaccine-rollout-7-per-cent-parents-usefulness>
* A new report from the Commission on Young Lives (2022) has set out evidence that **exclusion culture is spiralling out of control**. The report is calling for this “exclusions culture” to end and a “new era of inclusive education to tackle the scourge of teenage violence and exploitation. The report highlights that one in five (22%) children who have been permanently excluded have also been cautioned or sentenced for a serious violence offence; 59% of children who have been permanently excluded have also been cautioned or sentenced for an offence. See <https://thecommissiononyounglives.co.uk/commission-on-young-lives-calls-for-an-end-to-exclusions-culture-as-part-of-a-new-era-of-inclusive-education-to-tackle-the-scourge-of-teenage-violence-and-exploitation-and-help-all-children-to-succe/>
* Hospital admissions for people with **eating disorders** in England have risen 84% in the last five years, official NHS figures reveal. The number of children and young people admitted to hospital with eating disorders grew from 3,541 to 6,713, with a 35% increase in the last year alone as the Covid pandemic hit, according to the analysis by the Royal College of Psychiatrists. A particularly stark rise in admissions – 128% – was seen in boys and young men, from 280 hospital admissions in 2015-16 to 637 in 2020-2021. See <https://www.theguardian.com/society/2022/may/19/hospital-admissions-for-eating-disorders-up-84-in-five-years-nhs-data-shows> <https://www.bbc.co.uk/news/health-61480898>
* More than 42 million adults in the UK will be **overweight or obese** by 2040 and at higher risk of 13 types of cancer, an “alarming” report reveals, as health leaders accused ministers of “kicking the can down the road” when it comes to tackling the obesity crisis. Data collected by Cancer Research UK (CRUK) shows that 71% of people will be overweight by 2040, a rise from 64% today. Of these, almost 36% of adults – 21 million people – will be obese. The charity described the figures as “staggering”. See <https://www.theguardian.com/society/2022/may/19/more-than-42m-uk-adults-will-be-overweight-by-2040>

**Ofsted**

* Ofsted as issued “**School inspection data summary report (IDSR) guide**”. See <https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide>
* Ofsted has issued a **collection of all its curriculum research reviews**. See <https://www.gov.uk/government/collections/curriculum-research-reviews>

**Careers**

* Research has found that more than two-thirds of parents of 11- to 18-year-olds in England are lost in a “job fog”, **feeling overwhelmed as their children express interest in careers they know nothing about**. The situation isn’t helped by the number of new career and education options available to young people. More than 75% of parents felt that giving relevant career advice to their children was almost impossible in such a fast-changing jobs market. Children in primary school today will one day take on careers that don’t yet exist, and each child won’t have just one career but lots of different careers. This means that parents should be encouraging their children to learn a wide mixture of art, science, computing and coding, so that they can find or create their own niches. Parent can’t possibly teach a child what their niche is in such a fast-moving world. “All the evidence points to the pivotal role parents’ attitudes and opinions play in shaping and influencing their children’s education and career choices,” she said. “The temptation is to stick with what we feel most confident talking about, and that’s usually what we know and have experienced ourselves. But things have changed since most of us were at school”. See <https://www.theguardian.com/money/2022/may/19/how-is-that-a-real-job-parents-struggle-to-keep-up-with-childrens-career-options>

**Staff welfare**

* **School leaders' and teachers' job satisfaction hit a new pandemic low** as they struggled with soaring Covid teacher and student absence rates earlier this year, new government data shows. Just half of the headteachers and teachers polled by the Department for Education for its School and College Panel Report in February said they were satisfied at work, compared to 62 per cent last April. The vast majority of teachers reported that their pupils were at least a little behind with reading (87 per cent), writing (90 per cent) and grammar, punctuation and spelling (89 per cent) compared to where they would be if the pandemic had not happened. Nearly three in 10 (28 per cent) said pupils were very behind in writing, grammar, punctuation and spelling. Primary teachers were more likely to report pupils were behind with English and literacy - nearly one in five (19 per cent) compared to 12 per cent of secondary teachers Just 22 per cent of teachers said they had been able to teach all of the content that they would normally have taught by this point in the academic year. Just over half said they had taught most of the content they would normally have covered (55 per cent), while one in five (19 per cent) had taught around half of a normal syllabus covered. Most teachers and leaders said pupils' social and emotional development was worse than would normally be expected for a spring term prior to the pandemic. See <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1074740/School_and_College_Panel_Report_-_February_2022_wave.pdf>

**School catering**

* **School caterers could be forced to serve smaller portions or use cheaper ingredients due to rising prices**, a major food wholesaler has warned. Bidfood said caterers would face "difficult decisions" as inflation soars., and all of the inputs into the food supply chain" had increased over the past nine months, putting pressure on the firm, which caters to organisations such as schools. "Over the last 10 years the amount of money the government provides for free school meals has only gone up by 1.7%, which obviously was well behind inflation even before this last 12 months. We can see that is going to leave some difficult decisions for school caterers [in the months ahead]. Either they are going to potentially serve smaller portions or cheaper ingredients which isn't going to be good for the children." Heads are being forced to have discussions with caterers about the size of school meals, as rising prices are pushing providers to look at different cost-cutting approaches to serving lunchtime food. See <https://www.bbc.co.uk/news/business-61477584>

**School buildings**

* The DfE has issued “Information for eligible academies, sixth-form colleges and voluntary aided (VA) schools about the **Condition Improvement Fund (CIF)**”. See <https://www.gov.uk/guidance/condition-improvement-fund> and “Information for academies, sixth-form colleges and voluntary aided schools about **the outcome of the Condition Improvement Fund (CIF) 2022 to 2023**”, see <https://www.gov.uk/government/publications/condition-improvement-fund-2022-to-2023-outcome> £498 million has been allocated to 1,405 schools and sixth-forms
* **Many school buildings in England are now in such disrepair they are a “risk to life**”, according to internal government documents. Emails sent by senior officials working for education secretary Nadhim Zahawi to Downing Street show them raising the alarm on two occasions within the last six weeks. The officials call as a matter of urgency for the Treasury to make extra billions available to increase the number of school rebuilding projects from 50 a year to more than 300. The DfE is battling with the Treasury for £13bn, now available as a result of recent reforms to higher education, to spend on school repairs. See <https://www.theguardian.com/education/2022/may/14/england-crumbling-schools-risk-warn-no-10-education-department-treasury> <https://www.theguardian.com/education/2022/may/14/headteachers-funds-england-dilapidated-classrooms>

**MATs**

* The DfE has issued “Details of **successful applications for free schools and university technical colleges (UTCs)** in the pre-opening stage”. See <https://www.gov.uk/government/publications/free-schools-successful-applications>
* West Sussex County Council has written to schools to “engage…about the value and interest in setting up a number of **local authority sponsored multi-academy trusts** across the county over the next few years”. It is one of several exploring the move after the government’s white paper signalled that local authorities could launch MATs in areas “where too few strong trusts exist”. Five other councils have said they were exploring the option, but most authorities said they wanted to see more details before progressing.
* Emma Knights, chief executive of the National Governance Association, has criticised plans announced by the government to **allow councils to apply for some maintained schools to become an academy regardless of whether its governing body agrees**. For voluntary-aided or foundation schools, the council would need the consent of the trustees or the organisation that appoints governors. However, for other maintained schools, the legislation would allow a council to bid to turn them into academies - even if the school's governing body was opposed to the idea. See <https://www.tes.com/magazine/news/general/dfe-riding-roughshod-over-governors-academies>
* The DfE has updated the **Academy Sponsor List**. See <https://www.gov.uk/government/publications/academy-sponsor-contact-list>
* The DfE has updated “Lists of **local authorities seeking academy and free school proposers**, and of all academies and free schools already set up”. See <https://www.gov.uk/government/publications/new-school-proposals>

**DfE White paper**

* The DfE has issued a range of **publicity material to back its white paper**. See <https://www.gov.uk/government/publications/opportunity-for-all-strong-schools-with-great-teachers-for-your-child> As part of this, it has issued “**Methodology for obtaining mean GCSE grades for English language and mathematics**” See <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1064055/KS4_average__mean__grade_derivation_methodology.pdf>
* **The government will correct the record over its claims about the effectiveness of academy trusts** after being criticised by the statistics watchdog. The Office for Statistics Regulation, the regulatory arm of the UK Statistics Authority, has raised issues about the “transparency, quality and replicability” of data in a document published alongside the schools white paper in March. See <https://schoolsweek.co.uk/dfe-to-correct-academy-claims-after-stats-watchdog-slapdown/>

**MFL**

The DfE has issued “**Subject content, aims and learning objectives for French, German and Spanish GCSEs from 2024**”. See <https://www.gov.uk/government/publications/gcse-french-german-and-spanish-subject-content>

**Reading**

* Pupils who are **more confident with their reading** have higher levels of wellbeing and lower levels of anxiety, research involving 80,000 young people has underlined. The research also emphasises the importance of having a quiet space to read and how this links to how often pupils read and how much they enjoy it. The study has been undertaken by ImpactEd and the National Literacy Trust (NLT) and considers when, how and why children and young people read and the impact it has on mental health. It is based on responses from learners aged 6 to 18. When it comes to reading confidence, the report finds that female and male pupils have “approximately similar assessments of their own reading ability”. However, “female pupils are less confident when reading out loud and are more concerned about what other pupils think of their reading”. The report adds: “Female pupils had confidence in reading scores that were 2.8% lower than male pupils. The gap appears to be driven by a small number of questions related to the opinions of their peers. For example, females scored 10.8% lower than males on a question related to how much they worry about what other pupils think of their reading. As such, the report recommends that alongside one-to-one or small group reading support, schools “could consider how peer groups can be best harnessed to proactively support reading confidence and fluency”. See <https://impacted.org.uk/impactinpractice>

**Education News for School**

* The government is **facing legal action to force it to overturn its decision to reject the Ambition Institute's bid to run the £121m Institute of Teaching (IoT)**. The DfE is accused of making "manifest errors" in the way it assessed the bids for the contract, which led to it naming rival School Led Development Trust (SLDT) - comprising the Harris Federation, Outwood Grange Academies Trust, Star Academies and Oasis Community Learning - as the preferred bidder for the contract.
* **The education secretary has pushed back against the idea elite universities such as Oxford and Cambridge should “tilt the system” to accept more pupils from state schools** and Britain should be proud of its private schools. Nadhim Zahawi said admissions should be based on merit and the focus should be on delivering more outstanding schools. He said the government needs to increase the quality of state schools to reduce the "attainment gap" with the private sector. He did not address the point that private schools usually have selective intakes. Zahawi told the newspaper he wanted private schools to become more involved with the state sector
* The British Educational Suppliers Association has taken the first formal step towards **legal action over the DfE’s plan to move Oak National Academy into public hands**. Trade association BESA claims it was “unfairly and unlawfully excluded” from consultation over the move, subsidies for the online school are “unlawful” and the DfE failed to properly consider the decision’s impact on the educational services market. See <https://schoolsweek.co.uk/oak-national-academy-besa-legal-action-unlawful-claim/>
* For “How to nominate outstanding pupils, teachers and inspiring educational professionals for the **Lord Glenamara Memorial Prize awards**”, see <https://www.gov.uk/guidance/lord-glenamara-memorial-prize-nominate-outstanding-pupils>
* The DfE has issued “**Numeracy support to boost maths skills for all the family**”, including a new online quiz to help adults improve numeracy skills. See <https://www.gov.uk/government/news/numeracy-support-to-boost-maths-skills-for-all-the-family>
* The EEF has released a “**practical guide” to support schools’ recovery efforts** moving forward. It promotes a three-pronged approach for schools’ leaders to focus on providing high-quality teaching, conducting targeted academic interventions and addressing non-academic barriers to success, such as attendance. See <https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support>
* A leading scientist has urged Ofsted to focus on "**gender equity**" as part of their school inspections to ensure girls are not discouraged from taking subjects such as physics. The recommendation came from Dame Athene Donald, master of Churchill College and professor emerita of experimental physics at the University of Cambridge. Dame Athene said that there may be "internal messages that girls may believe" about whether **studying science** is for them unless teachers are actively trying to counter this. Girls do not take physics at A-level because they think the subject is only for white boys. In 2021, 23% of physics A-level entrants were female.

**School management**

* The DfE has updated the **Local authority interactive tool** (LAIT). See <https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>
* The DfE was seeking views on seeking views **on providing motor vehicle cover** to academy trusts and local authority-maintained schools through the risk protection arrangement (RPA). For the response, see <https://www.gov.uk/government/consultations/risk-protection-arrangement-rpa-proposed-motor-vehicle-cover> The response was positive. It is the intention of the Department for the proposed amendment to be included in primary legislation changes when parliamentary time allows.
* The DfE has issued “**Flexible working: resources for teachers and leaders**”. Resources, including guidance and case studies, to help to promote flexible working in schools. See <https://www.gov.uk/government/collections/flexible-working-resources-for-teachers-and-schools> and “**Flexible working in schools”, updated non-statutory guidance for employers and staff** who want to make arrangements for flexible working. See <https://www.gov.uk/government/publications/flexible-working-in-schools>
* Ofqual has issued “Guidance, **submitting data to Ofqual**” See <https://www.gov.uk/guidance/submitting-data-to-ofqual>
* The DfE has issued “**Get help buying for schools**”. Free and impartial advice and guidance from procurement specialists for all state-funded schools in England on buying goods and services. See <https://www.gov.uk/guidance/get-help-buying-for-schools>
* The DfE has issued “**School census 2021 to 2022: technical information**”. See <https://www.gov.uk/government/publications/school-census-2021-to-2022-technical-information>
* For the latest **ESFA Update**, see <https://www.gov.uk/government/publications/esfa-update-18-may-2022>
* NGA, NAHT and ASCL have produced new guidance **on using 2022 testing data for performance management**. See <https://www.nga.org.uk/Knowledge-Centre/Staffing/Performance-management/Headteacher-Appraisal-A-Practical-Guide.aspx?viewmode=0#2022-results-performance-management>

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* ESFA has issued a **financial benchmarking tool for colleges**. See <https://www.gov.uk/government/publications/financial-benchmarking-tool-for-colleges> and “**ESFA financial management: college accounts**”, see <https://www.gov.uk/guidance/esfa-financial-management-college-accounts>

**Tony Stephens**