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**167 Academy and School News and Resources Update, May 6-12 2022**

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**Student mental health and welfare**

* The DfE has issued:
* “Find out what help you can get to **develop a whole school or college approach to mental health and wellbeing**”, <https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>
* “Find out how your school or college **can apply for a grant and access DfE quality assured training** to help develop a whole school or college approach to mental health and wellbeing”, <https://www.gov.uk/guidance/senior-mental-health-lead-training> <https://www.gov.uk/government/publications/senior-mental-health-lead-training-grant-funding> The DfE announces a further £7 million for schools and colleges to train a senior mental health lead, bringing the total amount of funding for 2022/23 to £10 million. Over 8,000 schools and colleges claimed a £1,200 grant to train a senior mental health lead between October 2021 and March 2022, which includes half of all state-funded secondary schools in England. The new investment will mean up to 8,000 more schools and colleges – the equivalent of two-thirds of eligible settings - will be able to apply for a training grant by the end of this financial year. The Government is committed to offering training to all eligible settings in England by 2025. **Schools can find further information on how to register for a senior mental health lead training grant** at <https://www.gov.uk/government/news/increased-mental-health-support-for-children-and-young-people>
* A summary of the delivery of commitments in the transforming **children and young people’s mental health provision,** <https://www.gov.uk/search/all?organisations%5B%5D=department-for-education&order=updated-newest&parent=department-for-education>

This includes:

* Details the outcome of the **Wellbeing for Education Return and Wellbeing for Education Recovery programmes**, which provided local authorities with £15 million of additional funding over the course of the pandemic to help pupils recover from the emotional impact of the pandemic. Findings show that over 14,000 state-funded schools and colleges in England benefitted from the two programmes
* Information on the rollout of **Mental Health Support**, which follows the news that more than 2.4 million children and young people now have access to in school and college support. NHS England has also announced that over 500 teams will be confirmed this year.
* The Department of Health and Social Care recently launched a call for evidence to inform a new **10 year mental health plan**. See <https://www.gov.uk/government/consultations/mental-health-and-wellbeing-plan-discussion-paper-and-call-for-evidence>
* To further support students and marking this year’s Mental Health Awareness Week theme of ‘**loneliness’,** the Department for Digital, Culture, Media and Sport, in partnership with the Office for Health Improvement and Disparities, is also encouraging people to ‘Lift Someone Out of Loneliness’.
* Funding for five leading charities and organisations working to **tackle bullying and champion respect** has been announced to continue supporting pupils in thousands of schools in England. After the first six months, these organisations will receive an additional £1 million to continue the rollout of training and support programmes until March 2023.
  + National Children’s Bureau (Anti-Bullying Alliance)
  + Diversity Role Models
  + Equaliteach
  + Anne Frank Trust
  + The Diana Award

The grants will focus on projects aimed at tackling bullying against children who identity as LGBT, those with special educational needs and disabilities (SEND), and victims of hate-related bullying. It follows previous grants worth £1 million provided to the organisations in November, as well as an additional £3.5 million to various charities working within the anti-bullying space in previous years.

* The **Office for Health Improvement and Disparities (OHID)** delivers videos, co-created with 11–18-year-olds with input from clinical experts and charities, which address topics affecting young people’s mental health (such as managing unhelpful thoughts, bullying and sleep) and model self-care behaviours. These videos are shared with young people via social media (e.g Snapchat and Instagram) and via **Better Health-Every Mind Matters**, <https://www.nhs.uk/every-mind-matters/mental-wellbeing-tips/youth-mental-health/> OHID also offers lesson plans for Year 6 and Key Stages 3 and 4 to support the Relationships, Sex and Health Education curriculum and enable teachers to support the wellbeing of students. Written and peer reviewed by teachers, the lesson plans feature films co-created with young people to encourage pupil discussion and are accessible via OHID’s dedicated teacher website, the **School Zone**, <https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview>

**Safeguarding**

* Growing numbers of schools are reporting pupils to the government’s counter-terrorism scheme **Prevent** over suspected **“incel” and other lesser-known extremist ideologies**. Incels is as an “overwhelmingly male online community”, with many members advocating violence against women. Believers dub themselves “involuntarily celibate”, blaming women for not having relationships with them.
* The DfE has highlighted **schools’ duty to train staff in extremism, report concerns, implement IT filtering and build “resilience” to radicalisation**. A government advice website says many referrals of young people to its Prevent counter-terrorism programme follow issues within schools. Analysis of government figures reveals education referrals of such non-traditional ideologies leapt from 193 in 2016-17, to 1,071 in 2019-20. It dipped to 721 last year as Covid knocked referrals from all settings, but the percentage from education kept rising – forming 60 per cent of all cases, up from 10 per cent in 2016-17. For more information on Prevent, see <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html> <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales> <https://hopenothate.org.uk/>
* MPs are calling for more **protection for social media influencers** **and the children who follow them**. Their report details how some child influencers are at risk of exploitation. The Committee found the market for child influencers is booming, with many young people earning income through sponsorships and brand partnerships. The report says many of these accounts on TikTok, YouTube and Instagram are being run and managed by their parents - which raised concerns that the children were being exploited to make money. Posting content about children can also affect their privacy and bring security risks - something MPs say should be addressed, along with ensuring a right to erasure. But it is not just children as influencers that is a concern - it is also children as viewers. The report warns that those who are developing digital literacy are in particular danger online. Influencer content on social media is becoming an increasingly popular media genre for children, particularly on YouTube. According to Ofcom, in 2021 up to half of children said they watched vloggers or YouTube influencers. Disinformation and harmful messages are also a problem for those online and under 18, who are more vulnerable to embedded advertising. See <https://committees.parliament.uk/work/1126/influencer-culture/>
* The number of **calls to a children's helpline about harmful sexual behaviour between young people** increased by 29% over the last year. The NSPCC received 2,365 calls and staff made almost 600 referrals to external agencies, including the police and social services. The NSPCC warned that students often do not see the point of reporting abuse. Sexual violence typically occurred in unsupervised spaces outside of school, like parties or parks. See <https://www.bbc.co.uk/news/education-61399400>

**Early years and primary**

* As Year 6 pupils begin their Sats, the Independent Commission on Assessment in Primary Education **(ICAPE) will start to take evidence from teachers, headteachers and researchers to assess how well current policies and practices link to the latest research.** The commission will be co-chaired by Alice Bradbury and Dominic Wyse, who are both professors at University College London's Institute of Education (IOE), and will publish its findings in October, along with recommendations for improving assessment and examples of good practice. See <https://www.icape.org.uk/>
* The DfE has updated “**Lists of qualifications that meet DfE's criteria for counting in the early years foundation stage framework staff/child ratios**”. See <https://www.gov.uk/government/publications/early-years-qualifications-achieved-in-england>
* The DfE has issued “**Guidance to provide support for early years practitioners when completing the early years foundation stage (EYFS) progress check at age 2”**. See <https://www.gov.uk/government/publications/progress-check-at-age-2>
* Primary school headteachers have criticised **"ridiculous" wait times on the Standards and Testing Agency helpline during key stage 2 Sats week**. Heads have voiced concerns that the helpline seemed to be "completely underprepared" to deal with testing week, with many saying they were unable to get through to ask for advice about the running of Sats.
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**Public examinations**

* Ofqual's chief regulator has said that she would **be "really surprised" if any school achieves better results than it did in 2021**, when teacher assessment was used to grade GCSEs and A levels. She hoped students would achieve **better results than the cohort in 2019** - the last time exams were sat - and she also advised schools **not to attempt to work out what their Progress 8 scores might be** this year. Ofqual has tried to "level the playing field" for the disruption that students have faced through Covid so that they get the grade they would have achieved had there not been a pandemic. "The marking will be the same as in previous years. What will be different is that the grade boundaries will reflect the fact that we're getting back to normality but not all in one go. So this means grade boundaries will likely be lower than before the pandemic but we won't know until students have sat their exams, their papers have been marked and those senior examiners have got together to review the evidence."
* Ofqual hopes that **switching to online exams** could end **tiered GCSEs** that it says can put a “ceiling” on pupil potential and leave leaders in difficult positions. Ofqual’s three-year corporate plan promises to investigate adaptive testing – a computerised test that adjusts the difficulty of questions as students go through it – to replace tiering. However, the National Foundation for Educational Research has warned such tests could limit a student’s opportunity to show their ability. Entering “uncharacteristic” responses to earlier questions could impact the rest of a pupil’s test, it said. Up to 2,500 students from 100 schools and colleges will take part in a trial of adaptive testing run by exam board AQA.
* New polling has revealed that over half of teachers would **adopt online exams** now if they were available in their subject. A survey by exam board Pearson Edexcel of 1,100 teachers revealed that 51 per cent would use onscreen assessment now if it were available in their subject area, while 77 per cent said they would like more technology to be used in teaching and exams. In total, 95 per cent said that they needed more training in this area. The report found that a lack of good internet connection in schools, security issues, and the digital divide between poorer pupils and their peers could be holding the UK back from adopting online exams at GCSE and A level. The report also suggests that the "rigidity" of the current exams system, with whole cohorts taking their exams at the same time, could "make the delivery of onscreen assessment more difficult logistically".
* Most headteachers have seen a rise in **exams-related anxiety** since the Covid pandemic, with many expecting infections among pupils and invigilator shortages to disrupt the tests, a survey suggests. The poll by ASCL also found the majority of heads had received requests for students to take **exams in separate rooms**, with three in five fearing Covid disruption will escalate. 82.2 per cent of leaders reported the level of stress and anxiety among exam pupils was higher than in pre-pandemic years. In many cases this resulted in high levels of pupil absence, ASCL said, while other headteachers reported a rise in **challenging behaviour and incidents of self-harm**. Stress was found to be greater among A-levels pupils, who have never sat a major exam after Covid led to the cancellation of their GCSEs. In addition, just under 8 out of 10 headteachers said they had received more requests than before the pandemic for pupils to sit exams in separate rooms away from the main exam hall. The union said this was mainly as a result of high levels of stress and anxiety. More than a third of headteachers (38 per cent) said their school had still **not recruited enough invigilators**. 14 per cent of leaders stated the level of Covid infections among pupils was a concern in terms of pupils potentially missing exams. A further six out of 10 headteachers said they are concerned their **Covid levels “will escalate**”. See <https://www.ascl.org.uk/News/Our-news-and-press-releases/Stress-and-anxiety-among-exam-students-is-higher-t>
* The DfE and Ofqual have **confirmed the arrangements for subject content in GCSEs, AS and A- levels and non-exam assessment in qualifications taking place in the academic year 2022 to 2023**. See <https://www.gov.uk/government/publications/subject-content-and-assessment-arrangements-2022-to-2023> In 2021 and 2022, Ofqual made a range of adjustments to the arrangements for NEA and fieldwork and practical science requirements in some GCSE, AS and A level subjects to respond to public health measures. Given that they are no longer in force, for the 2023 cohort Ofqual confirms that, as planned, the usual arrangements for NEA, fieldwork and practical science are now in place. For the 2022 cohort, the DfE determined that there should be a choice of topics in GCSE English literature, history and ancient history and a choice of content in GCSE geography as part of a range of adaptations to GCSE, AS and A levels for this year. For 2023, the DfE confirms the return to full subject content coverage for those GCSE subjects. For other qualifications, including vocational and technical qualifications taught alongside or instead of GCSEs, AS and A- levels, a range of adaptations were permitted in academic year 2021 to 2022. Awarding organisations decided which adaptations were appropriate for their qualifications in accordance with Ofqual’s Vocational and Technical Qualifications Contingency Regulatory Framework (VCRF). Some adaptations were in response to public health restrictions. Given that public health restrictions are no longer in place, these adaptations are no longer necessary for the academic year 2022 to 2023 onwards. The DfE and Ofqual will continue to monitor the path and impact of the pandemic and evaluate the delivery of arrangements this year, including the provision of exam aids, such as formulae sheets, and advance information to support students’ revision, before finalising 2023 arrangements. For GCSEs, AS and A levels, Ofqual will, as planned, consider the approach to grading for 2023 in light of outcomes in 2022. Ofqual will also ask exam boards to look carefully at the design of the exam timetable for next year in the light of experience this year, to see if the increased spacing between subjects in the exam timetable should be retained.
* Ofqual has updated, “**Ofqual Handbook: General Conditions of Recognition**”. See <https://www.gov.uk/guidance/ofqual-handbook> Included in this is new Ofqual guidance on **making assessments accessible for SEND** students. This new guidance will also support students from other countries for whom **English is an additional language**. The guidance explains that, in their exams and assessments, awarding organisations should:
  + use accessible and appropriate language
  + use clear and consistent layout
  + use source material, context, images and colour in ways that do not disadvantage students
  + consider how Reasonable Adjustments could be made to the exam or assessment to make sure disabled students are not disadvantaged

See <https://www.gov.uk/government/news/new-ofqual-guidance-on-making-assessments-accessible-for-students> <https://www.gov.uk/government/consultations/consultation-on-designing-and-developing-accessible-assessments>

* 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>
* From the **JCQ**

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| |  |  | | --- | --- | | |  | | --- | |  | |  |  | | --- | | **Senior Leadership Team's quick guide to Summer 2022 exams and assessments**    Thank you to all exams officers, invigilators, teachers and senior leaders who have worked hard to prepare for exams this summer.    For further support, please take a look at the JCQ website, and in particular, the recent [Guidance for centres managing exams](https://www.jcq.org.uk/wp-content/uploads/2022/04/Guidance-for-centres-managing-exams_June22_v4.pdf).    To complement this guidance, JCQ has published a [Senior Leadership Team's guide to Summer 2022 exams and assessments](https://www.jcq.org.uk/wp-content/uploads/2022/05/Quick-guide-to-summer-2022-for-SLT_v5.pdf) that summarises key elements that SLTs in centres should be aware of.  **Please share this guidance with your Head of Centre and Senior Leaders.**    If you need any further support, the exam boards and JCQ are ready to answer any queries you may have.  [Click here for contact details](https://www.jcq.org.uk/contact-our-members/).  DfE wa | |

**Queen’s speech and the Schools Bill**

* **Queen’s speech, Schools Bill**. This contains measures that:
  + Support more schools to **become part of a strong, multi-academy trust**
  + **Trust standards** replace ‘inconsistent’ regulation. Most trust regulation will move from current funding agreements, legislation, and guidance to a new statutory “academy trust standards” regime. This will create a consistent, “simplified legal framework”, as funding agreements currently differ depending on when they were signed. There will also be new collaborative standard requiring trusts to work “constructively” with partners.
  + The DfE will have **new powers to intervene at academy trust level** from September 2023. At present, most of its intervention happens at school-level. There will be new powers to:
    - Issue a ‘notice to improve’, where the education secretary believes a trust has “significant weaknesses in management or governance”
    - Issue a direction to an academy trust that has “failed to discharge a duty imposed on it” (including, but not limited to, the academy trust standards)
    - Replace an academy trusts’ board of trustees with an interim board if weaknesses are not addressed
    - Appoint additional trustees if no progress after a ‘notice to improve’
    - Terminate academy trusts, rather than the current school termination powers
  + Many **Church of England and Catholic schools** operate on sites owned by special charitable trusts. When they academise and move site, councils currently only have to give these trusts a 125-year lease – whereas non-academy peers are handed land freehold. The DfE will end this “unequal” setup by mandating that councils hand over sites freehold.
  + The DfE will remove a “**disincentive” to Christian school academisation** by enshrining in statute that they will have the same protections over delivering religious education and collective worship as maintained schools. It will also ensure the same statutory protection for academies’ religious character as for maintained schools. The laws will provide **“reassurance” for faith groups**, guarding against trusts amending their rules to “weaken the religious nature” of particular academies.
  + The ability of trusts or governing bodies to propose to remove selection from a **grammar school** will be removed, with a public ballot of parents the only mechanism to make them comprehensive.
  + **Councils will be able to apply for an academy order for their schools** – this could be for just one, some or all of their schools. LAs will only have to consult with the schools’ governing bodies, and obtain consent from the trustees if they are applying for foundation and voluntary schools. When an academy order is issued, the governors and local authority will have to take “all reasonable steps to facilitate the conversion of the school”. The change is “expected” to begin in September 2023. The DfE said this would “**support” councils to establish new MATs.**
  + The government plans to change the law to require councils to use their powers to promote regular **attendance** and reduce absences. Schools will also be required to publish attendance policies and implement efforts to promote regular attendance. The education secretary will be allowed to decide what will warrant an absence fine, which is currently set at council level. Current laws on granting absence will be extended to academies. The government wants these changes to come into effect in September 2023.
  + Another consultation on **fair funding**. There will be legislation for “direct” school funding, rather than cash going to local authorities to divvy up based on their own funding plans. DfE will consult on the plans “before summer 2022” detailing how it will be implemented. The laws could allow special and alternative provision schools to be funded that way in future.
  + The government will legislate to create a duty on councils to keep a **register of children not in school.** There will also be a duty on parents to provide information to councils for the register .Out-of-school education providers will be required to provide information to LAs on request. Councils will also have to provide support to registered home-educating families where it’s required.
  + The government will also legislate to speed up the issuing of **school attendance orders**, which are issued by councils on behalf of heads to parents or carers of absent pupils. School attendance orders are a precursor to absence fines. It is not currently against the law for parents who have been issued with an order to withdraw their child from school. This will become a crime under the proposed legislation. The maximum penalty for breaching an attendance order will increase to a £2,500 fine or up to 3 months’ imprisonment.
  + **Powers to ban teachers** will be widened to cover misconduct by teachers working in online, post-16 and FE settings or not currently teaching, and allow DfE staff to refer teachers.

**Independent schools**

* + The Department will strengthen the powers available for **Ofsted to identify and investigate illegal schools** and allow inspectors to “act in a more intrusive fashion”. It will be a criminal offence to obstruct or not provide information and assistance to inspectors during visits over suspected lawbreaking. Ofsted can request a warrant where inspectors are denied entry, including for a police constable to attend where “reasonable force is needed”. Inspectors will also be able to search for and seize evidence.
  + The government will be able to **suspend registration** of an independent school for a set period, with the ability to extend that period, where there is a risk of harm to pupils attending or breaches to the independent school standards or the early years framework. It would be an offence for the school to operate during the suspension, punishable by up to six months in prison and/or an unlimited fine.
  + **Settings will have to be registered** as a school if they provide full-time education to five or more children, or one or more child who has either an education health and care plan or is looked after. Under another change to the law, independent schools will need to apply for government approval if they change proprietor, address, the age range of pupils, the maximum number of pupils, whether the school is for boys or girls and whether it provides accommodation.
  + **Deregistration** – which means closure – is the “ultimate sanction” for independent schools, and is often appealed, meaning that institutions can stay open until the action is resolved. The DfE wants to change the law so that appeals from institutions that have failed for a long time can be heard and resolved more quickly.

For **detailed policy statements** which provide a description of each measure in the Schools Bill, see <https://www.gov.uk/government/publications/schools-bill-policy-statements>

For the Schools Bill: **impact assessment**, <https://www.gov.uk/government/publications/schools-bill-impact-assessment>

For the **DfE’s description of the bill**, see <https://www.gov.uk/government/news/new-schools-bill-to-boost-education-standards-across-the-country>

**Ofsted**

* Research conducted on behalf of the Local Government Association (LGA) found **92% of council-maintained schools were ranked outstanding or good by Ofsted in January 2022, compared with 85% of academies that have been graded since they converted**. It also found only 45% of academies that were already an academy in August 2018 managed to improve standards from inadequate or requires improvement to good or outstanding, compared with 56% of council-maintained schools. 81% of council-maintained schools retained their outstanding rating, compared with 72% of outstanding academies that did not inherit grades from their former maintained school status. See <https://www.local.gov.uk/about/news/council-maintained-schools-outperforming-academies-new-research-reveals> The **DfE** said: “The evidence quoted by the Local Government Association fails to take into account many schools will join trusts to address historic underperformance, which can take a number of years, or more than one cycle of Ofsted inspections.
* Ofsted has issued “Exploring Ofsted inspection data with **Data View**. Use Data View to explore inspection data for children’s social care, early years, further education and skills, initial teacher education providers and state-funded schools”. See <https://www.gov.uk/government/publications/exploring-ofsted-inspection-data-with-data-view>
* Ofsted has issued the latest **state-funded school inspections and outcomes: management information**. See <https://www.gov.uk/government/statistical-data-sets/monthly-management-information-ofsteds-school-inspections-outcomes>

**Attendance**

* The DfE has updated “**School attendance: guidance for schools**”. This covers registers and attendance codes (including circumstances due to coronavirus (COVID-19)), school hours and term dates and improving school attendance. See <https://www.gov.uk/government/publications/school-attendance>
* Ministers are set to create a **new national attendance system** for when legal intervention and fines should be issued over pupil absence, despite major opposition to the plan from parents. Local authorities will be able to use the proceeds of school absence fines to fund their attendance support services. The government is also pushing ahead with its other proposals for improving attendance. These are:
  + Requiring schools to have an attendance policy, and to have regard to statutory guidance on the expectations of schools, academy trusts and governing bodies of maintained schools on attendance management and improvement.
  + Introducing guidance on the expectations of local authority attendance services.
  + Bringing the rules for granting leaves of absence in academies in line with other state-funded schools.
  + The government has also been carrying out a trial that will allow for attendance data to be collected centrally from schools' electronic registers.

The DfE said that the government intended to help schools improve attendance by giving them **access to best practices**. This will be done through new "off-the-shelf evidence-based interventions" developed by the Education Endowment Foundation, new voluntary standards for attendance professionals working with families, and a 21st-century national data collection to "better understand patterns of attendance in a timelier way. To help ensure no child falls through the cracks, we will increase the focus on pupils who are severely absent [missing 50 per cent or more of school], expecting schools, trusts, and local authorities to work together to reengage these pupils. We will also introduce legislation to create registers of children not in school in each local authority." See <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1073554/School_attendance_consultation_government_response.pdf> <https://www.gov.uk/government/publications/school-attendance-consultation-response>

* **Half of the multi-academy trusts offered help by a DfE "attendance adviser" to tackle pupil absence have rejected it**. The £500-a-day advisers were announced by the DfE last November in a bid to reduce "avoidable" and "persistent" absence. The DfE identified 29 local authorities and 33 MATs as "having the potential to benefit from the support of an attendance advisers. But, of those, only 21 local authorities and 17 MATs have actually taken up the offer. Headteachers' leaders have been critical of the plan, saying that tackling persistent absence is a complex task. "The idea that parachuting in attendance advisers will solve such problems is a little naïve”.

**ITT and teacher recruitment and retention**

* The Covid-19 pandemic has helped **staunch the loss of British teachers going to work in overseas schools**, new figures suggest. Ninety-one per cent of British international school leaders said recruiting quality teachers was “somewhat” or “very challenging” – up from 88 per cent in 2020. Forty per cent reported a lower volume of applications for each post compared to two years ago, with only 19 per cent reporting they are always able to recruit candidates that meet their expectations – down from 25 per cent in 2020.
* Analysis of data by the Institute for Social and Economic Research (ISER) at the University of Essex, which is examining the pay and conditions of teaching found that **teachers’ wages have fallen by more than 9%** in real terms over the past decade, with recent evidence suggesting that three in 10 classroom teachers would be financially better off if they left the profession. The number of **male secondary school teachers** in England has fallen to its lowest proportion on record and men now make up just 35% of secondary school teachers. Almost nine in 10 English state-funded schools (87.8%) do not have a **minority ethnic** teacher in their senior leadership team. About 60% of state-funded schools do not have a single minority ethnic classroom teacher. See <https://www.iser.essex.ac.uk/2022/05/09/teacher-diversity>
* The DfE has updated its manual, “**Initial teacher training (ITT): marketing and recruitment guide**” See <https://www.gov.uk/guidance/initial-teacher-training-itt-marketing-and-recruitment-guide>
* Ofsted has issued the latest **Initial teacher education (ITE) inspections and outcomes management information**. See <https://www.gov.uk/government/statistical-data-sets/management-information-ofsteds-initial-teacher-education-ite-inspections-outcomes>
* The DfE has issued guidance on “**Register trainee teachers**”. Register trainee teachers (Register) is the service that replaced the Database of trainee teachers and providers (DTTP) in 2022. See https://www.gov.uk/guidance/register-trainee-teachers

**Reform of vocational qualifications**

* The government has published a **draft list of qualifications to be retired due to their overlap with T Levels** helping to streamline the options for students. See <https://www.gov.uk/government/news/t-level-rollout-takes-next-steps> For the list, see <https://www.gov.uk/government/publications/qualifications-that-overlap-with-t-levels> On the list there are 160 level 3 qualifications out of over 2,000 qualifications; this includes 38 BTECs. An impact assessment report published alongside the list shows there are currently 66,000 enrolments on the courses, 27 per cent of which are students deemed to be the “most disadvantaged”. Awarding bodies have been given until July 8 to challenge the government’s decision to defund any of the qualifications on the 2024 axe list. The final list will be confirmed in September. Alongside T Levels and A levels, the government has confirmed it will approve a range of qualifications where they are needed and meet new quality criteria. This could include many qualifications that are part of the current offer for example City & Guilds qualifications and Pearson BTECs. Approval of these qualifications will commence from autumn 2022. Young people will still be able to study a combined path involving a mixture of A-Levels and BTECs. There are presently 10 T Levels available with a further 7 being rolled out in Sept 2022. Over 175 providers will be offering T Levels from September 2022, with around 400 providers due to deliver them from September 2023.

In addition, as a first step towards streamlining the post-16 qualifications system, in August 2021 the government confirmed that it would **remove funding for more than 5,000 qualifications at level 3 and below** that had no or low enrolments. Public funding for these qualifications will be removed later this year. In this context, see “Review of post-16 qualifications at level 3 in England. Guidance for awarding organisations and providers”. See <https://www.gov.uk/government/publications/review-of-post-16-qualifications-at-level-3-in-england--2> This guidance outlines the principles of the approvals process for academic and technical qualifications, including when these qualifications will be approved for delivery.

**Statistics**

* The DfE has issued **collections of statistical documents**:
* **Further education and skills**, <https://www.gov.uk/government/collections/further-education-and-skills-statistical-first-release-sfr>
* **SEND**, <https://www.gov.uk/government/collections/statistics-special-educational-needs-sen>
* **Education, health and care plans,** <https://www.gov.uk/government/statistics/education-health-and-care-plans-england-2022> This shows how more children with EHCPs are staying in mainstream schools, rather than special schools. The number of initial requests for EHCPs rose from 75,951 in 2020 to 93,302 in 2021 – the highest figures since records began in 2016. It reached 82,329 in 2019 but dropped during the pandemic. The number being refused has increased slightly from 21.6 per cent in 2020 to 22.3 per cent, but this is still below 22.8 per cent in 2019. The total number of plans was 473,255 in 2021, up 9.9 per cent from 430,697 in 2020. This has increased every year since 2010. 40.5 per cent of children with plans are now in mainstream education, up from 39.9 last year. The number in special schools has dropped again from 35.8 per cent to 34.8 per cent. During 2021, there was an increase of nearly 1,000 cases of mediation – from 4,135 in 2020 to 5,097. The number continuing to tribunal has risen again from 1,104 to 1,302 last year.

**Independent schools**

* The DfE is seeking to create new powers to be able to **suspend the registration of private schools** where serious safeguarding failings pose a risk of harm to students. It intends to give the education secretary the ability to intervene by making ongoing failure of this kind a criminal offence for the proprietor of the school. The DfE is also going ahead with proposals to **improve Ofsted's ability to investigate** and support the prosecutions of illegal unregistered schools. However, the DfE has dropped a plan to adopt a time threshold measure, which would have meant that settings operating for at least 18 hours per week would need to register as a school. Ofsted defines an unregistered school as "an educational establishment that meets the legal definition of an independent (private) school, but is not registered with the DfE” In 2019, Ofsted estimated that a fifth of unregistered schools were faith schools including 36 Islamic, 18 Jewish and 12 Christian schools. Other unregistered educational settings include alternative provision for children excluded from school. See “Regulating Independent Education Institutions”, <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1073181/Regulating_Independent_Educational_Institutions_consultation_response.pdf>

**Schools and universities**

* Responding to the government’s consultation**, the three main university groups have lined up with the National Union of Students in opposing plans to limit undergraduates taking “low value” courses and stop students from receiving government-backed tuition fee and maintenance loans if they do not have minimum GCSE or A-level grades**. Universities UK (UUK), which represents the leaders of mainstream universities in England, said it “strongly opposes” any introduction of number caps, saying it would most hurt those from disadvantaged backgrounds. “As well as limiting student choice, student number caps entrench disadvantage because students who are unable to move location to attend university have fewer opportunities to apply and be accepted to university, making them more likely to choose a path with poorer employment outcomes,” UUK said. Disadvantaged students are also among those likely to be most affected by minimum eligibility requirements for loans. UUK warned that the restrictions would have “significant financial implications” for universities, “limiting their ability to provide support for their disadvantaged students and invest locally”.
* The DfE has issued “**Statistics on the employment outcomes and earnings of graduates in 2018 to 2019** (updated May 2022 to include graduate industry data)”. See <https://www.gov.uk/government/statistics/graduate-outcomes-leo-2018-to-2019>
* **The proportion of students in England awarded first-class degrees has more than doubled in a decade**, the university watchdog says. About 36% of students were awarded the top grade in 2019-20 and 38% in 2020-21, according to analysis by the Office for Students (OfS). In 2010-11, it was just under 16%. See <https://www.officeforstudents.org.uk/publications/analysis-of-degree-classifications-over-time-changes-in-graduate-attainment-from-2010-11-to-2020-21/>

**Staff well-being**

* The **NASUWT wellbeing survey**, carried out between December 2021 and January 2022, is based on the Warwick-Edinburgh Mental Wellbeing Scale, which poses 14 statements and five options for answering, ranging from "none of the time" to "all of the time". The scores are then totalled up and an average score is taken. Analysis by NASUWT found an average wellbeing score among teachers of 38.7, a score below 41 indicates the risk of probable **clinical depression**. The survey also found that classroom teachers, disabled teachers and teachers working in deprived areas were more likely to show signs of depression. Dr Patrick Roach, general secretary of the NASUWT teaching union, said the findings provide "disturbing evidence" of a "mental health crisis in schools". See <https://www.nasuwt.org.uk/article-listing/teachers-showing-signs-of-clinical-depression.html>
* For the latest **Education Support newsletter**, see <https://us1.campaign-archive.com/?u=30cbf2f9b409acb0456c1869a&id=2a37342d64&e=e7e9149d14>

**Poverty**

* More than 2 million adults in the UK have **gone without food** for a whole day over the past month because they cannot afford to eat. The latest survey of the nation’s food intake shows a 57% jump in the proportion of households cutting back on food or skipping meals over the first three months of this year, with one in seven adults (7.3 million) estimated to be food-insecure, up from 4.7 million in January. The research by the Food Foundation thinktank found millions more people – **including 2.6 million children** – report they now have smaller meals than usual, regularly skip meals altogether or do not eat when they are hungry. Food banks are reporting that energy costs are so prohibitive for some people they request that charity food parcels that contain no food that has to be cooked using a cooker or that needs to be stored in a fridge or freezer. See <https://foodfoundation.org.uk/press-release/millions-adults-missing-meals-cost-living-crisis-bites>

**Education News for Schools**

* The DfE is **encouraging responses to the SEND green paper consultation**. See <https://www.gov.uk/government/consultations/send-review-right-support-right-place-right-time> This also contains a guide to the SEND review for children and young people. The review has been extended for three weeks after accessible versions of the document have been finally published; the deadline now is 22 July
* In an email to schools the DfE said leaders were “best placed to understand the needs of their pupil cohorts and have the flexibility to prioritise their spending to support those needs”. Schools have been **told to factor in the government’s new “parent pledge”** of support for children who fall behind when setting their budgets for next year. Leaders should communicate this to parents, and Ofsted would hold schools to account for meeting the measure. The email also encouraged schools to look at funding and support available “including funding through the pupil premium and the National Tutoring Programme”.
* The DfE has updated “**National professional qualifications (NPQs): list of providers”**. See <https://www.gov.uk/government/publications/national-professional-qualifications-npqs-list-of-providers>
* The DfE is working on ways to make the **collection of tutoring data** “more seamless and easier for schools in the future”. This would involve “building on some of the work” done on school attendance data. A current pilot involves collecting data directly from school management information systems, rather than requiring them to submit daily registers.

**School management**

* The DfE has updated “**School food standards: resources for schools**”. See <https://www.gov.uk/government/publications/school-food-standards-resources-for-schools>
* For the latest **ESFA Update**, see <https://www.gov.uk/government/publications/esfa-update-11-may-2022>
* The DfE has updated “**Get financial advice for schools**”. A list of financial advisers for schools that need to buy external financial advice and what school leaders should consider before choosing a supplier. See <https://www.gov.uk/guidance/get-financial-advice-for-schools>
* The DfE has updated yet again, “**Complete the school census**”. See <https://www.gov.uk/guidance/complete-the-school-census>
* 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>
* As of 6 May there were 8017 **air cleaning units** and 386,059 **CO2 monitors** delivered to state-funded education settings. See <https://explore-education-statistics.service.gov.uk/find-statistics/delivery-of-air-cleaning-units/2022-week-19>
* The DfE has issued “An overview of **school capital funding**, who it's for, current and past allocations, how it's calculated and spending guidance”. See <https://www.gov.uk/guidance/school-capital-funding>

**Post 16**

* ESFA has updated “**Coronavirus (COVID-19) 16 to 19 tuition fund**. Funding for schools, colleges and other 16 to 19 institutions to mitigate disruption to learning due to coronavirus (COVID-19)”. See <https://www.gov.uk/government/publications/coronavirus-covid-19-16-to-19-tuition-fund>
* For the latest **Further education and skills inspections and outcomes: management information**, see <https://www.gov.uk/government/statistical-data-sets/further-education-and-skills-inspections-and-outcomes-management-information-from-september-2021-to-august-2022>
* The DfE has issued “**16 to 19 learners’ experiences of the COVID-19 pandemic** Analysis of qualitative interviews to assess the impact of lost learning on young people and the effect of educational recovery support”. See <https://www.gov.uk/government/publications/16-to-19-learners-experiences-of-the-covid-19-pandemic>

**Tony Stephens**