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**267 Academy and School News and Resources Update, May 4-10 2024**

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**Ofsted**

* **From September, inspectors will no longer conduct subject deep dives during ungraded inspections**, which are designed to check on standards in schools that already carry a good or outstanding grade. Instead, school leaders will have the opportunity to discuss their school’s strengths and areas for development with inspectors. The inspection framework will remain unchanged, but in place of the deep dives, inspectors will typically use extended learning walks to consider the impact of the curriculum and pupils’ personal development. The emphasis of these inspections will be on providing school leaders with opportunities to demonstrate where they have improved and to discuss where they still have work to do. Safeguarding arrangements, behaviour and attendance will continue to be evaluated in the same way. The move will affect 40% of all school inspections. The changes have come about mainly as a result of feedback from small primary schools, many of whom feel the deep dive methodology is particularly challenging.
* For **Sir Martyn Oliver's speech at the NAHT conference**, see <https://www.gov.uk/government/speeches/sir-martyn-olivers-speech-at-the-naht-conference> **Ofsted will ramp up its scrutiny of schools accused of “putting off” children with special educational needs (SEND) from applying for a place**. Ofsted also looks at national and local data on the proportion of children with SEND and education, health and care plans, and “where we see schools out of kilter, we do want to ask leaders why that might be the case”. Addressing the **single-phrase judgments** “elephant in the room”, Sir Martyn Oliver insisted again that scrapping them would be a government call.
* **The NAHT will explore “legal and industrial routes” to secure more radical Ofsted reform and “safeguard leaders’ lives**”. It has put the government “under notice” that his union would explore its options if it did not receive “meaningful answers” from ministers. “Its tin-eared defence of discredited and reductive single-phrase judgments, and its unwillingness to enter into any meaningful consultation or negotiation, poses a real and present danger to the mental health, well-being and lives of school leaders and teachers”.
* For the latest **Ofsted inspection outcomes for schools**, see <https://www.gov.uk/government/statistical-data-sets/monthly-management-information-ofsteds-school-inspections-outcomes> and for **Further Education**, see <https://www.gov.uk/government/statistical-data-sets/further-education-and-skills-inspections-and-outcomes-management-information-from-september-2023-to-august-2024>
* Ofsted has issued “**Our approach to inspecting small schools**”. See <https://educationinspection.blog.gov.uk/2024/04/30/our-approach-to-inspecting-small-schools/>
* **A study has found that inspectors are 40 per cent less likely to grade a primary as “inadequate” if they reached this judgement in their previous inspection**. The decreasing likelihood in awarding the lowest grade could be due to the “consequences of the decision”, experts have said, “given that such a judgement often results in headteachers losing their job”. “Inspectors might just not be able to stomach doing it twice in succession,” the report states. While the study uncovered this pattern for primary schools, there was no evidence of such as pattern for secondaries. See <https://www.tes.com/magazine/news/general/ofsted-inspectors-less-likely-give-inadequate-grade-twice>
* Ofsted has issued “**Management information on unregistered schools** in England, from 1 January 2016 until present”. See <https://www.gov.uk/government/statistical-data-sets/unregistered-schools-management-information>
* **Far fewer Ofsted grades lower than ‘good’ have been given out so far during the tenure of the new chief inspector** new analysis shows. But Ofsted said this was a continued “upward trend in inspection outcomes over the last few years”, and is not a new pattern. Of the 373 schools that were inspected and had a report published between January 1 and March 31 this year,11 per cent were rated less than ‘good’. Just three ‘inadequates’ (less than 1 per cent) were issued. Compared to the same period last year, 20 per cent of the 503 schools were rated less than ‘good’ – of which 11 (2 per cent) were ‘inadequate’. See <https://schoolsweek.co.uk/ofsted-grades-keep-getting-better-after-oliver-takes-helm/>

**Public examinations**

* Ofqual has issued “**Exam system contingency plan**: England, Wales and Northern Ireland”. This joint contingency plan is in place to deal with any major disruption that may affect exam candidates. See <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland>
* As GCSE exams approach, more than one in four senior leaders say they are more concerned about **high absence among Year 11 students** than last year, a poll has revealed. The concerns about absence and the ongoing legacy of the pandemic have led to fears from some trust leaders that this year’s key stage 4 exams could lead to an even “wider divide” between the most disadvantaged and most affluent students. More than a quarter (26 per cent) of secondary senior leaders surveyed by Teacher Tapp said they were more concerned about Year 11 absence than they were at this time last year. And over one in five (21 per cent) senior leaders also said they were more concerned about Year 11 exam readiness this year than last. Year 11s have missed 10.2 per cent of half-day school sessions due to absence over the autumn and spring terms this academic year, FFT Education Datalab found, which is barely down from the 10.4 per cent recorded among GCSE students last year. For those who have received free school meals in the past six years, the percentage of sessions missed due to absence increased to 16.9 per cent for this year, compared with 16.8 per cent last year. See <https://www.tes.com/magazine/news/secondary/gcse-concern-over-year-11-student-absence-exams>
* **Social media companies need to do more to "shut down" scammers selling fake GCSE and A-level papers to students, say exam boards**. TikTok and Instagram have said they do not allow the sale of exam papers on their platforms. But BBC News has found dozens of accounts falsely claiming to have access to this year's exam papers, with some charging hundreds of pounds. Students say the accounts are "very easy to find", with one describing the posts as "psychologically manipulative". The Joint Council for Qualifications (JCQ), which represents the UK's eight largest exam boards, says it is highly unlikely real papers are being leaked online. See <https://www.bbc.co.uk/news/articles/c72pk0xrdedo>
* As the 2024 exam season starts, Ofqual is reminding everyone involved in exams and assessments of the risks of **malpractice**. Students taking exams should comply with all malpractice rules. This includes keeping mobile devices out of the exam room and not searching for exam papers on social media. Taking a mobile device into an exam can lead to disqualification. Students should plan somewhere safe to leave their mobile device during exams. Instances of students being found with mobile devices in exams have almost doubled since 2018. There were 2,180 cases with penalties for this type of offence in 2023, compared with 1,825 in 2022. Ofqual has published advice on how to keep mobile devices out of exam rooms, <https://www.gov.uk/government/publications/centre-practice-to-help-keep-mobile-phones-out-of-exams-and-assessment-venues> JCQ has a guide on how to avoid malpractice, <https://www.jcq.org.uk/exams-office/blogs/understanding-and-avoiding-malpractice/>
* Ofqual has issued a general **guide to schools for the Summer 2024 exams**. See <https://ofqual.blog.gov.uk/2024/05/08/summer-2024-exams-are-starting/>
* For the latest **Ofqual: rolling update**, see <https://www.gov.uk/guidance/ofqual-rolling-update>

**Academies and trusts**

* Andrew Warren, the regional director for the West Midlands is leading a “concerted effort” to speak to **small trust leaders** about potential mergers. There has been “a concerted effort” to talk to leaders across the region to say: “I can’t actually see you growing, can we talk about other options?” See <https://schoolsweek.co.uk/regional-directors-merger-mission-after-landgrabs/>
* The government’s **academy trust “quality” descriptors** are high-quality and inclusive leadership; school improvement; workforce; finance and operations; governance and leadership. The DfE fleshed out the descriptors in April, with trusts told to support flexible working, operate collaboratively and “take action to promote equality and diversity”. Now some MAT leaders have called for the creation of another pillar that looks “holistically at what trusts were actually delivering” in their communities and also how they are developing children “socially, emotionally, environmentally, physically, spiritually. See <https://schoolsweek.co.uk/trust-quality-descriptors-miss-community-focus/>
* ESFA has issued “**Financial management and governance self-assessment (FMGS) for new academy trusts to submit to ESFA**”. See <https://www.gov.uk/government/publications/academy-financial-management-and-governance-self-assessment-guidance>
* DfE has updated “**Guidance for academy trusts planning to make organisational changes or close an academy by mutual agreement with the Secretary of State**”. See <https://www.gov.uk/government/publications/making-significant-changes-to-an-existing-academy>
* ESFA has issued “How we will **guarantee payments for outstanding local government pension scheme (LGPS) liabilities when an academy trust close**s”. See <https://www.gov.uk/government/publications/academies-and-local-government-pension-scheme-liabilities>

**Destinations**

* DfE has issued “**Destinations of key stage 4 and 5 students: 2022**”. See <https://www.gov.uk/government/statistics/destinations-of-key-stage-4-and-5-students-2022>

**KS4**

* 93.9% of pupils were in a sustained education, apprenticeship or employment destination, broadly unchanged from the previous year
* 86.5% of pupils were in sustained education, this shows a 2.8 percentage point decrease since last year.
* 5.2% of pupils did not have a recorded sustained destination in the year after key stage 4
* Sustained apprenticeships, 3.4%
* Sustained employment destination, 3.9%

**16-18**

* Sustained education, apprenticeship or employment, 82.6%
* Sustained education destination, 51.2%
* Sustained apprenticeships, 7.2%
* Sustained employment destination, 24.2%
* The proportion of students that progressed to a sustained level 4 or higher destination was 68.3. Of the 68.3%, their destinations were as follows:
  + 64.0% were studying for a degree (a level 6 qualification)
  + 1.7% were participating in an apprenticeship at level 4 or higher
  + 2.6% were studying other qualifications at level 4 or 5

**Longer term destinations of students by 2022 who reached the end of key stage 4 study in 2016/17 (2017 leavers).**

* Overall sustained destinations after one year, 94.2%
* Overall sustained destinations after three years, 81.9%
* Overall sustained destinations after five years, 82.4%
* Apprenticeship participation was highest in the third year after key stage 4 with 8.9% of students from the cohort being recorded in an apprenticeship.
* There were substantial differences in destination outcomes for disadvantaged and non-disadvantaged students. The gap between the two groups in sustaining any destination was widest 5 years after finishing key stage 4 (18.2 percentage points).
* Female students were more likely than male students to stay in education across the three measured time periods. They were less likely to go into apprenticeships. Males were more likely to sustain an employment destination in their first and fifth year after finishing key stage 4.

**SEND**

* **Only 1 per cent of school leaders have enough funding for special educational needs and disabilities to meet children’s needs**, a union survey suggests. Nearly four in five heads (78 per cent) who responded to the poll from the NAHT said they have had to cut teaching assistant numbers or hours in the past three years because of funding pressures. And 84 per cent of school leaders said they may be forced to do this in the next three years. Some leaders said they were worried that a shortage of funding meant they would not be able to keep children and staff safe. Others reported that budget difficulties had made them consider leaving. Ninety-nine per cent of leaders said that the funding they get for pupils with special educational needs and disabilities (SEND) is insufficient to meet children’s needs. The responses included leaders in both mainstream schools and special schools. School leaders also said they were struggling with trying to fill the gaps left by under-resourced support services such as health and social care. More than four-fifths of heads (85 per cent) said they were having to subsidise healthcare provision from their own budgets.
* Some councils taking part in the government’s **“safety valve” SEND deficit reduction programm**e have “removed” their deficits the DfE says. It comes after one of the first councils to sign up to the government bailout programme was slammed by inspectors over its “failing” SEND services. Bury got a £20 million bailout. But in a report, Ofsted and the Care Quality Commission found “widespread and/or systemic failings” at the council and health services – giving it the lowest rating for a SEND inspection. See <https://schoolsweek.co.uk/send-some-safety-valve-councils-have-removed-deficits-dfe-boss/> For more details on Safety Valve deals, and the cuts they involve, see <https://www.tes.com/magazine/news/general/revealed-what-government-safety-valve-deals-really-mean-schools-send>
* **To apply to open a special free school in Cambridgeshire, Kent, Merton or Norfolk,** see <https://www.gov.uk/government/publications/apply-to-open-a-special-free-school-in-cambridgeshire-kent-merton-or-norfolk>
* **New special schools providing dedicated support for over 2,000 children with special educational needs and disabilities (SEND) are to open in 16 areas across England**. A **competition for academy trusts** to run the schools will be launched in the coming days. This process will also include two other planned special free schools in Cheshire East and the Isle of Wight that were previously approved but where a sponsoring trust has not yet been found **The 16 areas** are:
* Nottinghamshire
* Lincolnshire
* Newham
* Enfield
* Harrow
* Bury
* Westmorland and Furness
* Hampshire
* Surrey
* Buckinghamshire
* Bournemouth, Christchurch and Poole
* Herefordshire
* Stoke-on-Trent
* Walsall
* Solihull
* East Riding of Yorkshire
* It comes as a further **seven special free schools are one step closer to opening in Merton, Cambridgeshire, Kent, and Norfolk to create over 1,000 places as the trusts have now been selected to run them**.
* Meridian Trust in Gamlingay, Cambridgeshire
* Lime Academy Trust in March, Cambridgeshire
* Fortis Trust in Whitstable, Kent
* Leigh Academies Trust in Swanley, Kent
* Orchard Hill College and Academy Trust in Merton
* Eastern Learning Alliance in Downham Market, Norfolk
* Unity Schools Partnership in Great Yarmouth, Norfolk
* DfE has issued a list of **local authorities who applied to open a special free school in waves 3 and 4, and those who were successfu**l. See <https://www.gov.uk/government/publications/special-free-schools-local-authority-applications>
* **The government is looking into how many schools are not being inclusive enough for children with SEND,** the children’s minister has revealed. “We’re creating so many more special schools for the children that need special schools, but in the end the vast majority of children with SEN are in mainstream schools. And it’s important that those mainstream schools are meeting their needs.” He also said he was “concerned” when he hears of schools in areas with “plenty of children with SEN” and “somehow this school seems to have nobody on an **EHCP** for example. And that’s key obviously for what we’re trying to get to”.

**Early years and primary**

* Now in its third year, **Access All Arts week** is a nationwide celebration of creativity for primary schools (17-21 June). For full details, see <https://schoolsweek.co.uk/inspire-creativity-in-your-classroom-sky-arts-access-all-arts-week-is-back/>
* STA has issued “**Reporting to parents at the end of key stages 1 and 2**”. See <https://www.gov.uk/guidance/reporting-to-parents-at-the-end-of-key-stages-1-and-2>
* ESFA has issued “Guidance for organisations involved in delivering **the Care to Learn (C2L) scheme** in the 2024 to 2025 academic year”. See <https://www.gov.uk/government/publications/care-to-learn-guide-for-the-2024-to-2025-academic-year>
* STA has issued a collection of documents on **Reception baseline assessment**. See <https://www.gov.uk/government/collections/reception-baseline>
* ESFA has updated “**Early years funding: 2024 to 2025**”. See <https://www.gov.uk/government/publications/early-years-funding-2024-to-2025>
* Ofsted has issued a joint thematic review of **Start for Life** services, including how services are provided through the family hub model. See <https://www.gov.uk/government/publications/start-for-life-services-thematic-review> For a **summary** of key findings, see <https://www.gov.uk/government/news/start-for-life-services-helping-babies-achieve-better-outcomes-but-more-to-do-to-support-delivery>
* Analysis by the Institute for Fiscal Studies showed **Sure Start** – a network of ‘one-stop shops’ for families with children under five years old – “greatly improved disadvantaged children’s GCSE results”. Revitalising the programme is understood to be something Labour is seriously considering, but with a bigger role for schools. A report today by the Centre for Young Lives looks at how that might work. See <https://www.n8research.org.uk/media/CotN_Schools-Hubs_Report_4.pdf>
* A third of primary school leaders are more concerned about the **mental wellbeing of their Year 6 pupil**s this year compared with their previous cohorts, according to a survey. And more than one in five primary senior leader team staff (22 per cent) are more concerned about the **behaviour** of pupils in the final year of primary this year. Primary leaders warn that the disruption caused by the pandemic has had a lasting impact on pupil wellbeing, with the current Year 6 missing a “critical” time in their development. See <https://www.tes.com/magazine/news/primary/sats-pupil-wellbeing-mental-health-behaviour-warning-ahead-tests>

**Music**

* The government has named 41 organisations that will run a “**new generation” of larger music hubs** across England, splitting more than £100 million in funding next year. But two hubs still don’t have lead organisations after a re-tendering process that will see the number of hubs reduced from 116 to 43. The Arts Council England now administers the scheme on the DfE’s behalf. For a list of these see, <https://www.artscouncil.org.uk/creative-matters/news/arts-council-england-announces-new-music-hub-lead-organisations>

**AP**

* DfE is seeking views Until July 5 on proposals to **strengthen protections for children in unregistered alternative provision settings**. It proposes that all unregistered alternative provision will be subject to new, light-touch quality assurance frameworks. These will be underpinned by national standards. See <https://consult.education.gov.uk/behaviour-attendance-exclusions-and-alternative-provision/strengthening-protections-in-unregistered-ap/> <https://www.gov.uk/government/consultations/understanding-the-use-of-unregistered-alternative-provision> For a useful **summary**, see <https://schoolsweek.co.uk/unregistered-ap-clampdown-everything-you-need-to-know/>
* **The government should fund pupils who arrive in alternative provision (AP) late or face disruption to their GCSEs to repeat year 11**, the children’s commissioner has said. Dame Rachel de Souza also said funding should be provided to offer a “graduated stepdown programme of support for all year 11 leavers”, amid concerns AP schools lack the resources to support the transition into post-16 education. See <https://www.childrenscommissioner.gov.uk/resource/an-alternative-route-post-16-support-for-young-people-attending-alternative-provision/>

**Health and welfare of children and young people**

* More than 500 adverse **neuropsychiatric reactions** have been reported in children under the age of nine involving an asthma drug which is to get new warnings over its risks. The Medicines and Healthcare products Regulatory Agency (MHRA) announced last week that more prominent warnings would be added to the information provided on boxes of the asthma drug montelukast, sold under the brand name Singulair. See <https://www.theguardian.com/society/article/2024/may/04/warning-over-asthma-drug-after-500-neuropsychiatric-reactions-reported-in-young-children>
* **Ofcom has warned social media sites they could be named and shamed - and banned for under-18s - if they fail to comply with new online safety rules**. The media regulator has published draft codes of practice which require tech firms to have more robust age-checking measures, and to reformulate their algorithms to steer children away from what it called "toxic" material. See <https://www.bbc.co.uk/news/articles/czrx13jj9p3o> <https://www.theguardian.com/media/article/2024/may/08/tech-firms-must-tame-algorithms-under-ofcom-child-safety-rules>
* **Drug shortages** in England are now at such critical levels that patients are at risk of immediate harm and even death, pharmacists have warned. The situation is so serious that pharmacists increasingly have to issue “owings” to patients – telling someone that only part of their prescription can be dispensed and asking them to come back for the rest of it later, once the pharmacist has sourced the remainder. See <https://www.theguardian.com/society/article/2024/may/09/medicine-shortages-in-england-beyond-critical-pharmacists-warn>
* The UK may be experiencing its biggest outbreak of **whooping cough** in two decades, with five deaths reported among infants who developed the disease in England between January and March. According to the latest data published by the UK Health Security Agency (UKHSA) on Thursday, cases of whooping cough continue to increase, with 1,319 confirmed in March. This brings the total number of confirmed cases during the first quarter of 2024 to 2,793. The true number of cases is likely to be much higher though, because mild cases are easily confused with other respiratory illnesses in the early stages when the infection can be tested for. Just over half of the cases (51%) were in people of 15 years or older who usually experience a mild, yet unpleasant illness, characterised by violent coughing fits interspersed with a loud, high-pitched “whooping” sound as they try to draw breath. However, rates of whooping cough remain highest in babies under three months of age, who may not cough at all, but instead turn blue or struggle to breathe. They are at greatest risk of severe complications or death. See <https://www.theguardian.com/society/article/2024/may/09/whooping-cough-five-babies-england-die>

**School management**

* DfE has updated “**Complete the school census**”, see <https://www.gov.uk/guidance/complete-the-school-census>
* More than half of primary schools (55 per cent) have **no ethnic minority teachers**. Almost half of all schools (46.1 percent) did not have a classroom teacher from an ethnic minority background in the academic year 2022-23. And while researchers said that the proportion of schools with no diversity among staff has fallen since 2010 - when it was 55 per cent - they warned that the rate of change has slowed in recent years. The report also warns that ethnic and gender diversity is even lower among senior roles in schools. Almost nine in 10 schools (87.8 per cent) **did not have a senior leader from an ethnic minority** background last year. And 46.5 per cent did not have a male senior leadership team member, the research shows. 25 per cent of schools in the state-funded sector did not have a male classroom teacher. 30 per cent of primary schools had no male teachers last year. See <https://www.wbs.ac.uk/news/lack-diversity-primary-school-teachers/#:~:text=New%20research%20from%20Warwick%20Business,having%20no%20ethnic%20minority%20teachers>
* DfE has updated “**Funding available to training providers and placement schools for initial teacher training (ITT) in 2024 to 2025**”. See <https://www.gov.uk/government/publications/initial-teacher-training-reform-funding-guidance>
* DfE has updated “**School reports on pupil performance: guide for headteachers**”. See <https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers>
* DfE has updated “Find, join or create a **network for school business professionals**”. See <https://www.gov.uk/government/publications/join-or-create-a-network-for-school-business-professionals>
* For the latest **ESFA Updates**, see <https://www.gov.uk/government/publications/esfa-update-8-may-2024>
* ESFA Has updated **“Pupil premium: allocations and conditions of grant 2024 to 2025**”. See <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2024-to-2025>
* DFE has issued a letter to all **governors**, “Supporting the wellbeing of leaders of state-funded schools”. See <https://content.govdelivery.com/attachments/UKDFE/2024/04/24/file_attachments/2857121/Supporting%20the%20wellbeing%20of%20leaders%20of%20state-funded%20schools.pdf?utm_source=Master+Audience&utm_campaign=f0e3ddcce6-EMAIL_CAMPAIGN_2024_05_03_07_45&utm_medium=email&utm_term=0_-f0e3ddcce6-%5BLIST_EMAIL_ID%5D>
* ESFA has issued a collection, “Local authorities: **pre-16 schools funding**”. See <https://www.gov.uk/government/collections/local-authorities-pre-16-schools-funding>
* For the latest **Education Support Newsletter**, see <https://mailchi.mp/edsupport/your-october-newsletter-3176803?e=4c833362b8>
* **Pupil data is being used to check for benefit fraud** and pursue parents under a secret deal between the education and work and pensions departments. Documents show the DfE has received multiple requests for pupil data from investigators at the Department for Work and Pensions (DWP) since 2018. A data-sharing arrangement was formalised last autumn. It will provide the DWP “with the confidence that the right amount of benefit is being paid to the right claimant, and that children included on the claim are benefitting from that award”. The national pupil database holds information about everyone who has been through the school system since 2002. Sensitive data, including names and addresses, is kept for decades after students leave school. See <https://defenddigitalme.org/2024/05/10/comment-secret-deal-lets-benefit-fraud-squad-snoop-on-pupil-data/>
* The schools minister has admitted that **faster progress is needed on fixing the pupil attendance crisi**s that schools have been facing since the Covid pandemic; the DfE will be launching a toolkit to help schools spot pupil absence trends. See <https://www.tes.com/magazine/news/general/damian-hinds-faster-progress-needed-fix-school-absence-attendance>

**Education news for schools**

* **Scientists with expertise in artificial intelligence, sustainable school buildings and ed tech are being recruited to advise ministers and “shape the future of education**”. The DfE is creating a new 12-strong science advisory council to help the department access “cutting-edge” scientific evidence, analytical approaches and expertise for “robust” decision making. They want members to be from academia, industry and non-profit organisations with a research, science or analytical background, an advert stated. See <https://www.civilservicejobs.service.gov.uk/csr/jobs.cgi?jcode=1907685&csource=csalerts> DfE is looking for between 8 to 12 members, including a chairperson. The two-year posts will be voluntary, but with reasonable expenses covered. Applications close on May 27
* **Matt Hood** has been appointed as the chief executive of Oak National Academy; he is Oak co-founder.
* The **National Centre for Computing Education** has been rated ‘requires improvement’ for the low number of teachers completing five hours of continued professional development to boost expertise in the subject, mainly because **teachers cannot find the time to leave the classroom amid staff shortages**. The NCCE operates nationally through a network of school-led computing hubs. See <https://schoolsweek.co.uk/workforce-woes-hit-national-computing-centres-cpd-recruitment/>
* **Praise is the most common way in which teachers reinforce positive behaviour - but positive feedback gets less frequent as pupils get older**, according to a new report. The report - published by Children in Scotland in a bid to inject young people’s perspectives into the debate on deteriorating behaviour in school - finds that verbal praise is the most common form of recognition pupils receive for good behaviour, and that it is also “the most meaningful”. Praise reinforces that pupils are “doing well in school and makes them feel more positive about school”, it says, as well as helping to motivate them. The report adds that “without this incentive, there is a risk that some young people could become demotivated and lose confidence in themselves”. See <https://childreninscotland.org.uk/new-paper-reflects-young-peoples-views-on-behaviour-and-relationships-in-schools/>
* **The International Baccalaureate (IB) has issued a warning to schools after some of its data was accessed and shared online**. Data from 2018, including IB employee names, positions and emails, were accessed through a third-party vendor and shared via screenshots, the IB has confirmed. In a statement, the IB said no exam material had been compromised. See <https://www.tes.com/magazine/news/general/international-baccalaureate-security-warning-schools-data-leak>
* For an article on **how career paths could be better created for teaching assistants**, see <https://schoolsweek.co.uk/trust-plans-for-accountancy-style-career-path-for-teaching-assistants/>

**Post 16**

* DfE has issued “Information for **providers of initial teacher education (ITE) for the further education (FE) secto**r”. See <https://www.gov.uk/government/publications/further-education-initial-teacher-education>
* ESFA has updated “**Funding guidance for T Level providers**”. See <https://www.gov.uk/government/publications/t-level-funding>
* ESFA has issued “**16 to 19 Bursary Fund guide 2024 to 2025 academic year**”. See <https://www.gov.uk/government/publications/16-to-19-bursary-fund-guide-2024-to-2025-academic-year>
* ESFA has issued “**16 to 19 tuition fund for academic year 2023 to 2024**”. See <https://www.gov.uk/government/publications/16-to-19-tuition-fund-for-academic-year-2023-to-2024>
* DfE has issued “How the government will support and intervene to improve **financial resilience and quality in colleges**”. See <https://www.gov.uk/government/publications/college-oversight-support-and-intervention>
* DfE has issued “**Higher education providers with T Levels in entry requirements**”. See <https://www.gov.uk/government/publications/higher-education-providers-with-t-levels-in-entry-requirements>
* DfE has issued a dashboard showing statistics on **jobs and skills in the UK**. See <https://www.gov.uk/government/publications/jobs-and-skills-dashboard>
* DfE has issued “An assessment of the supply of the **Science, Technology, Engineering and Mathematics (STEM) workforc**e to 2030 and the education pathways into STEM jobs”. See <https://www.gov.uk/government/publications/supply-of-skills-for-jobs-in-science-and-technology>
* ESFA has issued guidance for **maintained schools and academies with 16 to 19 provision on the teachers' pension scheme employer contribution grant for 2024 to 2025 financial year**. See <https://www.gov.uk/government/publications/teachers-pension-scheme-employer-contribution-grant-for-maintained-schools-and-academies-with-16-to-19-provision-2024-to-2025>
* To find out what the **LLE** is and how this new post-18 student-finance system will work from 2025, see <https://www.gov.uk/government/publications/lifelong-learning-entitlement-lle-overview>

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