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**315 Academy and School News and Resources Update, April 11-26 2025**

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**Ofsted**

* **Ofsted has admitted its planned approach to report card grading “needs simplifying” and revealed other areas of its proposals that could change**,<https://www.tes.com/magazine/analysis/general/ofsted-response-to-consultation-feedback-on-inspection-plans-report-cards> **Ofsted is still waiting to hear all the feedback from the consultation before it makes any final decisions, but it can say no**w:
* Yes, our proposed approach to grading is too complicated. We’re looking hard at how we can simplify what’s proposed, including considering carefully the feedback we’re hearing on the new top grade of “exemplary”.
* Yes, we’ve committed to looking again at the clarity of drafting between the grades “secure” and “strong”, so there is greater clarity on what we’ll be looking for.
* Yes, we’ve heard both that there is overlap between some evaluation areas and that there are arguably too many evaluation areas. We have had positive reactions to the greater nuance that a larger number of evaluation areas provides, but we recognise there is some simplification to be done.
* Yes, we’ve heard really positive reactions to our emphasis on disadvantaged children and children with special educational needs and disabilities through the creation of an “inclusion” evaluation area, but we’ve also heard from experts about the importance of making sure that support for these children is not treated as a bolt on.
* And yes, we have been learning lots on our test visits about how we can build a rigorous approach to gathering evidence, which involves the lead inspector and school leaders working collaboratively to ensure that we see typical practice.
* **The Confederation of School Trusts (CST), which represents almost 80% of academy schools and trusts, has submitted its formal response to Ofsted’s wide-ranging proposed reforms**:
  + Ofsted has proposed to introduce a new judgment area for ‘inclusion’. It has also threaded inclusion through all the other evaluation areas, to make it a core feature of inspections rather than an add-on. But CST argues having a standalone evaluation area for inclusion complicates this. It recommends removing the additional criteria for the inclusion judgment, and instead use intel gained from the inclusion threads in other judgment areas “to reach an aggregated indicator” of a school’s performance in relation to inclusion.
  + It recommends merging the ‘teaching’ and ‘curriculum’ evaluation areas as inspection toolkits show the criteria for each “overlap significantly”. “Merging these areas into a single category, such as ‘teaching the curriculum’ or ‘Quality of education’ would improve validity”, it said, while addressing CST’s concerns over an “excessive” number of evaluation areas.
  + It suggests removing the additional criteria for ‘exemplary’. Instead, any school that meets all ‘strong’ criteria would be judged ‘exemplary’ for that evaluation area.
  + CST says Ofsted should simplify grading by removing the ‘attention needed’ criteria. Instead, it suggests, any school that does not meet the ‘secure’ criteria but does not fall into ‘causing concern’ should be awarded ‘attention needed’.
  + CST says the differences between the ‘secure’ and ‘strong’ criteria “would need to be significantly improved”. It said wording for the two grades is currently “too vague to support consistent grading”.
  + Ofsted is proposing to increase monitoring inspections, carrying them out at all school with ‘attention needed’ judgments, as well as those that need significant improvements. The latter would get five monitoring inspections over just 18 months. But this is not “a proportionate response”, CST says, that risks “adding additional burden to schools… without us being convinced of a demonstrable benefit”.

See <https://schoolsweek.co.uk/6-proposals-from-academy-bosses-to-improve-ofsted-reforms/>

* **The ‘Alternative Big Consultation’ (ABC**) <https://thealternativebiglisten.co.uk/> was carried out by former senior HMIs Colin Richards and Frank Norris to gather responses to the inspectorate’s plans. More than 700 people responded, with questions largely mirroring Ofsted’s own.
  + Just one in 10 (11%) felt Ofsted’s proposals would be an improvement on the current inspection framework, while 63 per cent believed them to be worse.
  + 90% felt its proposed five-point grading system was either “largely unfit” or “unfit” for purpose.
  + Eighty-eight per cent of respondents deemed the report cards “unfit” or “largely unfit” for purpose.
  + Some expressed concern about how inspectors could reach a judgement on all 11 aspects of a school’s work within a two-day inspection.
  + Ofsted’s approach to its new ‘exemplary’ grade was particularly criticised, with 92 per cent of respondents branding it either “unfit for purpose” or “largely unfit for purpose”. This marked the highest level of dissatisfaction in any part of the consultation.
  + Respondents also widely criticised the new inspection toolkits, with 85 per cent deeming them largely unfit, or unfit for purpose, while 88% felt the same way about Ofsted’s plan to increase monitoring inspections at under-performing schools.
* **NAHT has accused the inspectorate of not assessing how its proposed changes to inspection could impact school staff workload**. And will put “at risk the health and wellbeing” of school leaders. There is “no indication that the design of the proposals has given any due consideration or weight to making inspection safer by reducing the workload burden, fear and stress that leaders endure”. The NAHT adds that the plans will not provide “better information and greater nuance for parents”. It takes issue with Ofsted grading it, calling this “unhelpful and wholly unnecessary”. The union also says that Ofsted has “no statutory basis” to create a definition of inclusion. The NAHT criticises the clarity of the grade descriptors, adding that Ofsted’s proposals are “fatally flawed” without “clear, accurate and intelligible descriptors to underpin the case for grading”. The union warns that “conduct issues, disputes and complaints” will arise if inspectors and schools are unable to discern the meaning of statements in the toolkits. See <https://www.naht.org.uk/News/Latest-comments/News/ArtMID/556/ArticleID/2697/NAHT-responds-to-Ofsteds-consultation-on-changes-to-school-inspection-in-England>
* In its response to Ofsted’s consultation, the National Association of School-Based Teacher **Trainers (NASBTT) raises a number of concerns about the grade descriptors that the watchdog has put forward in its toolkit for initial teacher education (ITE) inspections.** It says the proposed toolkits for assessing teacher training are “underdeveloped”, “imprecise” and could lead to “unacceptable variations” in how inspectors interpret them. NASBTT’s consultation response raises concerns about Ofsted’s planned approach to its highest and lowest grades under its new framework. It says: “Taken as a cumulative whole, the descriptors for ‘causing concern’ highlight such bad practice as to represent inadequacy rather than ‘cause for concern’.” It also raises concerns around Ofsted’s descriptions for the grade “exemplary”. See <https://s3.eu-west-2.amazonaws.com/media.nasbtt.org.uk/wp-content/uploads/2025/04/24150256/Ofsted-consultation-response-April-2025.pdf>
* Ofsted has issued “Publication of **outcome summaries**” Ofsted publishes an outcome summary when it has looked into a concern or a notification about a provider on the **Early Years** Register. See <https://www.gov.uk/guidance/publication-of-outcome-summaries>
* For Ofsted's framework and guidance **for inspecting local authority services for children (ILACS) in need of help and protection, children in care and care leavers**, see <https://www.gov.uk/government/publications/inspecting-local-authority-childrens-services-from-2018>

**Stuck schools**

* **The DfE has been warned that its definition of stuck schools is “flawed” and risks deterring academy trusts from taking on schools in need of improvement**. The CST has raised concerns in a consultation response to DfE plans for Regional Improvement for Standards and Excellence (RISE) teams to intervene at schools deemed to be “stuck”. The department is defining schools as stuck if they have had successive Ofsted grades of less than “good”, which can include a previous rating given to a school before its current academy trust took it on. CST is concerned that the proposed definition fails to distinguish between schools that have already improved since being sponsored or rebrokered into a new trust, and “those with long-term underperformance under the same responsible body”. “This proposal risks putting sponsoring trusts in the unenviable position of having to move the most broken schools in the system to ‘good’ (or equivalent) within two years, or otherwise choose not to take on the school in the first place. This is a clear disincentive to sponsor schools most in need.” The DfE is proposing that RISE teams work with stuck schools for two years. This could If the necessary improvement has not then been made at the end of this period, then the department would look to move to a structural intervention. mean academisation or rebrokering a school into a different academy trust. See <https://www.tes.com/magazine/news/general/dfe-told-how-it-defines-stuck-schools-deeply-problematic>

**Early years; primary; childcare**

* As children return from the Easter holidays, **the first 750 schools across the country are set to begin offering free breakfast clubs**, <https://educationhub.blog.gov.uk/2025/04/free-breakfast-club-roll-out-everything-you-need-to-know/> Free breakfast clubs in the early adopter schools will shape the future of the national breakfast club policy, contributing directly to its implementation. See <https://www.gov.uk/government/news/parents-get-95-hours-back-as-free-breakfast-clubs-are-rolled-out> Thousands of parents will be able to access 30 minutes of morning childcare. Guidance sent to schools taking part in the pilot scheme says they will receive a set-up payment to cover equipment and material. Under the scheme, schools will then be reimbursed by the government based on attendance at the clubs - a school with 50% participation in the pilot scheme could get £23,000 a year, the government said. **NAHT** said “While we welcome the intentions behind the programme, the initial feedback we are hearing from many school leaders participating in the pilot is that **the funding just isn’t sufficient**.”
* DfE has updated **“The schools selected to take part in the breakfast clubs early adopter scheme**.” See <https://www.gov.uk/government/publications/breakfast-clubs-early-adopters-schools-in-the-scheme>
* DfE has updated “**Breakfast club early adopters grant: 2024 to 2025 academic year.**” See <https://www.gov.uk/government/publications/breakfast-club-early-adopters-grant-2024-to-2025-academic-year>
* **79 schools from the 750 have withdrawn from the breakfast clubs trial**. Many of the schools that dropped out blamed inadequate funding, raising fresh concerns about the viability of the clubs. See <https://schoolsweek.co.uk/79-schools-withdraw-from-breakfast-clubs-trial/>
* For an article “**There are fewer children in England’s primary schools. That’s no reason to strip funding from them**”, see <https://www.theguardian.com/commentisfree/2025/apr/19/england-primary-school-children-funding-education>
* **A government pledge to create more nurseries has backfired, according to early years providers**. **More than a dozen schools are evicting ­existing preschool providers that operate in classrooms** amid concerns they are doing so to access state funding to set up their own provision. It means that the pledge to create thousands of nursery places may be fulfilled by cannibalising some of the existing preschools, according to the Early Years Alliance (EYA). The umbrella group said in some cases schools were offering less childcare and for fewer children than the private, voluntary and independent (PVI) nurseries that had previously worked on their premises, so parents would be forced to find childminders to ­maintain their existing levels of care. See <https://www.eyalliance.org.uk/news/2025/04/alliance-investigate-impact-school-based-nursery-policy-pvi-early-years-providers>

Two years on, the rollout of what's commonly known as the "free hours" scheme in England is almost complete. From September, eligible working parents will be able to access 30 hours of childcare per week during term-time (for 38 weeks), paid for by the government, for their children from the age of nine months to four. Only it hasn't been the panacea that many had hoped, and there are a number of hurdles still to overcome. Parents say nursery places are increasingly difficult to find. And experts are concerned that a gap is widening between those who are eligible for the funded hours, and those who are missing out on the childcare revolution. See <https://www.bbc.co.uk/news/articles/c8x8rznw9gyo>

* DfE has updated “**Information for early years practitioners about stronger practice hubs**.” Seehttps://www.gov.uk/government/publications/early-years-stronger-practice-hubs
* DfE has updated “**PE and sport premium: conditions of grant 2024 to 2025**”. See <https://www.gov.uk/government/publications/pe-and-sport-premium-conditions-of-grant-2024-to-2025>
* **Funding for universal infant free school meals** will rise by just 1.2 per cent next year, despite predictions food costs and wages will increase by far more. The rate per meal will increase by 3p next academic year, from £2.58 to £2.61. The rate rose by 5p last year and 12p in 2023. Food prices rose by 3.3 per cent in the year to February and could reach 5 per cent by the end of the year. At the same time, the national living wage has increased by at least 6.7 per cent, and national insurance contributions by 9 per cent.

**School management and finance**

* DfE has issued a register of decisions about **the disposal of school playing field land**. See <https://www.gov.uk/government/publications/school-land-decisions-about-disposals>
* DfE has updated “Technical specification and validation rules for **submitting 2025 to 2026 school census** data”. See <https://www.gov.uk/government/publications/school-census-2025-to-2026-technical-information>
* DfE has issued guidance on “**The school resource management advisers (SRMA) programme**.” See <https://www.gov.uk/government/publications/the-school-resource-management-advisers-srma-programme>
* DfE has updated:
* **Guidance for schools and local authorities on the teachers’ pension employer contribution grant (TPECG) 2024 for March 2024 to April 2025**, <https://www.gov.uk/government/publications/teachers-pension-employer-contribution-grant-2024-for-schools-high-needs-settings-and-local-authorities-2024-to-2025>
* **Guidance for schools and local authorities on the teachers' pay additional grant: allocations for 2024 to 2025 financial year,** <https://www.gov.uk/government/publications/teachers-pay-additional-grant-2024-to-2025>
* **Allocations and guidance for schools and local authorities for the core schools budget grant (CSBG) for September 2024 to March 2025,** <https://www.gov.uk/government/publications/core-schools-budget-grant-csbg-2024-to-2025>
* For the latest **DfE Update**, see <https://www.gov.uk/government/publications/dfe-update-23-april-2025>
* DfE has issued “**The standards set out practices and processes required to effectively manage the school estate**.” <https://www.gov.uk/government/publications/school-estate-management-standards> and “**Guidance on the functions, skills, knowledge and training needed to manage the school estate**.” <https://www.gov.uk/government/publications/estate-management-competency-framework-and-relevant-training>
* **School support staff in England have been offered a pay rise of 3.2 per cent**. The resulting rises apply to LA-maintained schools, but many academy trusts also mirror the deals reached. The national employers said their offer would mean the pay of the lowest-paid workers – those earning £23,656 – has risen by more than £6,000, or 33 per cent, since April 2021. They have also offered to delete the bottom pay point from the national pay spine from next April. However, 3.2 per cent is lower than the predicted growth in wages across the wider economy. The Office for Budget Responsibility this year revised up its prediction to 3.7 per cent. The rise is higher, however, than what is proposed for teachers. In its evidence to the School Teachers’ Review Body last year, the DfE said a 2.8 per cent pay rise “would be appropriate” for 2025-26. The proposed pay rise will also put further pressure on schools. The government’s own analysis states schools will only be able to afford pay rises of about 1.3 per cent from their existing headroom, with the rest of the cost having to be met by cuts.
* Microsoft will no longer provide free software updates for **Windows 10** after October 14, with the company warning that computers still running the system may stop working. But DfE says devices that met requirements for Windows 11 would be updated free, and that the DfE and Microsoft had “validated” a discounted plan for extended security updates on Windows 10 devices. Schools will pay $1 per device for the first year of support, $2 in the second and $4 in the third. Prices will be based on foreign exchange rates at the point of ordering. See <https://schoolsweek.co.uk/schools-will-get-discounted-updates-to-keep-windows-10-running/>

**Academies and trusts**

* DfE has updated “Guidance for academy trusts reporting or seeking approval for **related party transactions (RPTs**)” See <https://www.gov.uk/government/publications/related-party-transactions-information-for-academy-trusts>
* **Schools are having up to 28 per cent shaved off their budgets by academy trusts that pool their funding, an investigation has found**. GAG pooling is used by a fifth of trusts, surveys suggest. MATs pool all their schools’ funding that is issued by government, and dish out individual budgets based on their own criteria. Unions are now demanding greater scrutiny over how trusts pool budgets – known as general annual grant (GAG) pooling – as leaders await promised government guidance to support decisions around the controversial practice. Analysis of 15 MATs that employ GAG pooling found dozens of schools with budgets that are 15 per cent less than allocated by the government’s national funding formula. The retained cash is used to fund trust central teams, services provided back to schools or to bump up funding of other schools in the MAT. Trusts say pooling allows them to save schools money through economies of scale. And redistributing cash to struggling academies means some can actually get more than allocated by the government. Other trusts top slice their school budgets to fund central services. Under this method, schools get their national funding allocations and the trust instead charges a fee. On average, top-slice charges range from 5.5 per cent in the large MATs to 8.8 per cent in the smallest. This figure is usually published in annual accounts. GAG-pooling trusts said details showing central service costs are given in annual accounts, but it is difficult to deduce what proportion this accounts for in individual schools. See <https://schoolsweek.co.uk/schools-have-28-of-budgets-shaved-off-by-academy-trust-gag-pooling/>
* **Councils are effectively slicing varying percentages of maintained school budgets**, an investigation has found – and the true cost could be higher when other charges are factored in. The findings are based on 17 large LAS. Leeds charged schools the most (9 per cent). They were able to buy into 37 separate traded services, including HR, catering, cleaning educational psychology and pest control. Three other councils took on average 6 per cent of school budgets, with County Durham offering services such as building and facilities, SEND and ICT support, and swimming and music lessons. Other councils in the sample charged between 1 and 4 per cent. But this may reflect both minimal de-delegation and limited traded service offers” from councils. In these instances, schools were either sourcing these services independently from other providers – and having to pay out more for that – or delivering them in-house using their own staff. councils also can’t mandate schools to buy into traded services or impose a central charge in the way trusts dd, which makes comparisons with MATs difficult. Large MATs top slice on average 5.5 per cent, while the smallest take 8.8 per cent. See <https://schoolsweek.co.uk/councils-take-up-to-9-of-school-budgets-for-core-services/>
* **Governors of Catholic schools who oppose plans to join new mega MATs** have been told by their diocese in South Yorkshire they “should resign”, an k investigation has found. Meanwhile, another diocese in the west of England told its governors they could only pass compliance checks if they provided evidence they supported academisation. Failing such a check meant the school would be barred from an ‘outstanding’ rating in Catholic inspections. A London archdiocese were left fearing “negative repercussions” for resisting a bishop’s academy vision. In the west of England, Clifton Diocese wants to begin the “next phase” of its bishop’s vision for Catholic trusts to join three mega MATs. See <https://schoolsweek.co.uk/catholic-governors-threatened-over-mega-mats-plan/>

**ITT; teacher recruitment; teacher employment and training**

* DfE has updated “**Postgraduate initial teacher training targets: 2025 to 2026**.” See <https://www.gov.uk/government/statistics/announcements/postgraduate-initial-teacher-training-targets-2025-to-2026>
* DfE has issued **“How headteachers, induction tutors and mentors can support early career teachers (ECTs) during their early career teacher entitlement (ECTE)**.” See <https://www.gov.uk/government/publications/early-career-teacher-entitlement-roles-and-responsibilities>
* DfE has issued a useful **collection “Early career teacher entitlement (ECTE) support**”. See <https://www.gov.uk/government/collections/induction-training-and-support-for-early-career-teachers-ects>
* DfE has issued “**Check a teacher’s record**. Use this service to check a teacher’s record before they start working for your school, college, teacher supply agency, or other organisation.” See <https://www.gov.uk/guidance/check-a-teachers-record>
* DfE has issued “**Access your teaching qualifications**. Download your teaching certificates and check details of your training and induction”. See <https://www.gov.uk/guidance/access-your-teaching-qualifications>
* **The annual teacher recruitment and retention report** by Teacher Tapp and SchoolDash, funded by Gatsby Foundation, <https://www.schooldash.com/blog-2504.html#20250424> shows:
* Cumulative job adverts for secondary school teaching roles are 31% lower this year than last year, and 22% lower than before the pandemic. The report suggests teachers are less inclined to change roles, following a surge in turnover that followed the pandemic. But at the same time many schools – particularly in areas like London – are anticipating a future decline in pupil numbers and are responding with “more cautious staffing plans”, it said. The report suggests this is further exacerbated by “serious budgetary pressures” schools are facing. It found 44% of secondary headteachers expect to reduce their teacher headcount in September, “suggesting a contraction in the workforce may begin even before student enrolment numbers fall”.
* There has been a significant fall in job advertisements across all secondary subjects compared to last year. There was a 33% drop in vacancies listed across all subjects, including significant drops in English (33%), maths (28%), and science (29%).
* Meanwhile primary schools, particularly in London and the North East, are responding to the population decline and financial pressures by “reducing staff numbers, merging classes, or increasing senior leaders’ teaching responsibilities”. Just 5% of primary headteachers said they expect to increase their teacher numbers next academic year, while 36% expected a reduction.
* There has been an increase in the proportion of primary teachers reporting that non-teachers cover their planning, preparation and assessment (PPA) time, rising from 51 per cent to 55 per cent in the past year. And 53 per cent of primary teachers reported that a class in their school was led by a short-term temporary, agency or unqualified teacher, compared with 51 per cent in 2024.
* The percentage of teachers reporting their school is inadequately staffed has risen from 16% last year to 17% this year.
* Affluent urban areas have seen the greatest fall in teacher job adverts, dropping from 124 adverts per 1,000 teachers to 105 adverts. Schools in poorer urban areas have seen a small increase in adverts since 2018-19, up from 97 to 105 adverts per 1,000 teachers.
* The proportion of teachers who expect to be teaching in three years has fallen from around 75% before the pandemic to around 60% today. This figure appears to have stabilised, based on previous years’ findings Teachers’ underlying concerns “include limited flexibility, alternative career options, pay, accountability, and pupil behaviour,” said the report.
* DfE has updated “Information for schools about **international relocation payments (IRP) for teachers of languages and physics from outside the UK**.” See <https://www.gov.uk/government/publications/international-relocation-payments>
* DfE has issued “**Apply for a national professional qualification (NPQ**).” See <https://www.gov.uk/guidance/apply-for-a-national-professional-qualification-npq>
* DfE has issued “Find out what a **teacher reference number** (TRN) is and how to find or request a TRN.” See <https://www.gov.uk/guidance/teacher-reference-number-trn>

**Public examinations**

* Ofqual has issued “**How to make a complaint, raise a concern (whistleblow) or report malpractice about an exam board, awarding organisation or qualification** regulated by Ofqual.” See <https://www.gov.uk/government/organisations/ofqual/about/complaints-procedure> <https://www.gov.uk/government/publications/ofqual-complaints-procedure-guidance>
* DfE has updated “**A list of qualifications that count towards the English Baccalaureate (EBacc).”** See <https://www.gov.uk/government/publications/english-baccalaureate-eligible-qualifications>
* For an article “**Extra exam time: why do so many schoolkids suddenly need it**?”, see <https://www.theguardian.com/education/2025/apr/23/extra-exam-time-why-do-so-many-schoolkids-suddenly-need-it>
* DfE has issued “**Level 2 and 3 attainment by young people aged 16 to 25 in 2024**”. See <https://www.gov.uk/government/statistics/level-2-and-3-attainment-by-young-people-aged-16-to-25-in-2024>

At the end of the academic year 2023/24:

**Level 2**

* 85.3% of 19 year olds were qualified to Level 2, a decrease of 0.4 percentage points from 2022/23.
* 75.8% of 19 year olds achieved Level 2 in English and maths, the second highest on record.
* 18.7% of 19 year olds who had not achieved Level 2 in English and/or maths at 16 had achieved both by 19, a fall of 9.1 percentage points from 2022/23. This decrease in post-16 progression is largely a result of the change in assessments during the COVID-19 pandemic which resulted in more of this cohort achieving level 2 in English and maths at age 16.

**Level 3**

* 60.7% of 19 year olds were qualified to Level 3, a decrease of 1.0 percentage points from 2022/23.
* DfE has **issued statistics on the attainment of 16- to 19-year-olds in England back to 2009, including exam results and performance tables.** See <https://www.gov.uk/government/collections/statistics-attainment-at-19-years>
* For an article “**Revealed: The most and least popular GCSE English lit texts**”, see <https://www.tes.com/magazine/news/secondary/the-top-choices-for-GCSE-English-literature-texts>
* Ofqual has issued “**Subject matter specialists** provide invaluable advice to Ofqual as we carry out our role in regulating qualifications. Find out how to apply to be one.” See <https://www.gov.uk/guidance/subject-matter-specialists-for-ofqual>

**Exclusions and suspensions**

* DfE has issued **“Suspensions and permanent exclusions in England: spring term 2023 to 2024**”. See <https://www.gov.uk/government/statistics/suspensions-and-permanent-exclusions-in-england-spring-term-2023-to-2024>
* **Suspensions** are lower than in autumn 2023/24 but have increased compared to the previous spring
  + In spring term 2023/24, there were 295,600 suspensions. This represents a decrease from the autumn term of 2023/24, when there were 346,300 suspensions, but an increase compared to the previous spring term of 2022/23, when there were 263,900 suspensions.
  + The rate of suspensions in spring 2023/24 was 3.50 (equivalent to 350 suspensions for every 10,000 students). In comparison, the rate for autumn term of 2023/24 was 4.13, while the previous spring term of 2022/23 was lower at 3.13.
* **Permanent exclusions** are also lower than in autumn 2023/24 but have increased in comparison to the previous spring
  + In spring term 2023/24 there were 3,100 permanent exclusions. This represents a decrease from autumn term 2023/24, when there were 4,200, but a slight increase compared to the previous spring term when there were 3,000 permanent exclusions.
  + The rate of permanent exclusions in spring 2023/24 was 0.04, equivalent to 4 permanent exclusions for every 10,000 pupils. This is similar to rates seen before the pandemic, which remained around 0.03 to 0.04.
* **The most common reason** for both suspensions and permanent exclusions was persistent disruptive behaviour
  + In spring 2023/24, there were 176,200 suspensions that included the reason persistent disruptive behaviour, representing 51% of all reported reasons. Additionally, there were 1,700 permanent exclusions including this reason, representing 38% of all reported reasons.
  + This is in line with previous terms and years where this reason was the most commonly recorded.
* DfE has issued a **Collection of statistics on exclusions back to 2008**. See <https://www.gov.uk/government/collections/statistics-exclusions>

**Legal definition of a woman**

* **The legal definition of woman is based on biological sex,** UK supreme court has ruled. Judges say Equality Act definition excludes transgender women, after gender-critical campaigners’ challenge. For full details, see <https://www.theguardian.com/society/2025/apr/16/critics-of-trans-rights-win-uk-supreme-court-case-over-definition-of-woman> Equality and Human Rights Commission is drawing up guidance applicable to schools**. Education unions are calling on the government to provide clear guidance to schools on how to interpret the law with regard to children questioning their gender**. The ruling could risk “increased tensions and even legal challenges to schools due to the conflict between gender presentation and biological sex”. “It could make it harder for education providers to balance the rights of trans pupils while also adhering to the court’s judgement.” The government has committed to publishing revised guidance for schools this year on supporting trans pupils, with the equalities watchdog also reviewing its advice in the wake of a Supreme Court ruling on the legal definition of a woman.

**Safeguarding**

* **Teachers will not have to inform on sexually active teenagers under a new legal duty to report child abuse after a novel “Romeo and Juliet” exemption received cross-party support**. A new crime and policing bill obliges professionals in England, including teachers and healthworkers, to report suspicions of child sexual abuse to the police or local authority in an attempt by the government to prevent cover-ups. There will be dispensation, however, when it comes to teenagers in consensual sexual relationships, including when it involves a 17-year-old boy and a 14-year-old girl, after Harriet Cross, a Conservative whip, indicated that her party backed what she described as “a Romeo and Juliet exemption”. The crime and policing bill introduces the concept of such a close-in-age exemption by asking professionals to use their judgment when it comes to whether they need to report cases involving teenagers found to be sexually active, inciting each other to engage in such activity or engaging in it in front of a child. In order to be covered by the exemption from [the duty to report](https://www.theguardian.com/uk-news/article/2024/may/10/uk-law-to-protect-children-from-sexual-abuse-criticised-by-campaigners), teachers and other professionals need to be confident that the individuals are both over the age of 13 and that there are no concerns about any abuse or coercion in the relationship. See <https://www.theguardian.com/society/2025/apr/16/romeo-and-juliet-clause-exempts-consensual-teen-relationships-from-child-abuse-reports>

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

* **The proportion of adolescents living with overweight or obesity in England has increased by 50% from 2008-2010 (22%) to 2021-2023 (33%).** Experts have put down to sedentary lifestyles driven by excessive screen time. Increased consumption of ultra-processed foods – which contain artificial ingredients not found in a normal home kitchen – are also to blame. Data suggests that the number of overweight and obese adolescents, aged between 12 and 17, rose sharply during the Covid pandemic, probably because of a lack of exercise and the accompanying increase in mental health issues which disrupted the diets of some children. The study also found that these children are vastly more likely to develop dangerous health conditions including the blood sugar condition type 2 diabetes and liver disease before their early 20s. 'Children no longer go out to play as much and instead spend their time looking at screens. This impacts how much they exercise and, as such, their weight.' See <https://www.news-medical.net/news/20250412/Adolescent-obesity-in-England-rises-by-5025-over-15-years.aspx>
* For an article “**Growing crisis among boys dominates the narrative but girls in England also face unprecedented mental health challenges and systemic pressures**.”, see <https://www.theguardian.com/society/2025/apr/12/we-cant-pit-boys-against-girls-headlines-overshadow-struggles-of-a-generation-of-girls>
* “Deeply disturbing” research exposes how easy it is for children to encounter inappropriate content and interact unsupervised with adults on the **gaming platform Roblox.** The digital-behaviour experts Revealing Reality discovered “something deeply disturbing … a troubling disconnect between Roblox’s child-friendly appearance and the reality of what children experience on the platform”. See <https://www.theguardian.com/technology/2025/apr/14/risks-children-roblox-deeply-disturbing-researchers>
* **Parents should be prepared to make difficult decisions over their child’s smartphone usage rather than trying to be their friend**, the children’s commissioner for England has said. Dame Rachel de Souza said this should include parents considering the example they are setting their children through their own phone usage. See <https://www.theguardian.com/technology/2025/apr/20/parents-must-make-tough-choices-on-smartphones-says-childrens-commissioner-for-england>
* **Teenagers who go to bed earlier and sleep for longer than their peers tend to have sharper mental skills and score better on cognitive tests**, researchers have said. A study of more than 3,000 adolescents showed that those who turned in earliest, slept the longest, and had the lowest sleeping heart rates outperformed others on reading, vocabulary, problem solving and other mental tests. See <https://www.theguardian.com/science/2025/apr/22/teenagers-bed-early-sleep-longer-sharper-brains-study>
* **Ofcom says its "Children's Codes" will offer "transformational new protections**". The new rules, external for platforms are subject to parliamentary approval under the Online Safety Act. The regulator says they contain more than 40 practical measures tech firms must take, including:
  + Algorithms being adjusted to filter out harmful content from children's feeds
  + Robust age checks for people accessing age-restricted content
  + Taking quick action when harmful content is identified
  + Making terms of service easy for children to understand
  + Giving children the option to decline invitations to group chats which may include harmful content
  + Providing support to children who come across harmful content
  + A "named person accountable for children's safety"
  + Management of risk to children reviewed annually by a senior body

If companies fail to abide by the regulations, Ofcom said it has "the power to impose fines and - in very serious cases - apply for a court order to prevent the site or app from being available in the UK."

**For criticisms that these do not go far enough**, see <https://www.bbc.co.uk/news/articles/c5yljn2vkn1o> <https://www.theguardian.com/technology/2025/apr/24/ofcom-rules-protect-keep-children-safe-online> <https://www.theguardian.com/technology/2025/apr/24/ofcom-is-prioritising-interests-of-tech-firms-instead-of-child-safety> <https://www.theguardian.com/technology/2025/apr/24/what-are-the-ofcom-measures-to-protect-children-online-and-will-they-work>

**SEND**

* Bridget Phillipson is **considering introducing measures to curb profiteering by private firms running special educational needs (SEND) schools**. Under the schools bill, government would get new financial oversight powers for private providers of social care provision – including plans for a “last resort” profit cap to “curb profiteering”. Average independent special school costs are double that of the state sector, and councils’ growing expenditure on costly private provision is contributing to huge funding deficits. See <https://schoolsweek.co.uk/private-send-school-profiteering-curbs-under-consideration/>
* **Life satisfaction among young people with special educational needs (SEN) declines as they get older**. This is according to the latest #BeeWell report, which found that pupils in year 7 report the highest levels of life satisfaction (7.1), falling to 6.5 by year 9 and 6.3 by year 10. The percentage of school pupils in England identified as having SEN has risen to 18.4% – a steep increase of 6% since 2023. <https://beewellprogramme.org/new-beewell-headline-findings-report-the-wellbeing-of-young-people-with-special-educational-needs-sen/> Also:
  + **Positively**, the Headline Findings show that while participation varies locally, roughly one in three young people with SEN attend young clubs regularly – equivalent rates to those without SEN. Looking at other activities linked to arts, culture and entertainment, those with SEN have similar levels of participation to their peers without SEN. This includes activities like as going to the cinema or theatre (around one in four young people), reading for enjoyment (two in five young people), arts and crafts (two in five young people) and other creative hobbies (two in three young people).
  + **At the same time, there are many areas where aspects of wellbeing for young people with SEN are less favourable**. In this report we found that across a range of headline metrics – mental wellbeing, life satisfaction, self-esteem and emotional difficulties – young people with SEN report worse outcomes. This is particularly true for mental wellbeing and emotional difficulties. They also report lower perceived physical health, have a lower sense of school belonging and are less happy with their level of academic attainment that their peers without SEN.
  + The report shows that young people with SEN or an EHC plan experience much higher rates of discrimination and bullying than their peers. In particular, the rate of discrimination due to a disability is almost three times higher for those receiving SEN support and four times higher for those with an EHC plan compared to those without SEN. One in ten young people without SEN experience discrimination due to a disability, compared to one in four young people receiving SEN support and one in two with an EHC plan.
  + Young people receiving SEN support are more likely to be bullied physically, relationally and online than those without SEN, and those with an EHC plan are even more likely. The findings indicate that young people with SEN are disproportionately exposed to unfair treatment and negative experiences at school and in their wider lives. Findings also touch on the social consequences of living with SEN, revealing that over 11% of young people with either SEN support or an EHC plan often or always feel lonely, compared to 8.4% of those without SEN.

**Adopted children**

* **Charities have criticised the government for cutting the amount of funding families in England can access to pay for therapy for adopted children by 40%.** Adoption UK said the news was "distressing" for families, who had already faced "an agonising wait" to find out whether the adoption and special guardian support fund, external would continue. Last year each eligible child could access £2,500 for specialist assessment and £5,000 for therapy. But the therapy limit has now been cut to £3,000 per year, while separate funding for specialist assessment has been axed. Nearly 20,000 children received support through the scheme last year, up from around 13,000 in 2019/20. See <https://www.bbc.co.uk/news/articles/cj68y4epe33o>

**Consultations**

* **Ongoing consultations**:
* **school accountability reform** <https://consult.education.gov.uk/school-accountability/education-accountability-reform/?utm_source=Master+Audience&utm_campaign=9cf85b30e5-EMAIL_CAMPAIGN_2024_10_25_09_57_COPY_01&utm_medium=email&utm_term=0_-1e2b793773-52671983>
* **narrowing digital divide, mandatory ethnicity and disability pay reporting** <https://consult.education.gov.uk/reliable-and-safe-technology/narrowing-the-digital-divide-in-schools/?utm_source=Master+Audience&utm_campaign=9cf85b30e5-EMAIL_CAMPAIGN_2024_10_25_09_57_COPY_01&utm_medium=email&utm_term=0_-1e2b793773-52671983>
* **mandatory ethnicity and disability pay reporting** <https://www.gov.uk/government/consultations/equality-race-and-disability-bill-mandatory-ethnicity-and-disability-pay-gap-reporting?utm_source=Master+Audience&utm_campaign=9cf85b30e5-EMAIL_CAMPAIGN_2024_10_25_09_57_COPY_01&utm_medium=email&utm_term=0_-1e2b793773-52671983#documents>

**Education news for schools**

* Former Ofsted chief **Amanda Spielman** will be made a Conservative member of the House of Lords, it has been confirmed. The former education secretary **Michael Gove,** now editor of The Spectator, has also been awarded a peerage.
* Thousands of students in Greater Manchester are to **learn “soft skills” such as empathy and time-management in a UK-first trial aimed at teaching “everyday but essential” tool**s. The pioneering programme will teach young people how to thrive in the workplace after employers said “digital natives” were too afraid to speak on the phone or do job interviews. See <https://www.theguardian.com/society/2025/apr/21/gen-z-students-in-manchester-to-learn-soft-skills-such-as-empathy-and-time-management>
* For the latest **STEM newsletter**, see <https://email.stem.org.uk/q/11oBrIRtFH019zlVLzpSRCC/wv>
* For a copy of “**EAL Guide. Effective strategies designed to support students with English as an Additional Language (EAL) thrive in school environments**”, see <https://www.widgit.com/about-symbols/eal-guide/index-ngte-uk.htm>
* DfE has issued” **The Department for Education's research interests, studies and available data**.” See <https://www.gov.uk/government/organisations/department-for-education/about/research> <https://www.gov.uk/government/publications/department-for-education-areas-of-research-interest>

**Post 16**

* DfE has issued “**Dance and Drama Awards guide**”, <https://www.gov.uk/government/publications/dance-and-drama-awards-guide> and “**Dance and Drama Awards: income scales**”, <https://www.gov.uk/government/publications/dance-and-drama-awards-income-scales>
* DfE has updated “**Funding guidance for T Level providers**.” See <https://www.gov.uk/government/publications/t-level-funding>
* DfE has updated “**16 to 19 funding: information for 2025 to 2026**.” See <https://www.gov.uk/guidance/16-to-19-funding-information-for-2025-to-2026>
* DfE has issued “**Guidance for institutions delivering post-16 education on the National Insurance contributions (NICs) grant for financial year 2025 to 2026**.” See <https://www.gov.uk/government/publications/post-16-national-insurance-contributions-nics-grant>

**NEU conference**

* **Most NEU teachers would be willing to strike over the government’s 2.8 per cent pay increase from September, an indicative ballot found. However fewer than half of eligible members voted** – meaning if the turnout was replicated at a full ballot, the union wouldn’t meet the threshold for strikes; just under 84 per cent said they would be “willing to take action to secure an increased pay award”. The NEU will await the outcome of the pay review process before formally balloting for strikes. See <https://neu.org.uk/press-releases/result-neu-preliminary-electronic-ballot-pay-and-funding>
* NEU has warned that **it will campaign against Labour MPs if the government fails to improve its pay offer to teachers in England for next year**. Earlier, the NEU conference in Harrogate had rejected the government’s 2.8% offer as “inadequate” and voted to hold a formal ballot on strike action if it was not improved and school funding was not boosted to compensate for the extra salary costs. See <https://schoolsweek.co.uk/labour-mps-will-pay-high-political-price-over-teacher-pay-vows-kebede/>
* The general secretary of the NEU has claimed that **large multi-academy trusts are “havens for higher workload and poorer work-life balance**”. Daniel Kebede said it is a “myth” that academies are more attractive to teachers because they offer greater flexibility over pay and conditions. He was speaking after the release of NEU analysis of teacher retention rates across free schools, MATs and local authority-maintained schools. The data shows that in the 2022-23 academic year, large MATs (defined as those with at least 21 schools) saw the highest rate of teacher turnover, with just over 21 per cent of teachers changing school and 11 per cent leaving the profession altogether. This compared with just over 15 per cent of teachers moving school and around 9 per cent quitting teaching at local authority-maintained schools, which had the lowest turnover rate. The NEU data also shows that special schools have the highest rate of teachers leaving the profession, while secondary schools have the lowest. Breaking the data down by school structure, free schools across all phases of education had the lowest retention levels. Local authority-maintained schools had the highest retention levels, followed by academies. In special free schools, the rate of teachers leaving the profession was 13.4 per cent, compared with 9.1 per cent in local authority-maintained special schools. In response, CST pointed to research by edtech firm Edurio in which 78 per cent of 70,000 teachers and support staff polled said being part of a trust was beneficial.
* **Nearly two-thirds of teachers feel stressed at work most of the time**, according to research by the NEU. In a poll, some 62 per cent of teachers reported that stress affects them more than 60 per cent of the time. Female teachers, younger teachers and teachers in primary schools and nurseries were more likely to report higher levels of stress. Nearly two in three teachers polled said they regularly work evenings. More than half said they regularly work weekends, and more than a third said they often have to cancel plans with family and friends to get on top of work. Furthermore, three-quarters of those teachers responding to the survey said they are frequently unable to switch off at home. And two-fifths said they were always unable to switch off. Some 27 per cent said they are often or always contacted by their employer outside of working hours, and 31 per cent said they are always dealing with work during school summer holidays. More than half of survey respondents said the staff leaving rate has got worse at their school in the past year. And 61 per cent said they have seen an increase in teaching and leading responsibilities being doubled up. Some 71 per cent also said there has been increased staff absence due to sickness. See <https://neu.org.uk/press-releases/state-education-teacher-stress-and-wellbeing>
* **The NEU has voted to encourage members to ballot for industrial action against plans by the country’s largest trust to offer less generous pensions in return for a higher salary.** United Learning, which runs 90 schools, plans to offer staff the chance to opt out of the teachers’ pension scheme in exchange for higher starting salaries of up to £45,000.
* **More school support staff report they are not being paid for working additional hours,** according to research by the NEU. In a survey of support staff who are members of the NEU, 72 per cent said they were working in excess of their contracted hours, with most doing so to meet workload demands. Some 30 per cent reported that their extra working hours were due to staffing cuts at their school. More than a quarter of survey respondents said they either “rarely” or “never” get a full lunch break. And 82 per cent said they are not paid for their lunch break. See <https://www.tes.com/magazine/news/general/more-school-support-staff-working-unpaid-extra-hours-workload>
* **A third of UK school staff report ‘physical underdevelopment’ in poor students. A survey of more than 14,000 staff also found schools having to step in to provide basic household items**. A third of school staff have seen “physical underdevelopment” in students due to poverty, with schools in England stretching their budgets to buy basic household items such as cookers, bedding and clothes for pupils whose families are struggling. A survey of more than 14,000 school staff, published at the National Education Union’s annual conference in Harrogate, found that this rose to more than half of those teachers working in deprived areas, with warnings that things “can only get worse” after recent benefit cuts. “There are some children with additional needs, complex medical needs, who because of poverty are living in housing conditions that are absolutely awful. We’re talking mould on the walls, and that impacts those children who are asthmatic, prone to chest infections.”. Successive governments had expected schools to “plug the gaps” being left in the lives of children. See <https://www.theguardian.com/education/2025/apr/17/a-third-of-uk-school-staff-report-physical-underdevelopment-in-poor-students> <https://schoolsweek.co.uk/schools-buy-families-bedding-and-microwaves-as-child-poverty-bites/>
* **The NEU is demanding a salary caps to rein in ‘scandalous’ trust or academy CEO pay.** ”While schools struggle to afford basic resources, whilst support staff are being paid poverty wages and whilst teachers are leaving the profession in droves, some academy CEOs are cashing in.” See <https://www.tes.com/magazine/news/general/neu-demands-salary-caps-on-mat-ceo-pay>
* **The NEU says it is “fearful” about the rise of misogyny in schools**. “Across our schools we are witnessing a disturbing rise in misogyny that is infecting classrooms, playgrounds and online spaces”. Social media platforms have become “breeding grounds” for misogyny, and there is a safeguarding crisis.” The NEU will campaign for the regulation of social media platforms, which is a “fight for the soul of our schools and our society”.
* A motion on **violence** - which warned of “a crisis” in schools where some pupils behave in ways that are “dangerous” to staff - was passed. But the motion, which noted “increasing levels of violence” in schools, called on the NEU executive to campaign to ensure that pupils involved in challenging behaviour are “**not excluded” from the education system**.
* **The NEU ordered its executive to “redouble its efforts to seek further amalgamations with the aim of creating one union for education workers**. The NEU has also set itself on a fresh collision course with its sister unions after its conference voted to defy an agreement signed in 2017 and begin **actively recruiting support staff**. GMB and Unison are also unhappy about the NEU change in policy. Around 60,000 of the NEU’s 460,000 members are support staff, but the union is not recognised as part of the National Joint Council which agrees their pay. In 2023 the TUC ruled that member unions cannot “knowingly and actively take into membership existing or recent members of another union”. This new NEU approach could mean the union was “now in dispute with the TUC”. The NEU hopes to be part of the school support staff negotiating body, which Labour plans to re-introduce. But the party “have said that they will only talk [to] and have unions that are affiliated with the TUC”.
* **Around one in three primary school teachers have warned that they have “little or no influence at all” over the content of individual lessons, research into the impact of standardised curriculum packages** (SCPs) has found. It defines SCPs as ready-to-go schemes of work, programmes or packages for teachers to follow. The report adds that teachers’ approaches to these materials vary from strict adherence to greater flexibility, depending on the circumstances. The report - titled ‘Are you on slide 8 yet?’ The impact of standardised curricula on teacher professionalism was released ahead of the NEU’s annual conference, <https://neu.org.uk/press-releases/neu-report-impact-standardised-curricula-teachers>
* For all the **other issues raised at the NEU conference**, see <https://neu.org.uk/press-releases>

**NASUWT conference**

* The NASUWT conference has passed a motion **for 'immediate' move to a ballot for industrial action if the government doesn't 'fully-fund' its 2025 pay offer, or if the government defies a formal recommendation of a higher pay rise** from September. Unions are waiting for the DfE to publish the report of the school teachers’ review body and ministers’ response. In its evidence to the STRB last year, the Department for Education said 2.8 per cent pay rise “would be appropriate” for 2025-26, adding that schools would need to find “efficiencies” to fund some of the increase. But wage growth in the wider economy is set to hit 3.7 per cent this year.
* The conference **called on the Westminster Government to use the 2025 Spending Review to reject the pursuit of damaging and regressive fiscal rules and instead prioritise**
  + real-terms investment in our public services and welfare state;
  + fully funding our public services to ensure that schools, colleges and other frontline services can recruit and retain the staff needed to deliver the high-quality services that the public expects;
  + removing the opportunities for CEOs and corporations to exploit our public services for profit and to line their own pockets;
  + cracking down on tax avoidance and tax evasion and
  + implementing a progressive programme of wealth taxes to ensure that those with the broadest shoulders pay the most
* Members of the NASUWT teaching union are **seeking a public dismissal of calls for a merger with other unions**, following a renewed push by the NEU for amalgamation. A motion also instructs the leadership to “report all attempts of poaching members and infiltrating of our lay structures” to the Trades Union Congress.
* **Female teachers are more likely to suffer verbal abuse than their male counterparts**, with more than one in four saying they experience such abuse several times a week. A further 14.3 per cent of female teachers reported suffering verbal abuse daily, compared with 9.8 per cent of male teachers, according to a survey by the NASUWT. Some 20.4 per cent of male teachers said they were verbally abused several times a week. The findings from the Behaviour in Schools Survey, show that 59 per cent of teachers believe that social media has negatively impacted pupil behaviour. One regular concern raised by teachers was **the impact of misogynistic social media influencer Andrew Tate** on the behaviour of male pupils. Tate’s popularity has been linked to the increase in misogynistic abuse of female staff and pupils in schools. “Pupils watch violent and extreme pornographic material. Their attention spans have dropped. They read lots of fake news and sensationalised stories that make them feel empowered and that they know better than the teacher.” The poll raises further concerns about the treatment of teachers from Black, Caribbean or African backgrounds, with 29.6 per cent of these staff reporting physical abuse several times a week, in contrast to 15.9 per cent of white teachers. The Union says “We need a multi-agency response to improve social media literacy and critical thinking skills, and to expose disinformation and false narratives”. Members also called for further action to tackle far-right efforts to recruit young people and for schools to have access to initiatives that combat misogyny, racism, classism and xenophobia. See <https://www.tes.com/magazine/news/general/female-teachers-suffer-more-verbal-abuse-misogyny-in-schools> <https://www.theguardian.com/education/2025/apr/19/teachers-warn-rise-misogyny-racism-uk-schools>
* Teachers have been punched, kicked, shoved and spat at by pupils in the past year, research shows. Two in five teachers have suffered physical abuse or violence from a pupil in the past 12 months, while 81 per cent feel **the number of pupils exhibiting violent and abusive behaviours has increased**. Some 20 per cent of respondents to a survey carried out by the NASUWT said they had been hit or punched, while 38 per cent said they had been shoved or barged. Around one in six said they had been kicked by a pupil, while 9 per cent said they had been spat at. Reports of “extreme pupil indiscipline” - including incidents involving knives and other weapons - are on the rise. The Union estimates that as many as 30,000 violent incidents against teachers involving pupils with a weapon in the last 12 months. Parents have become increasingly hostile, and even violent, when called in to discuss their child’s behaviour. It says that that the guidance on behaviour management should be strengthened to ensure that “no exclusion” policies are “not legitimised” across the sector, and mandatory time is introduced for teachers to access national CPD on behaviour management strategies. “We are calling for the establishment of a national inter-agency forum on school safety and security that is led and chaired by ministers. “We are also calling on the government to invest in properly funded services to identify and tackle the root causes of pupil violence and aggression.” See <https://www.tes.com/magazine/news/general/teacher-wellbeing-voilent-pupil-behaviour-in-schools-increasing>
* Most teachers believe **the level of support for pupils SEND has decreased in the past five years**, research suggests. Only 5 per cent of teachers polled by the NASUWT said that the pupils with SEND whom they teach always receive the educational support they are legally entitled to. And 43 per cent of teachers surveyed said the number of specialist support staff working with pupils with SEND in their school has dropped over the past five years. Some 51 per cent of respondents said the level of support for pupils with SEND has decreased in the past five years. Nearly three-quarters of survey respondents said pupils remained in their school despite having an education, health and care plan (EHCP) naming a specialist school for them - because that setting was full. More than nine in 10 said the needs of the pupils they teach who have SEND have become more complex over the past five years. Meanwhile, four in 10 said they were not always made aware of the specific support that each of the pupils with SEND they teach is statutorily entitled to. See <https://www.tes.com/magazine/news/general/most-teachers-have-seen-drop-send-support-in-schools>
* **The NASUWT secured nearly £15.2 million in compensation for its members last year**, in cases where  teachers were awarded settlements over incidents such as injuries or discrimination in the workplace last year. teachers were awarded settlements over incidents such as injuries or discrimination in the workplace. For examples, see <https://www.tes.com/magazine/news/general/teachers-win-payouts-injuries-discrimination-at-school>
* **All teachers should receive mandatory anti-racism training**, the NAHT has demanded, to help safeguard children from ‘racist rhetoric’ in schools. In the motion at its conference, the NAHT will suggest schools “do not exist in isolation” and anti-racism training for all school staff should be made mandatory as part Keeping Children Safe in Education (KCSIE) training. The motion also calls for more texts and authors written by the Global Majority – individuals who are Black, Asian, Brown, or mixed heritage backgrounds – to be included in the national curriculum.
* Bridget Phillipson has told the NASUWT **she is concerned that alternative pension schemes could lead to younger teachers making financial decisions without realising the impact on their retirement**. She wrote after it raised concerns with her about United Learning Trust’s plans to create a different pension scheme, in which teachers receive more take-home pay and less retirement benefit.
* **Former Fire Brigades Union leader Matt Wrack has been announced as the next general secretary of the NASUWT**. The union – which styles itself as “the teachers’ union” because it is the only one not to admit other staff – has always been led by former educators. See <https://schoolsweek.co.uk/matt-wrack-confirmed-as-next-nasuwt-general-secretary/>

A legal challenge has now been issued over this appointment of a new general secretary. The application for an injunction, filed with the courts on Wednesday, came after a potential candidate was barred from running for the post, denying members the chance to vote in an open election. See <https://www.theguardian.com/education/2025/apr/24/teaching-union-faces-legal-challenge-over-new-general-secretary>

* For **other NASUWT news from its conference**, see <https://www.nasuwt.org.uk/news/press-office.html>

**Tony Stephens**