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**198 Academy and School News and Resources Update, Dec 10-15 2022**

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**Early years and primary**

* The DfE has issued statistics on “**Childcare arrangements** for all ages and early years provision for children who are 5 years of age or younger”. See <https://www.gov.uk/government/collections/statistics-childcare-and-early-years>
* The DfE has issued the latest**, revised National curriculum assessments and review outcomes at key stage 2, including measures of progress between key stages 1 and 2**. See <https://www.gov.uk/government/collections/statistics-key-stage-2> These are the revised first key stage 2 attainment statistics since 2019, after assessments were cancelled in 2020 and 2021 due to the pandemic These statistics cover the attainment of year 6 pupils who took assessments in summer 2022. These pupils experienced disruption to their learning during the pandemic, particularly at the end of year 4 and in year 5.

**In individual subjects**, attainment increased slightly in reading and fell in all other subjects compared to 2019 at both the expected and higher standard.

* 75% of pupils met the expected standard in reading, up from 73% in 2019. 28% of pupils reached the higher standard in reading, up from 27% in 2019
* 71% of pupils met the expected standard in maths, down from 79% in 2019. 23% of pupils reached the higher standard in maths, down from 27% in 2019.
* 69% of pupils met the expected standard in writing, down from 78% in 2019. 13% of pupils reached the higher standard in writing, down from 20% in 2019.

**Attainment in reading, writing and maths (combined**) has decreased compared to 2019 at both the expected and higher standard.

The DfE considers meeting the expected standard in reading, writing and maths to be key for success in secondary school and beyond. Therefore, in addition to attainment in individual subjects, we report on the proportion of pupils who meet the expected standard in all three of these subjects.

* 59% of pupils met the expected standard in reading, writing and maths, down from 65% in 2019.
* 7% of pupils met the higher standard in reading, writing and maths, down from 11% in 2019.

**The disadvantage gap index** has increased from 2.91 in 2019 to 3.23 in 2022.

The disadvantage gap index reduced between 2011 and 2018 - indicating that the gap in attainment between disadvantaged pupils and other pupils was becoming smaller - before remaining at a similar level between 2018 and 2019. The index has increased in 2022 to the highest level since 2012, suggesting that disruption to learning during the COVID-19 pandemic has had a greater impact on disadvantaged pupils.

Attainment has fallen compared to 2019 for both disadvantaged pupils and other pupils at the expected and higher standards in all subjects except for reading. However, the attainment of disadvantaged pupils has fallen further than for other pupils, increasing the disadvantage attainment gap.

In reading, attainment remained stable for disadvantaged pupils at 62% and increased from 78% to 80% for other pupils. In writing, attainment fell from 68% to 55% for disadvantaged pupils and from 83% to 75% for other pupils. In maths, attainment fell from 67% to 56% for disadvantaged pupils and from 84% to 78% for other pupils.

**Attainment fell among both girls and boys** in all subjects except reading, however the fall was slightly larger for girls. Girls continue to outperform boys in all subjects except maths.

55% of boys met the expected standard in reading, writing and maths (combined), down from 60% in 2019. 63% of girls met the expected standard in all three subjects, down from 70% in 2019.

Girls made more progress than boys in reading and writing, while boys made more progress in maths.

In 2022, girls had positive progress scores in reading (0.86) and writing (0.89) and a negative progress score in maths (-0.79). In contrast, boys had negative progress scores in reading (-0.75), -0.77 and writing (-0.77) and a positive progress score (0.83) in maths.

**Attainment fell among pupils with English as their first language and pupils with a first language other than English** in all subjects except reading, however the fall was larger for pupils with English as a first language.

61% of pupils whose first language is known or believed to be other than English met the expected standard in reading, writing and maths (combined), down from 64% in 2019. 58% of pupils whose first language is known or believed to be English met the expected standard in all three subjects, down from 65% in 2019.

See <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment/2021-22>

* The DfE has issued technical guidance on **primary school accountability** measures. See <https://www.gov.uk/government/publications/primary-school-accountability>
* STA has issued “**Future dates for key stage 1 and key stage 2 tests (commonly referred to as SATs), phonics screening check, multiplication tables check and reception baseline assessment**.” See <https://www.gov.uk/guidance/primary-assessments-future-dates>
* STA has issued guidance about **how to become a marker for the key stage 2** **(KS2) English and mathematics tests**. See <https://www.gov.uk/guidance/key-stage-2-tests-how-to-become-a-marker>

**NTP**

* The DfE has issued “**Final performance statistics for the National Tutoring Programme for the academic year 2021 to 2022**”. See <https://www.gov.uk/government/statistics/national-tutoring-programme-2021-to-2022>

**NTP Courses Delivered to Pupils**

Up to 31st August 2022, the DfE estimates that 2,144,992 courses have been delivered to pupils through the National Tutoring Programme in the 2021 to 2022 academic year. Up to 31st August 2022, DfE estimates that 2,455,709 courses have been delivered to pupils through the National Tutoring Programme, across the 2020 to 2021 academic year and the 2021 to 2022 academic year.

**Schools Participation in NTP: 2021 to 2022 Academic Year**

Up to 31st August 2022, DfE estimates that 87.0% of schools have so far participated in the National Tutoring Programme in the 2021 to 2022 Academic year. Whilst all schools can access NTP funding through the tuition partners route, not all schools were eligible for school-led tutoring funding or an academic mentor.

**Hours Delivered to Pupils on NTP: 2021 to 2022 Academic Year**

Up to 31st August 2022, DfE estimates that 23,512,478 hours of tutoring have been delivered to pupils through the National Tutoring Programme in the 2021 to 2022 academic year. An hour of tutoring delivered on a course to multiple pupils is counted once for each pupil.

**Characteristics of Pupils Receiving Tutoring on NTP: 2021 to 2022 Academic Year**

As of 18th May 2022, DfE estimates that, of the pupils who had received tuition on the single largest route in the 2021/22 academic year, school-led tutoring (which made up 81% of all courses delivered to pupils):

* Sixth-five per cent of the catch-up provided under the tuition partners’ arm was supposed to reach pupil premium students. But the figures show just 50.5 per cent of students were eligible for pupil premium For the school-led tutoring route, which did not appear to have a pupil premium target, today’s data shows a smaller proportion of poorer pupils benefited (47.4 per cent).
* 24.5% were known to have special educational needs.
* The DfE has issued “**National Tutoring Programme performance statistics for academic year 2022 to 2023** (interim publication)”. See <https://www.gov.uk/government/statistics/national-tutoring-programme-2022-to-2023>

**Starts Made by Pupils on NTP Courses**

Up to 6th October 2022, DfE estimates that at least 2,854,648 starts had been made by pupils on courses of tuition provided through the National Tutoring Programme. This is across the 2020 to 2021 academic year, 2021 to 2022 academic year and the 2022 to 2023 academic year so far. Up to 6th October 2022, DfE estimates that at least 398,939 starts had been made by pupils on courses of tuition provided through the National Tutoring Programme in the 2022 to 2023 academic year.

**Schools Participation in NTP**

Up to 6th October 2022, DfE estimates that 43.7% of state-funded schools have so far participated in the National Tutoring Programme in the 2022 to 2023 academic year

**The government will name and shame schools that have not used their tutoring allocation**. Ministers previously said this would be in the autumn term, but have now said they will be published in April. Government confirmed this will be data showing the number of tuition hours delivered by each school on both the school-led and tuition partner pillars. Any unused tutoring money is clawed back by government and handed back to the treasury.

* ESFA has updated “**National Tutoring Programme (NTP) allocations for 2022 to 2023 academic yea**r”. See <https://www.gov.uk/government/publications/national-tutoring-programme-ntp-allocations-for-2022-to-2023-academic-year>
* The DfE has issued a collection of documents, “Information for state-funded schools and independent special schools **on NTP funding allocations, how to use the funding and how to report on tutoring”.** See <https://www.gov.uk/government/collections/national-tutoring-programme-funding>

**Public examinations**

* The Education Policy Institute’s (EPI) latest report on **disadvantage gaps** in England shows the largest increase in the GCSE attainment gap between poor children and their peers in 2021 since 2011, despite the use of teacher assessed grades during the Covid pandemic. In October, provisional key stage 4 performance data showed the gap had since grown again. The disadvantage attainment gap now stands at 3.84, having risen from 3.79 in 2021. EPI also noted a “marked increase” in persistent poverty among disadvantaged pupils in recent years. Among those in year 11, the share of pupils who had always been eligible for free school meals increased from 22.1 per cent in 2019, to 27.6 per cent in 2021. The percentage of students who are persistently disadvantaged has grown from 35 per cent of disadvantaged pupils in 2017 to 42 per cent in 2021. Even when data was adjusted to consider the effect of universal credit altering the composition of disadvantaged pupils, “we still find rising persistence of poverty and worsening educational outcomes for persistently disadvantaged pupils in 2021 compared to their peers”. See <https://epi.org.uk/wp-content/uploads/2022/12/EMBARGOED_COPY_Covid19_2021_Disadvantage_Gaps_in_England.pdf>

Both the EPI and the Department for Education (DfE) currently define pupils as disadvantaged if they have been eligible for free school meals (FSM) at any point in the last six years. **But the report warned that changes to FSM eligibility over the last decade makes it harder to track the outcomes of these pupils, particularly if they’re considered “persistently” disadvantaged**, which means they have always claimed meals. Pupil premium should be weighted so that “persistently” disadvantaged students who “receive no extra focus” attract greater funding, in order to help close the widening gap between the attainment of poorer pupils and their peers. The report also recommends the introduction of a student premium based on previous free school meal status for A-level students. The National Foundation for Educational Research, <https://www.nfer.ac.uk/media/4762/nfer_investigating_the_changing_landscape_of_pupil_disadvantage.pdf> previously warned that the government’s flagship attainment gap measure does not provide “a meaningful indication” of how the attainment of disadvantaged pupils changes over time. Increasing levels of poverty during the pandemic also meant that hundreds of thousands of more children became eligible for free meals. This will make it “increasingly difficult” to tell if changes in the attainment gap are the result of improvements in outcomes or changes to the makeup of the group being measured.

* Ofqual has issued “**Special consideration in GCSE AS and A level: summer 2022 exam series**. Numbers of adjustments to the marks of candidates who have not been able to demonstrate attainment because of exceptional circumstances”. See <https://www.gov.uk/government/statistics/special-consideration-in-gcse-as-and-a-level-summer-2022-exam-series>
* In 2022 there were 588,170 special consideration requests, similar to the number in 2019, the last time summer examinations were held.
* 552,300 special considerations were approved in 2022, meaning there was an approved special consideration request for 4% of all assessments, similar to 2019.
* The majority of special consideration requests (94%) were approved, slightly higher than in 2019 (92%).
* Ofqual has issued **“Malpractice in GCSE, AS and A level: summer 2022 exam series**. Number of penalties for malpractice for GCSE, AS and A level in the summer exam series”. See <https://www.gov.uk/government/statistics/malpractice-in-gcse-as-and-a-level-summer-2022-exam-series>
  + The number of penalties issued to students increased since the last time exams took place: 4,335 penalties were issued to students in 2022, up from 3,040 in 2019, and representing 0.03% of entries.
  + Mobile phone and other communication device offences accounted for 43% of all student penalties: There were 1,845 penalties for this type of offence in 2022, compared with 1,385 in 2019.
  + The number of penalties issued to school or college staff decreased since the last time exams took place: 340 penalties were issued to staff in 2022, down from 450 in 2019. This involves a very small proportion of the total number of staff in England (nearly 360,000).
  + The number of penalties issued to schools or colleges decreased since the last time exams took place: 60 penalties were issued to schools and colleges in 2022, down from 135 in 2019, and involving 0.9% of centres.
* Ofqual has issued “**Reviews of marking and moderation for GCSE, AS and A level: summer 2022 exam series**”. See <https://www.gov.uk/government/statistics/reviews-of-marking-and-moderation-for-gcse-as-and-a-level-summer-2022-exam-series>
  + In June 2022, 3.7% of GCSE grades awarded were challenged and 0.9% of GCSE grades awarded were changed (compared to 5.4% challenged and 1.1% changed in June 2019). At AS and A level, 4.9% of grades awarded were challenged and 1.2% were changed in June 2022 (compared to 7.4% challenged and 1.5% changed in June 2019).
  + Of the 191,955 GCSE grades challenged in June 2022, 43,530 (23%) were changed, compared to June 2019 where 279,925 GCSE grades were challenged and 56,680 (20%) were changed.
  + Of the 41,755 AS and A level grades challenged in June 2022, 10,235 (25%) were changed, compared to June 2019 where 63,980 AS and A level grades were challenged and 13,070 (20%) were changed.
  + In June 2022, 65% of GCSE reviews (compared to 64% in June 2019) and 52% AS and A level reviews (compared to 58% in June 2019) resulted in no component mark change.
  + In June 2022, the most commonly challenged grades at AS and A level, GCSE, and in GCSE combined science were grades B (37.7%), 3 (21.5%) and 4-3 (17.6%) respectively.
* Ofqual has issued its “**GCSE, AS and A level summer report 2022**”. See <https://www.gov.uk/government/publications/gcse-as-and-a-level-summer-report-2022> This report includes a summary of the actions that Ofqual took as the qualifications regulator and the resulting actions by exam boards. These include issues identified in the lead up to, during and immediately after results were issued for summer 2022.
* Ofqual has issued “**Delivery and award of vocational and technical qualifications in 2022**”. See <https://www.gov.uk/government/publications/delivery-and-award-of-vocational-and-technical-qualifications-in-2022> This is a review of the steps Ofqual took to oversee the delivery and award of VTQs from 2021 to 2022 and Ofqual’s regulation of apprenticeship EPAs from April 2021 to August 2022. **Nearly 21,000 students didn’t receive their results in August as expected**, prompting the exams watchdog to outline a series of measures to prevent a repeat in 2023. The two awarding organisations at the centre of the controversy – **Pearson and OCR** – have today published their own reports on the errors. Pearson’s report says it will also release results under embargo around a week before the results are released, rather than 24 hours before. OCR meanwhile, which had just under 11,000 delayed results, has promised to review risk logs for Cambridge Technicals more regularly and conduct a review of staff expertise, as well as bolster relationships with schools and colleges.

**As a result, Ofqual is putting in place**:

* a hard results deadline, by which point all eligible students will get their VTQ results from awarding organisations, underpinned by a term-time data checkpoint with schools and colleges
* a dedicated 2023 VTQ Results Taskforce, chaired by the Chief Regulator, to monitor and coordinate the implementation of Ofqual’s new requirements

Ofqual will:

* require awarding organisations to communicate more clearly with schools and colleges
* promote better data sharing across the sector
* host a new VTQ information hub that will be a single point of reference for key information for schools and colleges

Awarding organisations will provide new training and better support for the exams officer role

This is outlined in “**Action Plan: Vocational and Technical Qualification results 2023, Ofqual’s regulatory action plan for successful vocational and technical qualification results delivery in 2023**”. See <https://www.gov.uk/government/publications/action-plan-vocational-and-technical-qualification-results-2023> In addition**, a letter confirms Ofqual’s expectations and how it will monitor awarding organisations' delivery of exams and results for vocational and technical qualifications**. See <https://www.gov.uk/government/publications/ofqual-letter-to-awarding-organisations-vtqs-in-summer-2022/letter-to-vtq-awarding-organisations-ahead-of-summer-2022-series>

* Ofqual has issued its **Vocational qualifications dataset**. See <https://www.gov.uk/government/statistical-data-sets/vocational-qualifications-dataset>

**Ofsted**

* **Ofsted has issued its annual report, 2021-2022.** See <https://www.gov.uk/government/collections/ofsted-annual-report-202122>
* **Recovery from the pandemic** remains a ‘work in progress’
* **Staff shortages** compounding difficulties in education and social care
* Children have **lacked stability and security** in recent years – staffing problems continue to affect their experience

The report finds that while there is much to be commended**, ensuring this generation of children and young people get the education, training, care and opportunities they deserve remains a work in progress**. The report highlights a number of issues in education and care that are either created or exacerbated by workforce and resourcing challenges, and which are compounding problems left over from the pandemic. Children are bearing the brunt of these issues, as staff shortages create problems that can affect their quality of education and care.

If the education and social care sectors are to be resilient in the face of future challenges, problems recruiting and retaining staff must be urgently addressed:

* **The early years sector** is competing with, and losing out to, higher paid or more flexible employment. Nurseries have closed because they cannot recruit or retain high-quality, qualified and experienced staff. Some have become over-reliant on apprentices to fill gaps, which has a knock-on effect on the quality of education and safeguarding.
* **Long-standing staffing challenges in the social care sector** have worsened. Children’s homes are losing care workers to retail or hospitality – or another home that pays more – and the number of foster carers has fallen to its lowest point in years. This means there may not be enough places for children to live, or enough staff with the necessary skills to care for them.
* Staffing issues mean local authorities are increasingly **reliant on agency social workers,** whose terms often include more remote working. This can affect the quality of their relationships with children, as well as their level of local knowledge. Increasing workloads for those staying in the sector can also make the demands of an already challenging job unsustainable.
* **High staff turnover** creates instability for children in care, as it reduces their chances to build relationships, which are important for their well-being and sense of security.
* **Recruitment continues to be a frustration for schools**, colleges and independent learning providers. Schools report shortages of teaching assistants, and colleges are finding it difficult to recruit tutors in many areas. Fewer college staff can result in larger class sizes of mixed abilities, which can make it difficult to pitch the education or training at the right level.
* Schools have also continued to experience **COVID-related staff absences**. High demand makes it difficult to recruit supply teachers, so many schools have used their own staff to cover absences, which increases workloads. Managing with fewer staff slows the pace of intervention when children need extra help. And it has delayed the return of sports, drama, music and other enrichment activities that are normally part of the school experience.
* Many schools have found it **difficult to access external support services** **for pupils with mental health issues**. Lengthy waiting lists have placed an extra burden on schools.

In some special (and mainstream) schools**, recruiting staff with SEND expertise** has been difficult, and staff turnover has been higher than pre-pandemic. As a result, children’s individual needs are not always met.

Overall, **Ofsted inspections** show an improving picture in schools and further education over the last year, but the lasting impact of lost education will take time to properly assess. And, with more challenges looming, it’s important these gains are consolidated quickly.

* 88% of all state-funded schools are now judged good or outstanding – up nearly 2 percentage points from 2021.
* 70% of schools previously judged requires improvement are now good or outstanding following inspection last year.
* Of 220 previously inadequate schools inspected last year, 66% were graded good or better and only 5% remained inadequate.
* 82% of further education providers are currently judged good or outstanding, the same as last year. However, the proportion of colleges judged good or outstanding has increased by 11 percentage points to 91%.

In 2021/22, Ofsted inspected nearly 500 schools that were **previously exempt because they had been judged outstanding**. Schools that were last inspected before September 2015 had a graded inspection. Of these 370 schools, 17% retained their outstanding grade, while 17% were judged requires improvement and 4% were inadequate. The remainder were judged to be good. A higher proportion of these previously exempt schools are now judged less than good than is the case for all schools nationally.

**Children with the most complex needs** are often the least well served in already overstretched education and care systems. For example:

* By the end of March 2022, around 50 children who are a significant risk to themselves or others were **waiting for a secure children’s home place** – double the previous year.
* **Homes for children with acute mental health needs** are in short supply.
* Less than half of all independent specialist colleges inspected this year were judged good or outstanding.
* Over half of local area **SEND inspections** required a written statement of action.
* **The SEND system was put under even greater strain** during the pandemic and it has not recovered well since. There are nearly 1.5 million pupils currently identified as having SEND, an increase of almost 77,000 in the year. Demand for services has also grown significantly. Services such as speech and language therapy and mental health support were not always available and there were delays in assessments for education, health and care plans.

**Children’s homes** are scattered unevenly, often concentrated where housing is cheapest and lacking where house prices are high. As a result, demand far outstrips supply in many areas. Children are often placed in unregistered homes because local authorities can find no alternatives. These children are being let down by a system that is stretched too thinly.

**Some children continue to be invisible to authorities**. For the last six years Ofsted has highlighted the plight of children in unregistered, illegal schools. Most of these places offer a poor standard of education and many are unsafe. The government has indicated they will give Ofsted greater powers to seize evidence and tackle illegal schools. This is very welcome and it is important the measures come to fruition. Initial high levels of absenteeism have fallen over the year, but there are still some concerns about persistent absentees (pupils missing 10% of sessions). Part-time timetabling is “too often” being used by schools that are unable to manage a child’s additional needs or behavioural problems. For a minority of families, the social contract around schooling – attendance in return for education – has become fractured, perhaps tested by periods of lockdown. It is vital that all parents commit to full attendance for their children.

The education and care landscapes are ever-shifting and Ofsted needs the government’s support to make sure accountability and regulation keep pace with sector changes. For example:

* **Multi-academy trusts** have a huge influence on how children are educated. Ofsted would like to be able to assess how this influence is being used.
* **Around half of all pre-schools and nurseries are part of a group**, with many owned and operated by large national or international providers. But there is no scrutiny of their work.
* **Many children’s homes are privately owned**, and the influence of private equity groups is increasing. But Ofsted can only consider each children’s home in isolation, leaving a significant gap in system oversight.
* Ofsted has issued ”**School inspection data summary report (IDSR) guide**” This guide gives an overview of the inspection data summary report (IDSR) for primary and secondary schools, along with information to help interpret the charts. See <https://www.gov.uk/guidance/school-inspection-data-summary-report-idsr-guide>

**ITT**

* The DfE has issued “**Guidance on forming partnerships to provide ITT from September 2024**”. See <https://www.gov.uk/government/publications/initial-teacher-training-itt-forming-partnerships> and “**How initial teacher training (ITT) providers awarded accreditation for 2024 can apply for a grant to establish a new partnership**”. See <https://www.gov.uk/guidance/initial-teacher-training-reform-partnership-grant> Ministers are hoping that trainers that failed to get accreditation will join partnerships and continue to operate under other accredited providers. The guidance is meant to help these partnerships to form, but also **provides an update on the direction of travel with some key routes into teacher training, for example**:
* **School direct** is a school-led route into teacher training run by partnerships between lead schools, other schools and an accredited ITT provider. There are currently two types of school direct training – salaried, where schools foot the training bill, and fee-funded, where training is paid-for with tuition fees. In the guidance, the DfE says accredited teacher trainers should “cease marketing a ‘school direct’ fee-funded route to candidates for courses starting from September 2024”. This year, 25 per cent of teacher training recruits entered via the school direct fee-funded route. Other tuition-fee funded routes – through universities and school-centred initial teacher training – will continue to be available to trainees.
* The **school direct salaried route** accounts for around 3 per cent of recruits a year. The DfE said salaried teacher training “will remain an important part of the ITT offer”, but said it was “considering how best to streamline salaried routes into teaching, whilst ensuring they remain viable and attractive for both providers and trainees”. As part of this, “the DfE is considering how to consolidate the school direct salaried route and postgraduate teacher apprenticeship into a single employment-based route under the apprenticeships banner”. No timeframe is given, with further guidance promised “in due course

Teacher trainers that have been accredited from September 2024 may request that their accreditation status be kept on-ice for up to two years, “as long as they are delivering ITT as a lead partner with another accredited provider during this period”. Without this protection, accredited providers that don’t head up their own provision would risk losing their accreditation.

* As part of the next stage of the ITT review, accredited teacher trainers will face **readiness checks**. The timetable for the readiness to deliver checks “will vary slightly across providers, but the process must conclude by Spring 2024”.
* **Partnerships must cover three key responsibilities**. The accredited provider will have “full and final accountability for all aspects of training design, delivery and quality across the partnership”. Lead partners will have an “operational or strategic role with responsibilities such as trainee recruitment, involvement in curriculum design, supplying lead mentors or running intensive training and practice”. And placement schools will provide placements and general mentors. Providers can delegate and roles can overlap
* **Ofsted is due to move to a three-year ITT inspection cycle from September 2024**, with newly-accredited providers having their first inspection in their second year of delivering ITT. However, where a partnership has been formed between an accredited provider and one that is not accredited, the DfE will “liaise with Ofsted who will determine the appropriate timing of the first inspection”.
* Partnerships should be “based on a **formal agreement”.**
* The DfE has issued “**Monthly statistics on initial teacher training recruitment: 2023 to 2024**”. See <https://www.gov.uk/government/publications/monthly-statistics-on-initial-teacher-training-recruitment-2023-to-2024>
* The DfE has issued a **list of the organisations accredited to provide ITT courses from September 2024**. See <https://www.gov.uk/government/publications/accredited-initial-teacher-training-itt-providers>

**School finances**

* **The Institute for Fiscal Studies’ annual report on education spending** says that the £4.6 billion extra money allocated to schools in England over two years will help “meet the challenge of faster rises in costs”. However, it warned that with no net growth in spending per pupil over 14 years, there has been “a historically large squeeze on school resources”. The report says that school spending per pupil is expected to grow by 7 per cent in real terms between 2022-23 and 2024-25, taking it to 3 per cent more than its most recent high point in 2010. But the report adds that accounting for “schools-specific cost inflation”, the expected real-terms growth rate is lower, at 5 per cent, meaning spending will just reach 2010 levels by 2024-25. And it concludes: “That being said, no real-terms growth in school spending per pupil over a 14-year period still represents a significant squeeze on school resources. The only near precedent is the lack of real-terms growth in secondary school spending per pupil over the 1990s.”. See <https://ifs.org.uk/publications/annual-report-education-spending-england-2022>
* ESFA has issued “**Coronavirus (COVID-19) recovery premium funding: allocations and conditions of grant 2022 to 2023**”. See <https://www.gov.uk/government/publications/coronavirus-covid-19-recovery-premium-funding-allocations-and-conditions-of-grant-2022-to-2023>

**Academies, trusts and free schools**

* **Academy trusts are 85 per cent more likely to win government cash to keep school buildings safe if they can stump up large sums themselves**. Experts say the findings illustrate how “vulnerable” schools are “disadvantaged” by the bidding process for the Condition Improvement Fund (CIF), which pays for work such as boiler replacements and roof repairs. This, headteachers warn, risks creating a “vicious cycle of deprivation and decline” because schools with the least resources are often those in most urgent need of repairs. Smaller academy trusts, as well as some voluntary-aided schools and sixth-form colleges, are eligible to apply to the CIF, which is aimed at funding work to address ”significant condition needs”. Bids are assessed out of 100, with “project need” accounting for 60 points, “cost” for 25 points and “planning” for 15 points. Up to six of the 25 available points for “cost” are given to applicants able to make a “significant (and affordable) contribution from other sources or via a CIF loan”, Department for Education (DfE) guidance states. Trusts need to contribute more than 30 per cent of the cost to score the maximum six points. See <https://www.tes.com/magazine/news/general/vulnerable-schools-miss-out-essential-repairs-cash-investigation>
* The DfE has issued the latest **Academy sponsor list**. See <https://www.gov.uk/government/publications/academy-sponsor-contact-list>
* The DfE has issued “**Academy conversion**: important dates”. See <https://www.gov.uk/government/publications/academy-conversion-important-dates>
* The DfE has updated “Details of **successful applications for free schools and university technical colleges (UTCs)** in the pre-opening stage”. See <https://www.gov.uk/government/publications/free-schools-successful-applications>

**Welfare of children and young people**

* **Safeguarding of pupils has been hampered by a “frustrating” lack of communication between children’s social care (CSC) services and teachers**, according to a new government report. The Learning for the future research report, which analysed 235 serious case reviews (SCRs) between April 2017 and September 2019, said that teachers found initiating CSC involvement for vulnerable pupils difficult, particularly in regard to escalating existing reports of concerns over their safeguarding. The review, published today by the DfE, reported that “formal processes for escalating concerns were not always clear to schools” and that there was “a sense among some educators that they were powerless and that their professional judgement was not valued by CSC”. he rejection of referrals from schools to CSCs because they had not been specific about support required “can act as a form of gatekeeping”, which could “place schools and CSC in a kind of stalemate”, especially if the rejections are without explanation or advice, the report warned. Teachers, headteachers and school staff “felt frustrated and anxious” for pupils’ safety as a result, the report found. However, the report also said some school staff lack understanding of CSC reporting and learning processes. See <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1123286/Learning_for_the_future_-_final_analysis_of_serious_case_reviews__2017_to_2019.pdf>
* The government says **abuse** should be reported to schools and then referred to the police. But victims and their families can also report issues to sector organisations such as Ofsted and the DfE. Freedom of information data shows Ofsted received 1,582 reports of sexual abuse in schools between 2016 and 2021. But when asked how many had sparked inspections, **Ofsted said such data was not centrally held**. **The DfE also does not collect data** on the number of reports it receives. Ofsted has also been accused of shunning uncomfortable decisions on inappropriate sex education materials. See <https://schoolsweek.co.uk/ofsted-and-dfe-criticised-over-lack-of-data-on-child-sexual-abuse/>
* **The number of parents launching tribunal appeals over a council’s refusal to provide SEND support** for their vulnerable child has passed 10,000 in a year for the first time. In the past academic year, 11,052 SEND appeals were registered – a 29 per cent rise from 8,579 the previous year. This is more than triple the number of appeals when landmark special educational needs and disability reforms were introduced in 2014. It’s also the largest annual hike in appeals. Of the 5,600 that went to a hearing, 5,393 (96 per cent) tribunals sided with families either in whole or in part. The number of children and young people with EHCPs is now at 473,330 after a 10 per cent increase in a year.

**Education news for schools**

* The DfE has issued “Find out how to access **national professional qualifications** (NPQs) training and support for teachers and school leaders”. See <https://www.gov.uk/guidance/national-professional-qualifications-framework> <https://www.gov.uk/government/publications/national-professional-qualifications-npqs-reforms>
* The DfE’s Independent Strategic Adviser on Careers Guidance has written to ministers setting out his recommendations to improve the **careers guidance** system for young people and adults in England. See <https://www.gov.uk/government/publications/careers-guidance-system-letters-from-sir-john-holman-and-robert-halfon>
* **Legal action by unions representing school workers against the government’s new law allowing agency workers to cover strike action has been given the green-light by the High Court**. Unions said the court will hear three separate judicial reviews of the legislation, which was introduced in July in response to threats of widespread industrial action over pay. It was previously illegal to draft agency staff in to cover striking workers. Action by the Trades Union Congress backed by the National Education Union and support staff unions GMB and Unite will be heard alongside judicial reviews brought by teaching union NASUWT and Unison, which also represents school support staff. The unions argue the legislation is unlawful, and that they were not consulted over the change. The cases are expected to be heard from March next year.
* The DfE has issued “**Parental responsibility measures: 2021 to 2022 academic year. National and local authority data on penalty notices, cases entering fast-track case management, parenting orders and parenting contracts**”. See <https://www.gov.uk/government/statistics/parental-responsibility-measures-2021-to-2022-academic-year> There were 218,200 penalty notices issued in the 2021/22 academic year. The majority of those, 85%, were issued due to unauthorised family holidays. 0.6% were issued for being late and the remainder issued for other reasons. The data for 2021/22 shows a large increase in the use of all measures following the disruption caused by the pandemic in 2020/21, when 45,800 penalty notices were issued. Despite this, all measures are below pre-pandemic levels. Attendance at school was heavily disrupted in 2020/21, and for two months measures were disapplied when schools were not open to all pupils. No data was collected for 2019/20.

**School management**

* The DfE has updated “**Individuals prohibited from managing or governing schools**” See <https://www.gov.uk/government/collections/individuals-prohibited-from-managing-or-governing-schools>
* The government announced earlier this year that it was making permanent its **extension of FSM eligibility to children from families with “no recourse to public funds”.** These children previously did not qualify, even if their household income was below the threshold. Schools are being encouraged to get thousands of pounds of extra funding by helping children previously ineligible for free school meals (FSM) because of their parents’ immigration status to **register before the next school census**. Leaders initially had to make a separate claim for the pupil premium for children with “no recourse to public funds”, but the process will be rolled into the school census from next month.
* The DfE is seeking views on the **SSAC system**, how this system is working, and views on the current Sector Subject Areas being used within it. See <https://consult.education.gov.uk/professional-and-technical-education-directorate/ssaccallforevidence/>
* The DfE has issued “Identify reinforced autoclaved aerated concrete **(RAAC)** in your education setting and seek specialist advice to assess it and develop management plans”. See <https://www.gov.uk/government/publications/reinforced-autoclaved-aerated-concrete-estates-guidance>
* For the latest **ESFA Update**, see <https://www.gov.uk/government/publications/esfa-update-14-december-2022>
* The DfE has issued “**What maintained schools must publish online**”. See <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>
* The DfE has issued **“What academies, free schools and colleges must or should publish online**”. See <https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>
* The DfE has issued a list which confirms **whether a school is rural** under the Designation of Rural Primary Schools (England) Order 2022. See <https://www.gov.uk/government/publications/rural-primary-schools-designation>
* The DfE has issued “Evaluation of the first 6 months of the **virtual school heads national extension to all children with a social worker** and the **pupil premium plus post-16 pilot**”. See <https://www.gov.uk/government/publications/evaluation-of-the-virtual-school-heads-extension-and-the-pupil-premium-plus-post-16-pilot>
* The DfE has issued “**Parent, pupil and learner panel omnibus surveys for 2021 to 2022**. Findings from regular surveys with school pupil’s parents or carers, secondary school pupils, and 16 to 18 learners”. See <https://www.gov.uk/government/publications/parent-pupil-and-learner-panel-omnibus-surveys-for-2021-to-2022>
* The DfE has issued an evaluation of **family hubs**. See <https://www.gov.uk/government/publications/evaluation-of-family-hubs>

**Post 16**

* The DfE has issued a collection of documents on **traineeships**. See <https://www.gov.uk/government/collections/traineeships--2>
* The DfE has published “Analysis of **post-16 education and labour market** activities and outcomes based on different socioeconomic, demographic and education factors”. See <https://www.gov.uk/government/publications/post-16-education-and-labour-market-activities-pathways-and-outcomes-leo> <https://www.gov.uk/government/collections/post-16-education-and-labour-market-analysis-research>
* The DfE has issued information on **who is eligible for undergraduate, postgraduate and further education financial support from Student Finance** England. See <https://www.gov.uk/government/publications/student-finance-eligibility-2021-to-2022-academic-year>
* ESFA has issued information about **16 to 18 traineeships funded by the Education and Skills Funding Agency**. See <https://www.gov.uk/guidance/delivering-traineeships-through-efa-funding>
* The DfE has issued “**An overview of capital funding for post-16 education** providers, the type of funding available, what it can be used for and when to apply”. See <https://www.gov.uk/guidance/fe-capital-funding>
* The 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> <https://www.gov.uk/government/publications/statutory-intervention-powers-for-the-fe-sector>
* ESFA has issued “**Financial assurance: monitoring post-16 funding**”. See <https://www.gov.uk/government/publications/financial-assurance-monitoring-post-16-funding>

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