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**175 Academy and School News and Resources Update, July 2-8 2022**

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**Early years and primary**

* **Key stage 2 attainment 2022: national headlines**: These are the 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. See <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment-national-headlines/2021-22>
	+ Attainment in all of **reading, writing and maths** has decreased compared to 2019 59% of pupils met the expected standard in all of reading, writing and maths, down from 65% in 2019.
	+ In individual subjects, attainment increased slightly in reading and fell in all other subjects compared to 2019
		- 74% of pupils met the expected standard in **reading**, up from 73% in 2019.
		- 71% of pupils met the expected standard in **maths**, down from 79% in 2019.
		- 69% of pupils met the expected standard in **writing**, down from 78% in 2019.
		- 72% of pupils met the expected standard in **grammar, punctuation and spelling**, down from 78% in 2019.
		- 79% of pupils met the expected standard in **science**, down from 83% in 2019.

**No school-level key stage 2 data will be published in school league tables**, but it will be shared with schools trusts and councils to “inform school improvement and support school leaders”. **ASCL** said the results proved how far there is to go to achieve the government’s target of 90 per cent of pupils meeting the expected standard in reading, writing and maths by 2030. The **NAHT** said “With rising costs and dwindling resources in schools, the government’s decision not to invest in plans drawn up by their own ‘catch-up tsar’ may yet prove a costly decision for the life chances of those children hit hardest by the pandemic.”

* STA has issued:
* **2022 scaled scores at key stage 2. Scaled score conversion tables** for schools and local authorities to use for the 2022 national curriculum tests, <https://www.gov.uk/government/publications/2022-scaled-scores-at-key-stage-2>
* **Understanding scaled scores at key stage 2**. Information for schools and local authorities about scaled scores and the expected standard for the 2022 national curriculum tests. See <https://www.gov.uk/guidance/understanding-scaled-scores-at-key-stage-2>

The DfE uses scaled scores to report the results of tests so we can make accurate **comparisons of performance over time.**

* In **reading,** the average scaled score is 105, up from 104 in 2019.
* In **maths**, the average scaled score is 104, down from 105 in 2019.
* In **grammar, punctuation and spelling**, the average scaled score is 105, down from 106 in 2019.

The average scaled score is the mean scaled score of all pupils awarded a scaled score. It gives a measure of the typical performance of a pupil taking the tests. It is affected by the performance of pupils at all points in the range of scores. By contrast, the percentage of pupils achieving the expected standard focuses on the proportion of pupils above or below one particular score (100).

**Detailed conversion tables** can be found in the documents highlighted above

* The DfE has issued a collection of statistics**, 2010-2022, National curriculum assessments and review outcomes at key stage 2 and primary performance tables**. See <https://www.gov.uk/government/collections/statistics-key-stage-2>
* The NAHT is “deeply concerned” over emerging school leader reports that **key stage 2 Sats papers have gone missing**. School leaders have raised concerns over “missing papers” since results were published yesterday. Some have said that papers have also been assigned to the wrong pupils. The NAHT branded the results publication process “disgraceful and shambolic” after schools were delayed in accessing results when the primary assessment gateway system, outsourced by the Department for Education to Capita, crashed. STA said Capita would be in contact with schools “by Friday 8 July to confirm when results will be made available” for those pupils with questions awaiting final marking. **These are just the latest issues to hit this year’s SATs, being run for the first time in full by outsourcing giant Capita** as part of a £107 million contract. Markers’ pay had been slashed up the contractor this year, with some claiming their “soul destroying” pay more than halved. Capita also had to pause marking for nearly two days to allow more test scripts to be scanned, with markers also locked out of a training webinar and complaints about getting through to the SATs helpline
* Analysis shows an **attainment drop at KS1** too. Analysis by FFT Education Datalab of key stage 1 results from 620 schools that provided data for both 2019 and 2022 found similar drops in attainment in certain disciplines. The percentage achieving the expected standard or above in writing fell from 70% in 2019 to 59% in 2022. In reading, the percentage of pupils achieving this standard fell from 76% to 68% and in maths from 77% to 70%. The analysis also suggests that attainment fell among summer-born girls more so than other groups. Pupils currently at the end of key stage 1 started school in September 2019, meaning all three of their first years of school have been disrupted by Covid. See <https://ffteducationdatalab.org.uk/2022/07/attainment-at-key-stage-1-following-the-pandemic/>
* The DfE is consulting **on proposals to update the funding formulae for the early education entitlements for children aged 2, 3 and 4**. These formulae are no longer using the most recent data available. Using up-to-date data it says will help to ensure the funding system remains fair, effective, and responsive to changing levels of need. It is also proposing reforms to create a fairer distribution of maintained nursery school supplementary funding. Deadline is 16.9.22. See <https://consult.education.gov.uk/funding-policy-unit/early-years-funding-formulae-2022/>
* STA has updated “**National curriculum assessments: practice materials**. Practice materials for the phonics screening check, key stage 1 and key stage 2 national curriculum tests, including past test papers”. See <https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials>
* **Primary schools** have had a legal responsibility to teach **languages** since 2014, but there is significant **variation in schools’ provision**, according to the British Council survey of more than 1,500 state primary, state secondary and private schools. The survey found that, in practice, weekly language learning does not take place in one in four primary schools because of issues such as split teacher time between year groups (whereby Year 5 might have languages for half the year and Year 6 for the other half), staffing issues and extracurricular activities. The data revealed significant variation in the amount of time primary pupils spent on languages, with some schools spending less than half an hour on teaching per week, whereas ideally pupils would be taught for at least one hour per week by a teacher with degree-level proficiency in the language. The survey also showed that four in five primary schools had been teaching languages for more than five years, representing a 2 per cent increase on 2021 and a 5 per cent increase on 2019, with pupils making progress in one foreign language in most of these schools. French is the most commonly taught language at primary, and is significantly ahead of Spanish, although this trend is not mirrored at A- level. See <https://www.tes.com/magazine/news/general/primary-schools-struggle-MFL-language-teaching-british-council>

**DfE changes**

* **DfE changes**:
* **Nadhim Zahawi** becomes chancellor
* **Michelle Donelan** moves up from universities minister to become Education Secretary, then resigns after two days
* Junior ministers **Will Quince** resigned but was then reinstated to a more senior role as minister of state, but his new responsibilities are not yet specified.
* Junior Minister **Robin Walker** resigned. He now says he was open to returning to his old job, though he had “not yet been asked”
* **David Johnston** has resigned as parliamentary private secretary to the DfE ministerial team
* **Baroness Barran** stays as academies minister
* **Alex Burghart** has resigned as skills minister
* **James Cleverly** has been appointed as education secretary. For a profile of him, see <https://schoolsweek.co.uk/james-cleverly-12-facts-about-the-latest-education-secretary/>

The current **ministerial vacuum at the DfE** “cannot possibly go on” as schools face important policy milestones and practical decisions throughout the summer, education leaders have warned, e.g, teacher pay, reform of school accountability and regulation, initial teacher training (ITT) reforms, schools bill, SEND green paper etc. The **Confederation of School Trusts** has warned the DfE that it will not engage on new policy until there is “stability in government”. There should be no new education policy until a new prime minister is in place and has had the opportunity to appoint a ministerial team

**Ofsted**

* Analysis has found that of 25 previously top-rated **grammar schools** inspected since September, only nine kept their full ‘outstanding’ rating. Some had not been inspected in 16 years. A further three kept their rating for now, but inspectors highlighted concerns and warned their grades “might not be as high” at a full inspection. Thirteen of the schools were downgraded, with 11 rated ‘good’ and two ‘requires improvement’. The downgrades are beginning to change the inspection profile of the grammar school system. As of last August, 80 per cent of the country’s 163 grammars were rated ‘outstanding’, compared with about 19 per cent of schools more generally. By the end of May, this was down to about 74 per cent.
* Speaking at the Festival of Education, **Amanda Spielman** urged staff to maintain their “own **impartiality**” while guiding pupils through “disputed territory”. She described the government political impartiality guidance as “detailed and helpful”, which “helps schools understand what the boundaries are, what they shouldn’t do, as well as what they should”. She also acknowledged that dealing with problems caused by **social media** was a “challenge for teachers”, but also a “great opportunity to tackle misinformation head-on and make children more savvy about the content they come across”.
* Ofsted is in talks with the government on the best way to **share tutoring “best insights**” from school inspections, but insist they will never be “tuition compliance police”. Inspectors now consider how tutoring deployed by schools “supports the aims of the school curriculum”, but it’s not inspected “in its own right”. The inspection handbook is not changing in any way. At the moment tutoring features in one paragraph in its handbook

**Student destinations**

* The DfE has issued “**Destinations of key stage 4 and 5 students: 2020**”. See <https://www.gov.uk/government/statistics/destinations-of-key-stage-4-and-5-students-2020> **Key stage 4 destinations** (2018 /19 cohort) for state-funded mainstream schools in 2019/20
	+ 94.0% of pupils were in a sustained education, apprenticeship or employment destination, broadly unchanged from the previous year
	+ 87.2% of pupils were in sustained education, this has remained stable since 2013/14 but is up 4.8 percentage points since 2010/11
	+ 5.0% of pupils did not have a recorded sustained destination in the year after key stage 4
	+ Only 1.0% of year 11 leavers were not captured in any of the data sources

**Key Stage 5**

Overall, sustained activity after 16 to 18 study remained stable in 2019/20 compared to the previous year

* Overall, 80.7% of students who reached the end of 16 to 18 study in state-funded schools and colleges in 2018/19 had a sustained education, apprenticeship, or employment destination in the following year. There was little geographical variation in destination outcomes with all but three regions of England having a sustained rate at or over 80.0%.

Nearly half of those who reached the end of 16 to 18 study in 2018/19 continued in education

* 47.4% of students leaving state-funded mainstream schools and colleges continued studying in the year that followed. Most of them progressed to higher education in colleges and universities (35.1%) and a further 9.7% studied at or below level 3 at further education colleges. Sustained apprenticeships were 8.4%. Sustained employment destination was 24.9%

**Progression to higher education or training**

* Sustaining a level 4 or higher destination were 66.2%

**Longer term destinations for students who left key stage 4 study in 2014/15.**

* The proportion of students who sustained an overall destination one year after finishing key stage 4 was 94.1%, up 0.2 percentage points in comparison to the previous year's cohort (2013/14).
* The proportion of students who sustained an overall destination three years after finishing key stage 4 was 83.0%. This remained unchanged from the previous year's cohort.
* Finally, 81.0% of students had an overall sustained destination five years after finishing key stage 4, down by 0.3 percentage points in comparison to the previous year's cohort.

**ITT and teacher recruitment**

* The DfE has issued “How accredited initial teacher training (ITT) providers can **recruit trainees who are not UK or Irish nationals**”. See <https://www.gov.uk/guidance/recruit-trainee-teachers-from-overseas-accredited-itt-providers>
* The DfE has issued “**Train to teach in England: non-UK applicants**. Find out what you’ll need to train to teach in England, including information about qualifications, visas and immigration, and financial support”. See <https://www.gov.uk/government/publications/train-to-teach-in-england-non-uk-applicants>
* **Teach First** has reopened its teacher training programme amid a “challenging year” for recruitment and unprecedented demand from schools. The charity is piloting a new autumn institute on top of its usual summer training so students do not have to wait until 2023 to sign up. It has had 3,500 requests from schools wanting to hire a Teach First trainee, which is “more than ever before” and 25 per cent higher than previous records. A spokesperson said it had been a “challenging year for all routes” into teaching, but refused to say how many trainees were so far recruited for the summer institute. They added many students wanted to focus on finishing their exams and “enjoy the end of their time at university” during the typical summer application period. Teach First has a £113 million, six-year government contract to deliver initial teacher training for high-flying graduates. In 2019, it recruited a record-breaking 1,735 trainees, a 38 per cent rise in a year. See <https://www.teachfirst.org.uk/blog/autumn-institute>
* After only just over a third of participating teacher training providers gained accreditation in the first round, heads and experts warn about possible **teacher supply problems** as sector awaits second round outcomes. The process means providers that plan to continue providing ITT from 2024-25 have two chances to pass. At the deadline for the second round last Monday many of those providers that failed at the first round will have resubmitted applications. University teacher training leaders have written to the DfE to request an “urgent meeting” to discuss a “reset” of teacher training reforms. The letter comes amid growing concerns in the sector over the impact of the reforms on new teacher supply. The Universities Council For The Education Of Teachers (UCET) said it hoped the DfE would “take this opportunity to press reset” on the market review, and “work with ITE providers and their representative organisations” to ensure the sector can “continue to provide schools with the well-qualified teachers they need and give prospective teachers in all parts of the country access to high-quality provision”. The DfE says it is planning for “more incentives” to cover initial teacher training cold spots amid fears of trainee places being lost through the roll-out of ITT market reforms
* A survey of nearly 800 schools by the leaders’ union ASCL, found more than nine in ten are **struggling to recruit teachers and support staff**, <https://www.ascl.org.uk/News/Our-news-and-press-releases/ASCL-survey-shows-teacher-shortages-at-crisis-poin> Nearly three-quarters have resorted to using supply to cover teacher vacancies. There are also reports of teachers unable to fill their cars until payday with some teachers seeking help or looking for new jobs. A Teacher Tapp poll found a quarter of teachers spent £200 on commutes in January, but petrol has leapt 32 per cent since.

**Schools bill and other government proposals**

* **New DfE powers will mean schools with two or more consecutive Ofsted ratings below ‘Good’ may be matched with a strong multi-academy trust, to support their improvement**. The government laid regulations in Parliament on Thursday 30 June, to enable this to happen from 01 September 2022. Currently only schools with Inadequate Ofsted ratings are eligible for this type of intervention, but 900 schools across the country with consecutive Ofsted ratings below Good will now newly be eligible. The government will initially look to contact around a third of the eligible schools about potential intervention, on the basis they have a recent Requires Improvement rating from 01 May 2021 or later. Schools’ individual circumstances including their existing capacity to improve will be considered before intervention goes ahead. The government’s 55 Education Investment Areas, where education standards are currently among the weakest, have been prioritised as the focus of new intervention powers to help rapidly improve underperforming schools.
* The government’s mission remains for **the average GCSE grade in English and maths** across the country to rise from 4.5 in 2019 to 5 by 2030; and for 90% of children leaving primary school to meet the expected standards in reading, writing and maths by 2030, up from 65% in 2019.
* Academy trust leaders have welcomed the government’s decision to withdraw large swathes of its **Schools Bill** and warned that any powers given to the education secretary when it is redrafted **need to be “carefully” designed in the legislation to avoid misuse**. Although they are being removed, the DfE has said it would be bringing back “revised clauses” later in the Bill’s passage through Parliament. Leora Cruddas, chief executive of the Confederation of School Trusts, has said it is important that vague language be removed from the Bill and the powers of the secretary of state be “carefully circumscribed in legislation”. See <https://www.tes.com/magazine/news/general/schools-bill-clarity-needed-academy-powers-after-u-turn-say-leaders>
* For an article on **what the Schools Bill means for faith academies**, see <https://schoolsweek.co.uk/what-changing-government-policy-means-for-faith-academies/>
* For a critique of the **DfE’s SEND green paper proposals**, see <https://www.theguardian.com/commentisfree/2022/jul/03/government-children-special-needs-ministers-parents>
* The government has ordered councils nationwide to act “now” on **school budget black holes** that reached a net £269 million last year, confirming next year they will lose their ability to effectively set deficit budgets. Will Quince, the children’s minister has written to every council to warn that a “significant number” ran services that were “not sustainable”. New guidance says councils must “move to a more sustainable position now” as the levelling-up department will remove current protections around core funding “dedicated schools grant” (DSG) deficits in 2023-24. Local authorities will therefore have a legal duty next year to find savings or use reserves to plug DSG deficits. Currently, they can lie unaddressed on balance sheets. See <https://schoolsweek.co.uk/council-deficits-send-spending-bailouts-funding/>
* There is pressure on the government to make schools share contentious teaching resources with parents. Baroness Morris, a former education secretary, is seeking to amend the government’s schools bill to give parents the right to “**view all curriculum materials used in schools**, including those provided by external third-party charitable and commercial providers”. It follows a complaint from a parent of a pupil at Haberdashers’ Hatcham College in south-east London that their request to see teaching materials was refused.

**Teacher pay**

* As reported in the last Update, the Telegraph reported that **Nadhim Zahawi** was planning to give early career teachers a rise of 9 per cent in the first five years of their career, as part of plans to raise starting salaries to £30,000. Mr Zahawi was also planning a pay rise of 5 per cent for the remaining 380,000 teachers across the UK **to avoid the risk of strike action**, rather than 3 per cent as originally planned. The NASUWT and NEU, which have threatened strikes in autumn over pay, have now said that the proposed increase of 5 per cent for more experienced staff is too low. The NEU has previously written to Mr Zahawi calling for “inflation-plus” pay rises. “We have to tell you that failing sufficient action by you, in the autumn term, we will consult our members on their willingness to take industrial action. And we will be strongly encouraging them to vote yes,” the letter said. NASUWT has said it will hold a national strike ballot if the government fails to “deliver pay restoration for teachers”. But as union pay demands grow louder, school and council leaders are warning that unfunded pay increases will force cutbacks.

**Now as chancellor, Nadhim Zahawi would not commit to giving senior teachers a bigger pay rise** – something he was lobbying Treasury for while education secretary just last week. Zahawi said he will wait for the pay review bodies before making a decision. Zahawi proposed a nine per cent rise next year for new teachers, and 5 per cent for all others next year rather than over the next two years

**School meals**

* Rising food prices mean beef is off some **school dinner menus**, with staples such as potatoes also more expensive. Some caterers have switched to cheaper imported meats, and changed the fruit and vegetables on offer. Laca, the school caterers' association for England and Wales, said the quality of meals was under threat. School caterers also warn that more children are “falling through the cracks” because of the cost of living crisis, with many reporting a steep fall in the number of pupils able to pay for school meals amid rising food costs and shortages. Jacquie Blake, Laca’s national chair, said the results were alarming for policymakers, with government funding for free school meals (FSM) inadequate in the face of rising prices. Their survey found that more than half of caterers reported a drop in demand for school lunches, despite also seeing a sharp rise in those receiving free school meals. Caterers said they were finding it difficult to meet school food standards because of rising prices and food shortages – 90% of companies said they faced food shortages as a result of supply chain problems while average food costs had increased by 20% since April 2020. See <https://laca.co.uk/news/survey-finds-school-meals-risk-poorer-quality-food-served-children>

**Family poverty**

* **Half of all children in lone-parent families are now living in relative poverty**, according to research. The vast majority of the 1.8 million lone-parent families in Britain – almost nine out of 10 – are headed by women. Together, they are raising 3.1 million children – more than a fifth of all children. Research from the Institute for Fiscal Studies sets out the scale of the crisis. It shows relative poverty for children in lone-parent families has risen at a significantly faster rate compared with other households. Relative poverty is defined as having an income of less than 60% of the national median, adjusted for household size. For single parents, this measure of poverty rose by nine percentage points between 2013-14 and 2019-20 to reach 49% at the onset of the global health emergency. In sharp contrast, the rate for children in two-parent families rose by only two percentage points to reach 25%. Overall, Figures from the charity Child Poverty Action Group show there were 3.9 million children living in poverty in the UK last year, more than a quarter of all children, or eight in a classroom of 30. See <https://ifs.org.uk/publications/16115> <https://www.theguardian.com/business/2022/jul/04/half-of-all-children-in-lone-parent-families-are-in-relative-poverty>
* **More than 2m households have missed a bill payment every month this year** as people struggle to keep their heads above water in a “relentless cost of living crisis”, according to new research from consumer group Which?. In June an estimated 2.1m households missed or defaulted on at least one mortgage, rent, loan, credit card or bill, according to the consumer champion’s monthly insight tracker. This figure has been above 2 million every month so far this year, it said.

**From the Children’s Commissioner**

* **The children’s commissioner** Dame Rachel de Souza was questioned by the Commons education select committee
* **She has joined the board running the new National Institute of Teaching**. Documents published on Companies House’s website show she is now a director of the body, alongside the chief executives of its four founding trusts – Oasis Community Learning, the Harris Federation, Outwood Grange Academies Trust, and Star Academies. De Souza, former CEO of the Inspiration Trust, is the only other listed director, other than former University of Birmingham vice-chancellor Sir David Eastwood – who also joined last month. Ian Mearns MP asked de Souza whether there are “potential conflicts of interests. Are you at all concerned in accepting that role it will distract in your important work on behalf of the nation’s children?”
* She said she would be **totally opposed to any school closures** even though the rate of covid infections is on the increase
* She called for “**more resource” to be put into the government’s catch-up programme for Early Years settings**.
* She was now **happy with the SEND green paper**
* She called on the government to develop urgent plans to tackle **child poverty**, amid the cost of living crisis that is hitting the most vulnerable in society hardest. Children were increasingly worried about the soaring price of basic essentials and the impact on their lives
* She said she was 'shocked' to hear 'horrendous' examples of some of the **sex education materials** used in schools and that she would be looking into the teaching of relationships and sex education (RSE), and that children wanted 'thoughtful' and 'age-appropriate' materials in school.

**Education Investment Areas**

* The DfE is working to raise standards in **Education Investment Areas**. Initiatives include:
	+ **Tax-free bonuses to retain teachers of STEM subjects** in their first five years of teaching, worth a maximum of £9,000 over three years for those teachers working in the most disadvantaged schools in Education Investment Areas
	+ Making up to £150 million available to the **Connect the Classroom** programme to install modern wireless internet throughout whole schools, including for all schools in the 24 Priority Education Investment Areas, and to schools below Good in the remaining 31 Education Investment Areas
	+ Up to £86m in funding to support **strong trusts to expand** over the next three years, heavily targeted towards Education Investment Areas and Priority Education Investment Areas, to grow the number of strong academy trusts and increase the number of schools that have the support of a strong trust
	+ The government aims to provide 500,000 **teacher training and development opportunities** across the country by 2024, including two new specialist national professional qualifications in literacy and early years leadership, as well as a £30,000 starting salary for teachers to attract and retain the very best talent.

**Covid**

* ASCL says that calls to the ASCL members’ hotline reflected the amount of turbulence and anxiety there is in schools, saying it was a sign of “how agitated and worried” their members are. In its update, it added: “As said in our meeting with officials at the DfE on Friday morning, **we hope no-one there thinks that Covid has gone away**. It is rampaging through our schools and colleges. Someone emailed us yesterday saying that their school feels like a ‘ghost town’ – ‘18 members of staff out, we’re on our knees, Covid is on the rise, and we have got Ofsted in the offing’. “And somebody else wrote to us: ‘Our deputies and I are just so beaten by the situation at the moment – Covid, worries about Ofsted, and all of these cases of Covid rising among so many members of staff.’ “It’s all adding to a real sense of you being put under additional pressure at the end of these long two years that you’ve gone through”. Some schools are reintroducing face coverings and measures around distancing. “You will have to do what you need to do even though what we see is a government which frankly seems to be thinking that Covid has simply disappeared from the scene. That’s quite clearly not the case”. There surely needs to be some thought given to providing some free Covid testing, more financial support for supply staff cover, and looking again at issues such as ventilation ahead of the autumn term as it is abundantly clear that the virus is not going away. See <https://vimeo.com/ascluk>

**Childcare support**

* The DfE has announced a package of measures to **increase childcare support for parents**, boost the number of childminders and drive take up of childcare offers, to address rising costs. See <https://www.gov.uk/government/news/drive-to-reduce-the-cost-of-childcare-for-parents> part of the consultation involves the **proposal to change staff-to-child ratios** so that each adult can look after five two-year-olds instead of four as currently permitted. It says the move could reduce costs by up to 15% or £40 a week for a family paying £265 a week for care for a two-year-old, if providers adopt the changes and pass on all the savings. However, the figures have been questioned by the charity Pregnant Then Screwed, which described them as “nonsense”. The National Day Nurseries Association (NDNA), said: “From when this was first mooted, the sector has been saying that altering ratios for two-year-olds from 1:4 to 1:5 won’t make any meaningful difference to the cost of childcare for providers or parents. That can only come from the government paying the full rate for funded childcare places for children under five”. See <https://www.theguardian.com/money/2022/jul/04/plan-to-lower-nursery-staff-to-child-ratio-in-england-angers-parents-and-providers>

**Support staff**

* Schools are **struggling to find and keep staff** as soaring fuel costs and years of pay restraint take their toll. New figures reveal teaching assistant (TA) vacancies are double pre-Covid levels, with wages failing to keep pace with jobs in supermarket and pubs, and fuel price increases have really hit lower-paid staff, with many seeking work closer to home A recent poll of support staff by the GMB found only 23.8 per cent of TAs **could afford “necessities**. Four in 10 reported borrowing to cover essentials. GMB analysis suggests that the average TA, many on term-time contracts, earned £13,980 last year. It marks a £248 real-terms cut on 2011, which will widen if pay awards lag soaring inflation. There is a similar picture for cleaners and caretakers. Meanwhile the real-terms pay for secretaries has fallen £1,769 to £17,445.

**NTP**

* Ministers have been forced to reveal asap **how the national tutoring programme performed during its inaugural year**. The commissioner told the DfE to release statistics on whether the national tutoring programme (NTP) was hitting its targets when it was run by its founders, the Education Endowment Foundation (EEF) and Teach First
* The DfE has issued “**National Tutoring programme: guidance for schools 2022 to 2023**. https://www.gov.uk/government/publications/national-tutoring-programme-guidance-for-schools-2022-to-2023 Information for school leaders on how to provide tuition for pupils through the National Tutoring programme in 2022 to 2023”. See <https://www.gov.uk/government/publications/national-tutoring-programme-guidance-for-schools-2022-to-2023> Separate guidance about becoming a tuition partner or applying to become an academic mentor before 31 August 2022 is available on the NTP website, <https://nationaltutoring.org.uk/>
* The DfE has issued **an overview of the NTP**, see <https://www.gov.uk/government/publications/national-tutoring-programme-ntp>

**Disadvantaged students**

* Children in the care system are often placed in homes far away from their families because of a lack of suitable places near to where they live, Ofsted research published today suggests. Ofsted’s report, **‘What types of needs do children’s homes offer care for?’** finds that children with mental health problems, or experience of abuse and neglect, are likely to be living the furthest away from their home prior to coming into care, and above the average distance of 36 miles. The research suggests that children are living far away from their families because homes are not evenly distributed across the regions of England, meaning supply does not match demand. Other findings in the report include:
	+ There was no link between the types of needs that homes said they could accommodate and their Ofsted inspection grades.
	+ A very high proportion of children living in children’s homes had special educational needs (80%) compared with all children looked after (52%) and all children (around 15%)
	+ The majority of homes (80%) said they could accommodate 2 or more areas of need, with one fifth (20%) saying they could accommodate only one area
	+ Providers that stated they could accommodate children with complex needs were the most common (93%), while sensory impairment (4%) and complex health needs (5%) were the least common
	+ The majority (83%) of children’s homes included in the report were privately owned on 31 March 2020, which marked an increase from 69% on the same date in 2016

See <https://www.gov.uk/government/publications/what-types-of-needs-do-childrens-homes-offer-care-for>

Ofsted has also issued “**Children’s social care data in England 2022**”, <https://www.gov.uk/government/statistics/childrens-social-care-data-in-england-2022> <https://www.gov.uk/government/collections/childrens-social-care-statistics>

* Schools that refuse to admit looked-after children should face a hit to their Ofsted ratings, according to a report from an influential committee of MPs. The cross-party Commons Education Select Committee’s new report **- Educational poverty: how children in residential care have been let down and what to do about it** - warns that some children in care are receiving an unacceptable” education. It says that just 7.2 per cent of looked-after children achieved the grade 5 “good pass” threshold in English and maths GCSEs, compared with 40.1 percent of non-looked-after children. The report claims that there is a “culture of impunity” enabling schools to turn away children in care, despite them being prioritised in law for school places. Other recommendations in the report include the DfE extending Pupil Premium Plus funding beyond age 16 to “ensure looked-after pupils receive the support they deserve to succeed throughout their education”. The committee was also highly critical of the use of unregulated education providers and residential homes, and at the lack of data available to the government or local authorities about how many children receive unregulated provision See <https://ukparliament.shorthandstories.com/children-in-care-have-been-let-down/index.html?utm_source=inquiry-page&utm_medium=link&utm_campaign=children-in-care>

**Education news for schools**

* The DfE will spend £5 million on lawyers to help **put forward its case to the public inquiry into how well the government responded to the Covid pandemic.** The department has contracted DWF, a global legal firm based in Manchester, for five years to “supplement capacity” from the Government Legal Department (GLD), the government’s principal legal advisers.
* The DfE has issued “**Improving attendance: good practice for schools and multi-academy trusts**. Schools and multi-academy trusts (MATs) share their different techniques for improving attendance rates in their settings”. See <https://www.gov.uk/government/case-studies/improving-attendance-good-practice-for-schools-and-multi-academy-trusts>
* The DfE has issued “**School and college panel: omnibus surveys for 2021 to 2022**. Findings from regular surveys with school and college teachers and leaders. See <https://www.gov.uk/government/publications/school-and-college-panel-omnibus-surveys-for-2021-to-2022>
* **International Baccalaureate** students in the UK have outperformed the global average. The average overall diploma mark awarded per student was 36.35, compared with a global figure of 31.98. The new figures for 2022 show that there were 5,250 IB candidates at 109 schools across the UK who will be receiving results. There were 173,878 candidates across the world.
* Over half of teachers say they are “**struggling” to find “free or affordable materials” to support classroom learning**, according to survey results done by the Oak National Academy. The survey also shows that a third of teachers believe the quality of available curriculum resources is a “major challenge”. However, less than one in six of the 5,140 people who responded to the survey carried out by Teacher Tapp for Oak said they wanted more curriculum help from the DfE. Oak argues that this underlines the “importance that support comes via an independent body that is by teachers, for teachers”. See <https://www.thenational.academy/blog/oaks-future-continuing-to-support-teachers-and-pupils>
* Councils are **failing to put adequate alternative education in place for the growing numbers of children in England who are unable to attend school because of social anxiety**, according to a report by the local government ombudsman. Many have complex special educational needs and are unable to go to school because there are no suitable places available in their area, meaning they can go months and even years without any proper alternative arrangements, the report said. See <https://www.lgo.org.uk/information-centre/news/2022/jul/children-being-denied-chance-to-thrive-ombudsman-reports>

**Academies and trusts**

* ESFA has issued **information for academies about how to claim for national non-domestic rates (NNDR)**. See <https://www.gov.uk/guidance/academies-funding-claims>
* The DfE has outlined the steps to follow **to become an academy sponsor**. See <https://www.gov.uk/guidance/sponsor-an-academy>
* The DfE has issued guidance **on how to transfer an academy from one trust to another**. See <https://www.gov.uk/government/publications/academy-transfers-information-for-academy-trusts>
* The DfE has issued “**Academy conversion: important dates**”. See <https://www.gov.uk/government/publications/academy-conversion-important-dates>
* ESFA has issued “**Academies general annual grant allocation guides: 2022 to 2023**. Guidance for academies, free schools, special schools and alternative provision academies on their general annual grant allocation statements for 2022 to 2023”. See <https://www.gov.uk/government/publications/academies-general-annual-grant-allocation-guides-2022-to-2023>

**School management**

* ESFA has issued “**National non-domestic rates: guidance for billing authorities**”. See <https://www.gov.uk/government/publications/national-non-domestic-rates-guidance-for-billing-authorities>
* The DfE has issued details of **high needs provision capital allocations 2022-2024**. See <https://www.gov.uk/government/publications/high-needs-provision-capital-allocations>
* New offices, schools, hospitals and entertainment venues will be expected to have **separate male and female lavatories**, government sources have confirmed, in a move to curb the sole installation of gender-neutral facilities. Ministers will formally announce this week that they will prevent non-residential buildings from being built solely with “universal” lavatories. The move will involve changes to building regulations and planning guidance.
* The DfE has updated its **Local authority interactive tool (LAIT**). See <https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>
* The DfE has issued “**School resource management: building a stronger system**” See <https://www.gov.uk/government/publications/supporting-excellent-school-resource-management>
* The DfE has issued guidance on “**Promoting and supporting mental health and wellbeing in schools and colleges**”. See <https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>
* ESFA issued “**Pupil premium: allocations and conditions of grant 2022 to 2023**” See <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2022-to-2023>
* For the latest **ESFA Update**, see <https://www.gov.uk/government/publications/esfa-update-6-july-2022>
* ESFA has issued “**Section 251: 2021 to 2022**. Information for local authorities, schools and the general public about local authority education funding and expenditure plans for 2021 to 2022”. See <https://www.gov.uk/government/publications/section-251-2021-to-2022>
* NGA has published a new resource to support **diversity and participation on governing boards.** See

<https://www.nga.org.uk/News/NGA-News/July-2022/NGA-publishes-new-resource-to-support-diversity-an.aspx>

**Post 16**

* The DfE has issued “**Review of education or training in relation to local needs**. Statutory guidance for further education colleges, sixth form colleges and designated institutions”. See <https://www.gov.uk/government/publications/review-of-education-or-training-in-relation-to-local-needs> Section 52B of the Further and Higher Education Act 1992 places a duty on governing bodies of institutions in the further education sector to review how well the education or training provided by the institution meets local needs, and consider what action might be taken in order to meet those needs better
* The **Turing Scheme** is now entering its second year, meaning 38,000 students, learners and pupils will have the opportunity to study and work abroad - 52% of which will be those from disadvantaged backgrounds, up from 48% last year. Students taking part in the scheme, which replaced the UK’s participation in the Erasmus+ scheme, will be given the chance to undertake study, school exchanges, and industry work placements in over 150 international destinations, including the USA, Japan, Canada, Thailand and South Africa. More than 130 universities, 116 further education providers and 70 schools will be receiving a share of £105m worth of grants following a highly competitive application process across the sector. See <https://www.gov.uk/government/news/more-disadvantaged-students-than-ever-will-work-or-study-around-the-globe-through-the-governments-turing-scheme>
* The **proportion of top degree grades awarded to undergraduates in England** could fall by nearly 25% after universities said they want to reverse the grade inflation seen during the Covid pandemic. Universities UK and GuildHE, representing institutions across the higher education sector, have jointly announced plans to return to pre-pandemic levels of firsts and 2:1s being awarded over the next two years.

**Tony Stephens**