National Updates - Weekly Briefing

31st October 2023

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Introduction

- We are providing regular weekly briefings which round up and summarise the advice and guidance issued by DfE and more broadly.
- The aim is to make communication manageable and clear, helping school leaders and governors to filter relevant information efficiently and effectively. In this briefing you will find a round-up of all the latest advice and guidance so you can feel confident you have all the updates since the previous briefing.
- There are typically five sections to this briefing:
  - National guidance
  - BDSIP updates
  - Horizons (as relevant)
  - Additional resources

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Table of contents

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The Table of Contents is designed to help you navigate the weekly briefing quickly and easily. Click on the slide or section title to take you directly to that slide. You can also click on the 'Back to Table of Contents' on the top right-hand side of each page to bring you directly back to this page!

Contact Us

National guidance

National statistics: **Secondary school performance data in England: 2022 to 2023**

National statistics: **Key stage 4 performance 2023**

Latest headline data for pupils at the end of Key Stage 4 in 2022/23

- 39.3% of pupils were entered into the full EBacc. This is an increase of 0.6 percentage points in comparison with 2021/22. In 2018/19 40.0% of pupils were entered into the full EBacc.
- 45.0% of pupils achieved a grade 5 or higher in both English and maths. This is a decrease of 4.8 percentage points (from 49.8%) compared to 2021/22, and an increase of 1.8 percentage points (from 43.2%) in comparison with 2018/19.
- Average Attainment 8 has decreased compared with last year, and 2018/19. The average attainment 8 score is 46.2 in 2023, which has decreased by 2.6 points since 2021/22 from 48.8, and decreased by 0.5 points from 46.7 in 2018/19.
- Average EBacc APS in 2023 has also decreased compared with both last year and 2019, decreasing by 0.22 points from 4.27 to 4.05 between 2022 and 2023, and down by 0.02 points from 4.07 in 2019.
- The KS4 disadvantage gap index has widened compared to 2021/22, from 3.84 to 3.95. It is now at its highest level since 2011. Before the pandemic, the gap index had widened going from 3.66 to 3.70 between 2017 and 2019, before narrowing slightly in 2020 to 3.66 when centre assessed grades were used.

Overall absence rate **6.3%** during week commencing 9 October 2023	Authorised absence rate **4.1%** during week commencing 9 October 2023	Unauthorised absence rate **2.2%** during week commencing 9 October 2023
Overall absence rate **6.1%** academic year 2023/24 to date	Authorised absence rate **4.1%** academic year 2023/24 to date	Unauthorised absence rate **2.1%** academic year 2023/24 to date

This release covers the 2023/24 academic year up to 13 October 2023.

The attendance rate (proportion of possible sessions attended) was 93.7% across all schools in the **week commencing 9 October 2023**. The absence rate was, therefore, 6.3%.

The attendance rate (proportion of possible sessions attended) was 93.7% across all schools in the **week commencing 9 October 2023**. The absence rate was, therefore, 6.3%.
By school type, the absence rates across the week commencing 9 October 2023 were:
- 4.7% in state-funded primary schools (3.2% authorised and 1.4% unauthorised)
- 8.2% in state-funded secondary schools (5.1% authorised and 3.1% unauthorised)
- 12.4% in state-funded special schools (9.4% authorised and 3.1% unauthorised)

The data shows that the attendance rate across the **academic year to date** was 93.9%. The absence rate was, therefore, 6.1% across all schools.
By school type, the absence rates across the academic year 2023/24 to date were:
- 4.6% in state-funded primary schools (3.2% authorised and 1.4% unauthorised)
- 7.9% in state-funded secondary schools (5.0% authorised and 2.9% unauthorised)
- 11.9% in state-funded special schools (9.0% authorised and 2.9% unauthorised)
High-level national figures for the week commencing 4 September 2023 (first week back) are available in the data catalogue below. For the full 2022/23 academic year and termly pupil absence data, including by characteristics please see this historical publication.

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Guidance: **Pupil premium** – Update 25th Oct 23

Department for Education

Using pupil premium: guidance for school leaders

March 2023

This update includes a:
- 'Pupil premium strategy statement template'
- 'Example pupil premium strategy statement (primary)'
- 'Example pupil premium strategy statement (secondary)'
- 'Example pupil premium strategy statement (special)'

To update the content in the Outcomes sections and reflect the information schools can publish about pupil outcomes in the 2022 to 2023 academic year.

Correspondence: **Secretary of State letters to schools about sharing curriculum resources with parents**

Gillian Keegan writes to schools clarifying that they should share curriculum resources with parents and that copyright clauses are not enforceable. This is particularly with reference to RSHE curriculum materials.

The Rt Hon Gillian Keegan MP
Secretary of State for Education

Sanctuary Buildings 20 Great Smith Street Westminster London SW1P 3BT
tel: 0370 000 2288 www.education.gov.uk/contactus/dfe

24 October 2023

Dear all,

I wrote on 31 March to set out that schools can and should share curriculum materials with parents, in light of current concerns in relation to materials used to teach relationships, sex and health education (RSHE) [1].

Parents are one of their children's most important teachers. It is vital that they know what their children are being taught and are reassured that the resources used are thoughtful and appropriate. I also understand that this is a difficult area for schools to navigate. This is why my letter was clear that copyright law does not prevent schools from showing materials to parents in person. It was also clear that schools should not agree to contractual conditions that prevent them sharing RSHE materials. Nor should they agree to this being subject to a third party's right of refusal.

I am writing now to clarify further some important cases that have since come to light. It goes without saying that there is no need to take action on this letter until school resumes after half term.

Guidance: **Senior mental health lead training**

Overview

The Department for Education (DfE) is offering a grant of £1,200 for eligible state-funded schools and colleges in England to train a senior mental health lead to develop and implement a whole school or college approach to mental health and wellbeing. This training is not compulsory, but it is part of the government's commitment to offer this training to all eligible schools and colleges by 2025.
Eligible settings can apply for a senior mental health lead training grant to commence training by 31 March 2024.
Second grants can be claimed by eligible schools and colleges if the senior mental health lead they previously trained left their setting before embedding a whole school or college approach to mental health and wellbeing.
Grants will be provided to cover (or contribute to) the cost of attending a quality assured course, and may also be used to hire supply staff while leads are engaged in learning.

Department for Education

DfE assured senior mental health lead training courses

October 2023

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**Early Years
Foundation Stage
(EYFS): Regulatory
Changes**

Government consultation response

27 October 2023

**Implementing Your
School's Approach
to Pay**

Advice for maintained schools,
academies and local authorities

October 2023

Policy paper: **Generative artificial intelligence (AI) in education** – update 26th October

Guidance: **Early years education recovery programme** – update 24th October

Research and analysis: **Parent, pupil and learner panel omnibus surveys for 2022 to 2023**

Replaced 'Implementing your school's approach to pay' document with 2023 updated version.

Ofsted have released some new useful videos in helping leaders and staff prepare for inspection.

Early years FAQs for providers and practitioners ▶ Play all

Collection of short videos answering the most common questions about inspection of early years provision. You will hear from an Ofsted Early Years Regulatory Inspector about inspection activitie…

Should I store my paperwork in a folder marked 'Ofsted"?...
Ofstednews
3.4K views • 3 months ago

What should I expect from the learning walk? | Early...
Ofstednews
4.2K views • 3 months ago

Is the notification call the start of the inspection? |...
Ofstednews
2.2K views • 3 months ago

How will inspectors consider the progress children make…
Ofstednews
672 views • 2 weeks ago

Do I need a curriculum map? | Early years FAQs
Ofstednews
542 views • 2 weeks ago

Do I have to use 'Development Matters'? |...
Ofstednews
473 views • 2 weeks ago

Curriculum - subject insights for teachers and school leaders ▶ Play all

A new series of webinars explaining what it means to get better in individual curriculum subjects. These are based on the conception of quality set out in our research reviews. Each video includes…

Art and design subject lead on the importance of art an...
Ofstednews
1.8K views • 6 months ago

Geography | Subject curriculum insights for...
Ofstednews
12K views • 8 months ago

History | Subject curriculum insights for primary and...
Ofstednews
9.8K views • 8 months ago

Physical education | Subject curriculum insights for...
Ofstednews
10K views • 8 months ago

Music | Subject curriculum insights for primary and...
Ofstednews
7.5K views • 8 months ago

Science | Subject curriculum insights for primary and...
Ofstednews
8.9K views • 8 months ago

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£289m wraparound childcare scheme: what schools need to know

Schools will have 'central' role – but not all primaries will have to deliver childcare

🕐 1d

Labour would scrap minimum service levels for schools

Ofsted has 'moved too far' from outcomes data, says former chief

What is driving persistent absence in your setting?

Early findings from ImpactEd's new research projects suggest some factors school leaders should consider when trying to improve attendance

LETTERS TO A YOUNG GENERATION
Aspiring School Leaders
Igniting a passion in the next generation of Black school leaders
Foreword by Paul Miller, PhD
Compiled by Amanda Wilson

LetterstoaYoungGenerationbook700px | Schools Week

📖 Book
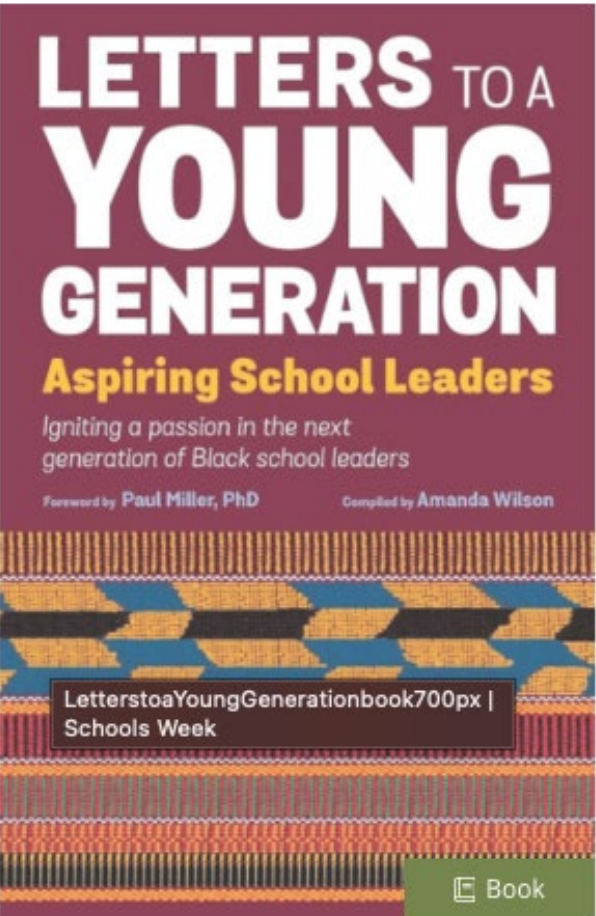
Letters to a Young Generation: Aspiring School Leaders

THE CONVERSATION
LISTENING IN ON THE DIGITAL STAFFROOM

🖥️ Blog

The conversation – with Fiona Atherton

Conservative policies, Labour policies and why politicians and school leaders alike should take a breather

SCHOOLS WEEK

BDSIP Updates

November

Governor Training: Understanding performance data in primary schools
1st November, 5.30pm – 6.30pm
Gain understanding of the role that pupil performance data plays in governance, the key sources of data, and how to use data to inform questions we ask at governance meetings

AET: Managing Anxiety and Supporting Emotional Regulation
2nd November, 9am – 3.30pm
Managing Anxiety and Supporting Emotional Regulation delivered on behalf of the Autism Education Trust.

Primary Religious Education Network Meeting
7th November, 1.30pm – 4pm
This primary religious education network meeting offers the opportunity to share updates, receive subject support, and share best practice.

AET: Understanding Good Autism Practice and the AET Frameworks for Leaders
8th November, 1.30pm – 4pm
The Understanding Good Autism Practice and the AET Frameworks for Leaders module is part of the Suite of Resources for Leaders. It has been compiled for leaders and leadership teams within education settings to embed culture change across their provision and support them on their journey to become an outstanding and inclusive setting. The resources will support leaders to fully embed the 8 principles of good autism practice as outlined in the Good Autism Practice Report.

Secondary Science Leads Network Meeting
9th November, 2pm – 4pm
The aim of our network meeting is to provide an opportunity to build connections with other Science Leads, share ideas and examples of good practice.

RSJ Facilitators Network
10th November, 9am – 12pm
The network meeting for RSJ facilitators to share practice and develop our work on race and social justice.

Primary Science and D&T Professional Learning Network
10th November, 9.30am – 4pm
The Primary Science and D&T Subject Leader Network will support subject leaders to develop in their role through subject-specific training, regular updates, and opportunities to share best practice.

EYFS Coordinator Network Meeting
14th November, 1pm – 3.30pm
Free to schools based in LBBD. This meeting will provide practitioners with an opportunity to update their knowledge on new EYFS developments, share good practice, and network with other EYFS coordinators.

Primary English Professional Learning Network
16th November, 1.30pm – 3.30pm
This is an opportunity to meet termly with colleagues from across the borough to discuss different aspects of the primary English curriculum. It is a forum where we can share our successes and challenges, creating opportunities for school-to-school support and development. Through these sessions we will also explore current research findings and implications for classroom practice.

SENCO Network
16th November, 3pm – 5pm
Free to LBBD schools. The SENCO network is a professional forum for sharing information between SEND leaders in schools, specialist settings, the local authority, external service providers and BDSIP.

Governor Training: New to Governance
21st November, 5.30pm – 6.30pm
New to Governance – a session for new governors providing the knowledge, understanding and skills to undertake roles effectively.

How to Really Teach Times Tables
23rd November, 1.30pm – 4pm
21st May, 3.45pm – 5pm
This two-part course will look at researched backed approaches to the teaching & learning of times tables, including brain plasticity and the difference between memorization and automaticity. It includes practical approaches that can be directly applied back in the classroom and support both a whole school approach & policy development. The second part of the course will include further challenge and reasoning and look at the administration of the MTC in year 4.

Early Years Maths: How to Create a Nation of Maths Lovers
28th November, 9.30am – 3pm
Children's maths confidence at the start of school determines their later maths learning – so early years practitioners can really make a difference to children's life chances.

School Refusal with Guest Speaker, Sasha Evans from Uncommon Minds
29th November, 1.30pm – 3.30pm
An opportunity to discuss reasons for school refusal and how to overcome them.

Putting the SCERTS principles into practice
30th November, 9am – 12.30pm
The SCERTS practice principles are a good practice guide for implementing the SCERTS framework into any setting. This session will focus on managing transitions, task engagement and enabling environments.

Year 6 Writing at Greater Depth
30th November, 4pm – 5.30pm
This is an opportunity for year 6 teachers to come together to share their children's writing and to have the support from trained moderators to assess how their children are progressing. We recognise the challenge in achieving greater depth in writing and we aim to help clarify what makes a greater depth writer.

December

Primary Deputy Heads Professional Learning Network
6th December, 2pm – 4pm
This will be an opportunity for deputy heads from primary schools to meet every half term to share practice and explore challenges. We aim to create a safe space to learn and grow collaboratively.

January

SENCO Network
18th January, 3pm – 5pm
Free to LBBD schools. The SENCO network is a professional forum for sharing information between SEND leaders in schools, specialist settings, the local authority, external service providers and BDSIP.

Teacher Assessment in Writing at the end of KS2
23rd January, 1.30pm – 4pm
This course is an opportunity for year 6 teachers to moderate their children's writing evidence using the teacher assessment frameworks at the end of KS2. It will support preparation for moderation and there will be an opportunity to unpick examples of standardised writing that are used to train moderators.

AET Schools Making Sense of Autism GAP Progression
24th January, 9am – 4pm
A full day session covering AET's training sessions: Making Sense of Autism, Good Autism Practice, and Progression Materials

Primary Deputy Heads Professional Learning Network
24th January, 2pm – 4pm
This will be an opportunity for deputy heads from primary schools to meet every half term to share practice and explore challenges. We aim to create a safe space to learn and grow collaboratively

SEND and Inclusion Conference

UDL: A Framework for Inclusion

Thursday, 14th December

CEME Business Campus

Book your place

Kevin Merry
Associate Professor, Author, Teacher Fellow at De Montfort University, Editor, Network Founder, PFHEA, CATE winner

Dr Zachary Walker
International speaker, Policy Adviser, Author, Head of Department, UCL IOE Psychology and Human Development

Additional resources

The Mayor of London's Christmas Card Competition

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This year, we're inviting pupils to design a card on the theme, 'Together at Christmas'. We want your pupils to show scenes that highlight the sense of belonging, support, and shared joy that define a welcoming community.

The competition is open to 4- to 14-year-olds, and the winner's artwork will feature on the Mayor of London, Sadiq Khan's Christmas card for 2023. This will be sent to dignitaries across the world, including our sovereign, His Majesty King Charles III!

The winner will have their Christmas card personally signed by the Mayor, receive a certificate, copies of the card to send to their friends and family and a £100 gift voucher from our competition partner Cass Art, the UK's leading art supplies retailer. There will also be two highly commended entries that will each receive a certificate and a £30 Cass Art gift voucher.

All the information you need is in our competition pack. The deadline to submit entries is 23:59 on Friday 3 November. Good Luck!

Credit: Last year's winning design by Sanai, age 11 from Our Lady and St Philip Neri RC School.

NCCE Computing Hub & STEM News

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Schools in this area are supported by the London, Surrey and West Sussex Computing Hub, based at Newstead Wood School in Orpington. The Computing Hub can support schools through training, support and loaning physical computing kit.

Please use the following newsletters and brochures to find out further information or contact Gillian Bratley.

- Computing Hub Primary School Newsletter – Autumn 2023
- Computing Hub Secondary School Newsletter – Autumn 2023

- Computing Hub Primary Overview Brochure – 2023
- Computing Hub Secondary Overview Brochure – 2023

- STEM London website

20

STEM Conference

7 November 2023 @UCL, WC1H
#STEMConf2023

Keynote Speech - Careers in context (UCL) – a look at the award-winning Integrated Engineering Programme (IEP)

- Enjoy an action-packed day of seminars, workshops and talks,
- Develop your subject knowledge and learn from STEM education experts,
- Fantastic networking opportunities among like-minded practitioners - gain exciting new ideas, approaches, and resources that you can share with your whole team,
- Explore an unmissable exhibition offering activities, equipment, and resources to support STEM teaching and learning, with competitions and giveaways,
- Tailor-make your day to ensure the conference is perfect just for you.

Scan QR to book or use this link https://bit.ly/3LtMkuK

Session Options

	Session 1 (11:00-12:00)	Session 2 (13:30-14:25)	Session 3 (14:30-15:30)
Option A	Physical computing kit - KS1 BeeBots	Online safety through primary computing	Physical computing - KS2 Crumble
Option B	Online safety through primary computing	Introduction to the micro:bit in KS2	Preparing for Ofsted in primary computing
Option C	Preparing for Ofsted in secondary computing	Physical computing - KS3 micro:bit	Encouraging girls into GCSE computer science
Option D	Wearable Tech- hands on workshop (secondary)	Physical computing - KS4 Raspberry Pi Pico	The Computing Quality Framework - driving change within your school (all KS)
Option E	The Computing Quality Framework - driving change within your school (all KS)	Beyond building things — what happens after concept and design? (all KS)	STEM Clubs — How to be thriving and successful (all KS)

Please ensure you register for the conference day, and then opt in for each individual session

LGfL EdTech Hub Summit

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LGfL and EdTech UK are hosting the EdTech Hubs Summit at Samsung KX on 20th November 2023, 10am – 4pm.

The EdTech Hubs summit will bring together inspirational leaders and practitioners who have successfully harnessed the power of technology to enhance all aspects of the institutions they lead as well as positively impact of enhanced outcomes for teachers and learners.

This event will offer insights into:
- Strategic leadership and planning for effective technology implementation with a positive impact on raising standards across the curriculum.
- A focus on effective pedagogy and technology's role in removing learning barriers, and accelerating positive pupil outcomes.
- Inspirational use of the latest online and digital technologies by experts in their field, modelled with real-world exemplification from teachers and learners from the Edtech Hubs Programme.

The event is aimed at headteachers, senior leaders, classroom practitioners, governors, inclusion managers and technical support staff.

For further details, and to register, please visit: https://lgfl.net/teaching/edtechhubs/summit2023

Health Education Partnership

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Back to
Table of
Contents

Assessment in PSHE (Via Zoom) - Free for schools

For Secondary Schools
Date & Time: Tuesday 5th December, 1 to 3 pm
Booking: Assessment in PSHE (Secondary) – Health Education Partnership

For Primary Schools
Date & Time: Thursday 7th December, 1 to 3 pm
Booking: Assessment in PSHE (Primary) – Health Education Partnership

Team London Young Ambassadors 2023/24

What is Team London Young Ambassadors (TLYA)?

The Team London Young Ambassadors is a programme delivered by Volunteering Matters and supported by the Mayor of London. It uses social action to enable young people to unlock their potential and make change in their community.

How is the programme delivered?

- Weekly workshops to support young people to create their own social action projects, including creating a project and budget plan, and pitching their concept to win up to a £500 grant.

- Weekly support to implement the social action project, supported in person/online by Volunteering Matters.

- Suitable for young people aged 10 - 25 (if SEND) and flexible group sizes.

- At the end of the 12 weeks an evaluation will take place: teachers questionnaires and focus groups / interviews with the young people.

- Community partnerships will be built and a small budget is allocated to pay for grass-roots organisations to deliver additional workshops at each school.

- On-going support from Volunteering Matters during the academic year 2023/24.

- Opportunity to take part in podcasts, attend youth summit's at City Hall.

- Employability based workshops offered by corporate volunteers such as Barclays, Deloitte.

volunteeringmatters.org.uk/project/tlya/

Volunteering Matters is excited to be expanding the Young Ambassadors programme to mainstream schools for the 2023/24 Autumn & Spring term. Team London Young Ambassadors is a programme we oversee in partnership with the Mayor of London, working with schools across London. Young Ambassadors uses social action to enable young people to unlock their potential and make change in their community with the aid of up to a £500 grant.

The programme supports young people to create mental health initiatives in their schools with the support of a £500 grant, whilst training young people to be mental health ambassadors.

SEGRO spark! KICK STARTING CAREERS

Unlocking your career potential with SEGRO and Spark!

Who are SEGRO?
SEGRO is a UK Real Estate Investment Trust and a key developer of cutting-edge warehousing and industrial properties. Their customers and partners include Amazon, DHL, Heathrow Airport, Netflix, and more. Find out more at www.segro.com

About our programme

Stage 1: 2hr in school careers workshop	Students meet SEGRO employees and attain an overview of careers in estate management and property investment. **30 Y12 students, Autumn/Spring Term**
Stage 2: A half-day industry Insight visit	An opportunity to spend time at one of SEGRO's real estate/customer sites and meet a range of volunteers. **10 Y12 students, Spring Term**
Stage 3: One-to-one career mentoring	Students will be matched with a SEGRO employee to mentor them in key employability areas, across 6 1:1 sessions, online and in person. **5 Y12 students, Spring Term**

"The experience was absolutely inspiring"
past SEGRO mentee

"I was lacking in confidence... now I know exactly what I want to do and how to get there"
past SEGRO mentee

For more information email
rochellelaurencin@sparkcharity.org.uk

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Date: 16 November 2023

BOOK NOW >

#LunchtimeSessions November 2023

Tackling Educational Inequality for Disadvantage and BAME Pupils: Lessons from London Schools
Speaker: Professor Feyisa Demie

The hard question that faces educational policymakers today, is not about how to raise achievement, but how to tackle educational inequality. There are long-standing achievement gaps in England associated with socio-economic status and BAME. This session aims to share the lessons from schools in tackling educational inequality for disadvantaged and BAME pupils. Drawing on case studies from London schools, school surveys, and national research evidence, it will explore and answer four research questions that are essential for policy, practice, and research.

- Why does education inequality matter?
- What does the data tell us about attainment in schools and the achievement gap?
- What were the strategies for tackling disadvantage and closing the achievement gap?
- What are the implications for policymakers, schools, and the research community?

The presentation will be followed by a questions and answers session.

BBC micro:bit nationwide initiative

Primary school children will start the new school year with enriched support to learn vital computing and digital creativity skills as the BBC micro:bit – the next gen campaign rolls out to schools across the UK. Tens of thousands of micro:bit classroom sets will be distributed for free, as well as brand-new teaching resources to accelerate computational thinking, programming, digital creativity and machine learning knowledge among primary school pupils.
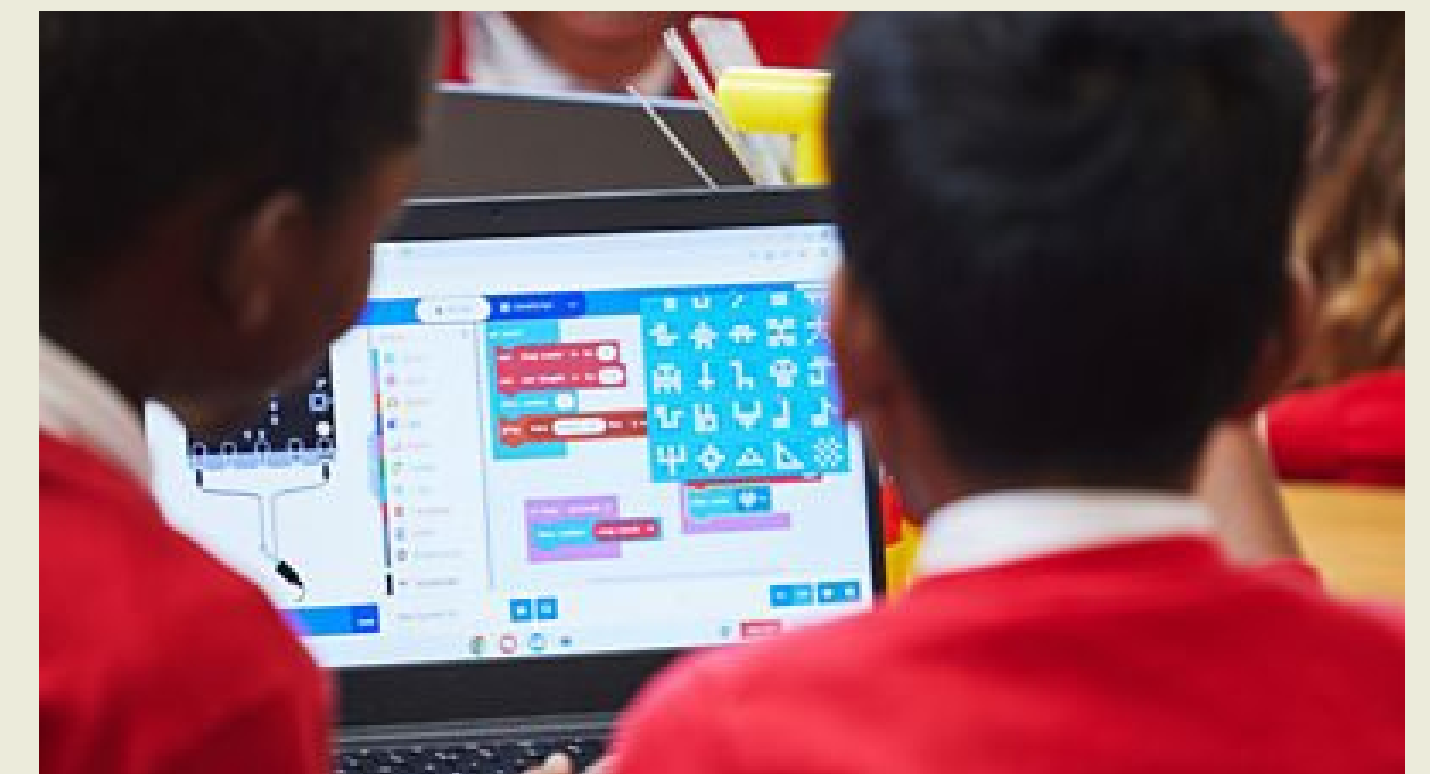
Read the entire press release here.

The project aims to inspire all youngsters to be excited by technology and see it as a means to unleash their creativity and have fun.

Last year, computing A-Level continued to have the highest gender gulf of entrants while the UK tech industry is comprised of just 26% of women. By engaging children in earlier, more formative years, the next gen project seeks to counter harmful stereotypes before they have time to bed in and broaden participation in a rewarding and increasingly vital aspect of our modern daily lives.

Helen Foulkes, Head of BBC Education, says: "In an ever-evolving digital age, BBC Education remains committed to inspiring the digital makers, inventors and pioneers of tomorrow. The BBC micro:bit – the next gen initiative is all about ensuring that every primary school student is given the tools to imagine and innovate with technology. Our aim is to not only equip these young minds with digital skills but to inspire creativity, challenge stereotypes, and nurture a passion for learning. With support from our partners, together we take a significant step towards creating a diverse digital future across the UK – and we can't wait to see all of the wonderful things primary school children create with their micro:bit devices along the way!"

The Micro:bit Educational Foundation and training partners in each of the nations will be delivering virtual teacher training to support teachers in the delivery of digital and computing education. Resources to support teachers starting out with micro:bit will also launch. First lessons with MakeCode and micro:bit will provide a pathway of lesson plans and professional development for teachers to begin their micro:bit journey.

2SchoolsConsortium board is an ITT provider based at Oakthorpe primary school in Enfield.

Find out more information about teacher recruitment:

Salaried Apprenticeship information for school leaders

SCITT fee funded information for school leaders

Course information for you as the candidate

The *Nursery World* **Physical Development in the Early Years** conference is taking place on **Tuesday 7th November 2023**, at **Hallam Conference Centre, London.**

Time is running out to secure your place and hear from experienced practitioners, academics and consultants on how to enhance the quality of physical development practice in your setting, both indoors and outdoors.

REGISTER NOW

VIEW FULL PROGRAMME

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education datalab

We're now well into the new school year, and as ever at Datalab we've been crunching the numbers to bring you the latest on some of the big issues in education.

We've continued our focus on attendance. Because we're able to analyse data collected from schools that use Aspire Attendance Tracker, rather than relying on official figures, we can bring you wide-ranging analysis faster than anyone else.

On a completely different note, we've looked at the long term impact of early literacy skills - going beyond performance in school to look at the impact on the chances of studying for a degree or being employed in later life.

There's lots more to enjoy below, including pieces on the rise in exclusions and suspensions, the pressure on AP places, and regional attainment gaps.

And if you haven't seen it yet, do go back and read our coverage of this year's exam results for GCSEs and A-Levels and other Level 3 qualifications.

The big stat

1 in 10

The number of pupils in Years 9 and 10 who experienced exclusion or suspension last year.

≡ Read more

Schools Like Yours update

If you're a fan of our Schools Like Yours site, you'll be pleased to hear that it's now been updated with the latest KS4 performance data. If you're not familiar, it's a free tool designed to help you benchmark your school against similar schools - allowing you to define what similar means.

To help you get started, take a look at this guide from last year which includes some demos and ideas.

Schools Like Yours

Early literacy skills and long(er) term outcomes

How important is it for pupils to have literacy skills at a young age? Our research indicates that it can be very important, showing a link between literacy at KS1 and positive outcomes well beyond the school years.

Percentage of pupils by outcome at age 22 and early literacy skills band

Will universal primary free school meals help to reduce absence?

Universal free school meals in primary schools have been rolled out in London this term. But what sort of impact is it likely to have? We investigate in this post.

Absence rate relative to national average and year of introduction of UPFSM
State-funded primary schools

The widening attainment gap between London and the rest of the country

When this year's exam results came out, there was a lot of discussion in the press about the widening gap in attainment between the north and south. In this piece, we take a closer look and here we ask whether too much attention is being paid to regional differences at the expense of other issues.

Attainment 8 and Progress 8, 2023
State-funded mainstream schools

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✓ Follow us on Twitter
✓ Share what you've learnt: forward this newsletter to a friend

FFT: Do schools that employ an Ofsted inspector get better inspection grades?

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fft education datalab

This FFT blog post looks at whether schools that employ Ofsted inspectors do better in inspections.

Many contractors who conduct school inspections are employed at schools in leadership roles. There has been concern that schools employing Ofsted inspectors have an unfair advantage in inspections over schools that do not or cannot afford to employ those who work as inspectors.

As the blog states, "These individuals are privy to certain inside knowledge and training that are not available to most schools. For instance, they will receive regular training about the inspection framework, and what inspectors should (and should not) look for when they are judging a school."

So do schools with this privilege end up getting better inspection grades?

Before this, data was unavailable, but SchoolsWeek was able to obtain a list of the names of schools where Ofsted inspectors work, and shared with FFT.

Table 1. The percentage of schools inspected in 2022/23 that had a serving Ofsted inspector on their books

		Does not employ an OI	Does employ an OI
School type	PRU	99%	1%
	Primary	99%	1%
	Secondary	94%	6%
	Selective secondary	85%	15%
	Special school	96%	4%
IDACI quintile	Q1	97%	3%
	Q2	98%	2%
	Q3	97%	3%
	Q4	98%	2%
	Q5	97%	3%
Previous rating	Outstanding	94%	6%
	Good	98%	2%
	Requires improvement	99%	1%
	Inadequate	99%	1%

Notes: Figures refer to inspections conducted during the 2022/23 academic year, across all inspection types.

Table 3. Predicted probability of the inspection judgement awarded to schools after controlling for school characteristics

(a) Graded inspections

	Does not employ an OI	Does employ an OI
Outstanding	7%	10%
Good	70%	82%
RI or Inadequate	23%	8%
Observations	**3,100**	**83**

(b) Ungraded inspections of schools previously judged as Good

	Does not employ an OI	Does employ an OI
Potential improvement	6%	15%
Unchanged - remains good	80%	77%
Concerns	14%	9%
Observations	**2,470**	**47**

Table 2. Overall Effectiveness rating awarded to schools in the 2022/20223 academic year stratified by whether they had a serving Ofsted inspector on their books

	Does not employ an OI	Does employ an OI
Outstanding	7%	20%
Good	69%	71%
RI or Inadequate	24%	8%
Observations	**3,100**	**83**

Key points:
- "Those employing an inspector were much less likely to be awarded an Inadequate or Requires Improvement rating (8% for those with, compared to 24% for those without). They were also more likely to be awarded an Outstanding judgement (20% vs 7%)."
- When controlling for differences in such school characteristics, schools with an Ofsted inspector "are still less likely to be rated as Requires Improvement or Inadequate, although the difference between Good and Outstanding grades is greatly reduced."

Four reasons why employing an OI helps schools get a better inspection outcome:
1. "…being trained as an Ofsted inspector could be one of the best bits of professional development a teacher or school leader ever receives."
2. "The training and inside knowledge that school leaders gain help them to know and understand what inspectors are looking for – but are really more about appearance rather than improving school quality."
3. "Ofsted *may* only employ the very best people, who would improve the school in which they work regardless of whether they gain such inside knowledge or not."
4. "There may be a professional network at play."

SECTOR NEWS

Welcome to the inaugural edition of nasen's Sector News Series, specially curated for our esteemed members!

We are thrilled to bring you the latest insights, trends, and developments from across the sector. In these termly updates, we aim to provide you with the latest updates regarding the ever evolving SEND sector.

Our commitment is to empower you with the knowledge and tools to make a positive impact on the lives of children and young people with SEND.

New Qualifications to Deliver World Class Education for All

A new qualification for 16-19 year olds will put technical and academic education on an equal footing and ensure that all young people leave school knowing the basics in maths and English, Prime Minister Rishi Sunak has announced.

The new Advanced British Standard will bring together the best of A Levels and T Levels into a single new qualification. Students will take a larger number of subjects at both 'major' and 'minor' level, allowing a mix of technical and academic subjects, providing more flexibility over their future career options.

Transforming Education Together: The Power of Whole School SEND Professional Development Groups

You may have heard about Whole School SEND Professional Development Groups – they offer an unrivalled space for teachers and school leaders to provide peer-to-peer reflection, challenge and support.

Each group is facilitated by a Whole School SEND Regional Leader, who empowers participants to make significant improvements to individual practice as well as to the development of strategic, inclusive provision for all children and young people in their setting.

How Universal SEND Services are Working to Support Teachers' Professional Growth

As we settle into a term-time stride, we will all be trying to juggle busy teaching calendars with an important element of continuing professional development (CPD). Here, Amanda Wright, Head of Whole School SEND, explains how online SEND CPD from the Universal SEND Services programme can help.

This term, they've launched 5 new free-to-access online CPD units – part of a series of 20 that will be released over the course of the Universal SEND Services programme.

Elevating School Leaders: Whole School SEND's Impactful Peer Mentoring Project

Whole School SEND's peer mentoring project offers support to leaders in schools that have received a judgment of Requires Improvement (RI) at their last Ofsted inspection and where SEND was identified as an area for improvement.

To date 16 schools have benefitted from the support on offer – expert mentoring delivered by National and Regional SEND Leader, which walks participating settings through a four-step process of information gathering, planning, implementation and evaluation.

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You can subscribe to the EEF News Alert here.

Deliver evidence-informed programmes at heavily reduced cost
We're inviting schools and early years settings to sign up to deliver subsidised educational programmes with a proven record of improving children's maths and literacy skills.

The programmes are:
- **Maths Mastery**
- **Embedding Formative Assessment**
- **Maths Champions**

Early years settings, primary and secondary schools nationwide are encouraged to take advantage of the opportunity to sign up to these programmes at a free or heavily reduced cost this academic year.

Find out more

Early maths programme shows promise in boosting progress

Independent evaluation

We recently published findings from our independent evaluation of **Reception Jigsaw**, a professional development programme which aims to improve maths teaching and outcomes for reception children.
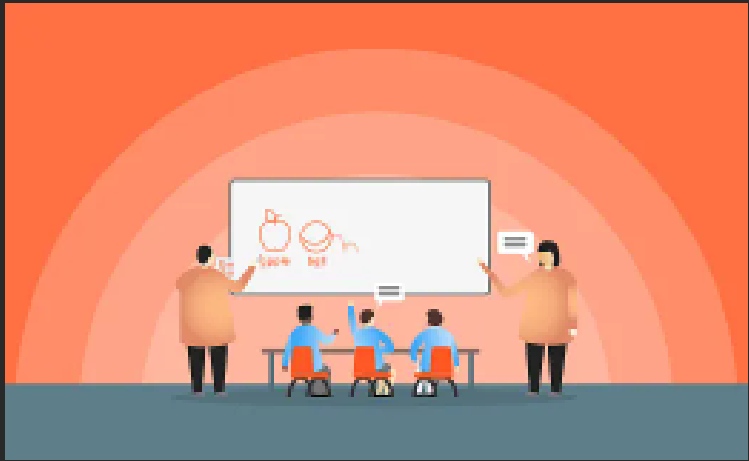
Read more

Young pupils recovering from Covid-19 missed learning, but disadvantage gap persists

Longitudinal research project

We published an update to our long-term research project on the impact of the COVID-19 pandemic on younger pupils' learning.

Researchers from NFER found that while pupils are making good progress in English and maths, the socio-economic disadvantage gap remains wide.
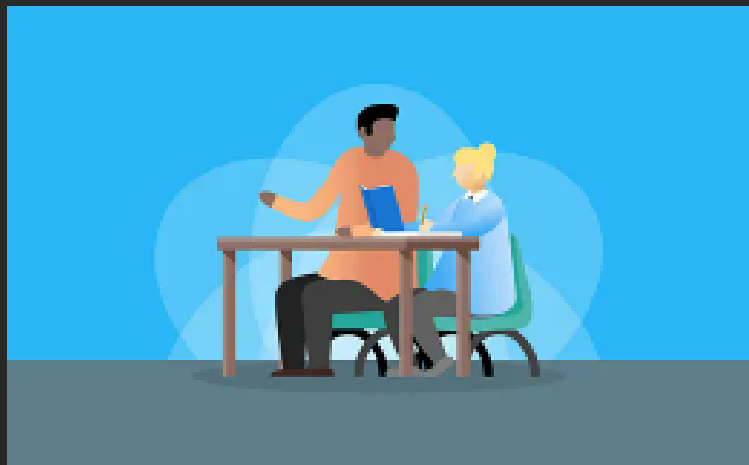
Read more

TES Explains
What is group work? What does the research say about its impact on pupils' progress?

Find out this and more with our new instalments of TES Explains.

Find out more

How to get the most out of Pupil Premium
"Pupil Premium provides a vehicle for tackling attendance, but schools face a myriad of challenges and pressures when deciding how to spend it."

Professor Becky Francis, our CEO, speaks to Schools Week about our new Pupil Premium resources and how they can support schools to plan, monitor, implement, and sustain an effective strategy.

Take a look

Getting involved in education research: What's in it for you when you're assigned to a control group?
"We were able to achieve significant benefits for our school and pupils that have improved teaching and learning in the long-term."

Catriona Ritchie of Haslucks Green School reflects on her experience of taking part in an EEF trial.
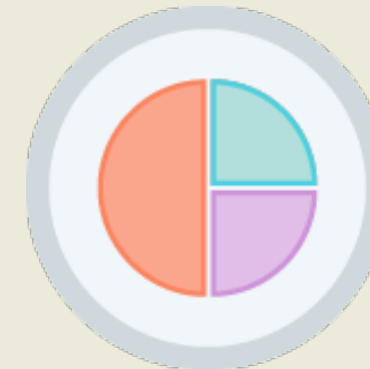
Find out more

Preventing exclusion and addressing absence
We've launched a new study with NFER to find out more about what strategies schools are using to prevent exclusion and address persistent absence.

All mainstream secondary schools in England are invited to take part by sharing what their school is doing to tackle these important issues.

**Take the survey**

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HELPING
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Adobe Firefly

The latest of the massive artistic generative AI tools, but the one with arguably the most reliable backing, Firefly is an Adobe tool that allows you to experiment with photo editing or completely novel image generation.

The generative fill is particularly interesting, as you can select an area of an image and simply type in what you want to see using natural language prompts. As with all AI tools, the best way to figure them out is to play around with them. The good news is that you can do that for free!

Check out the tool here

35

Contact us

Contacts

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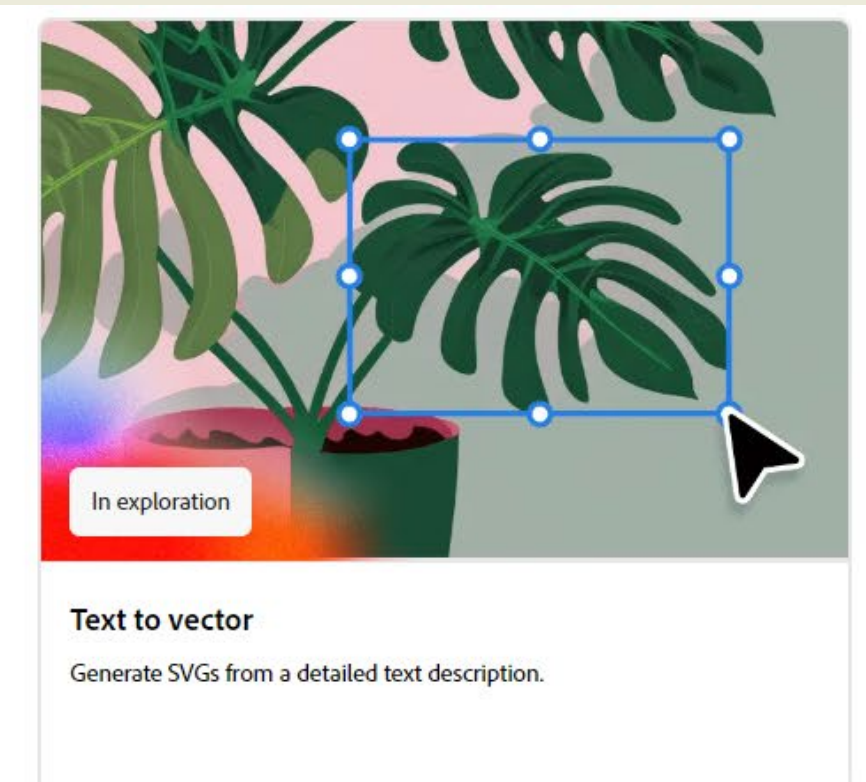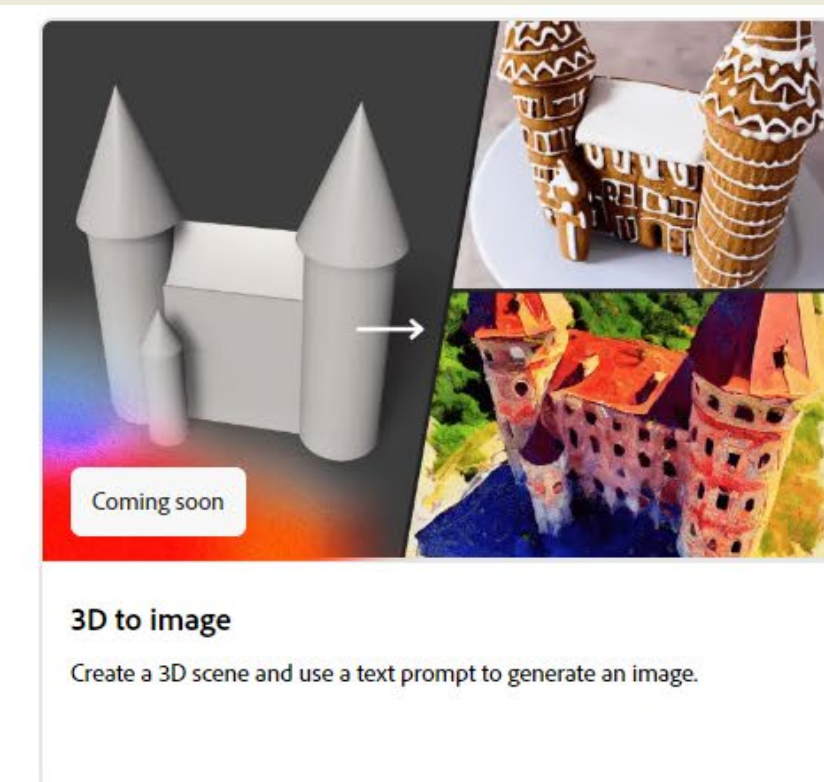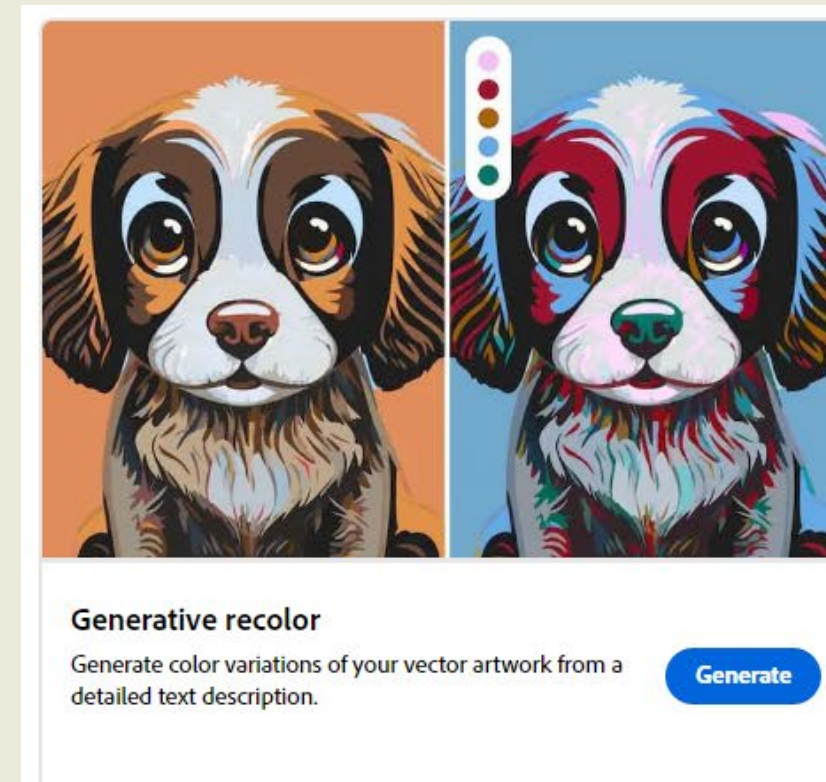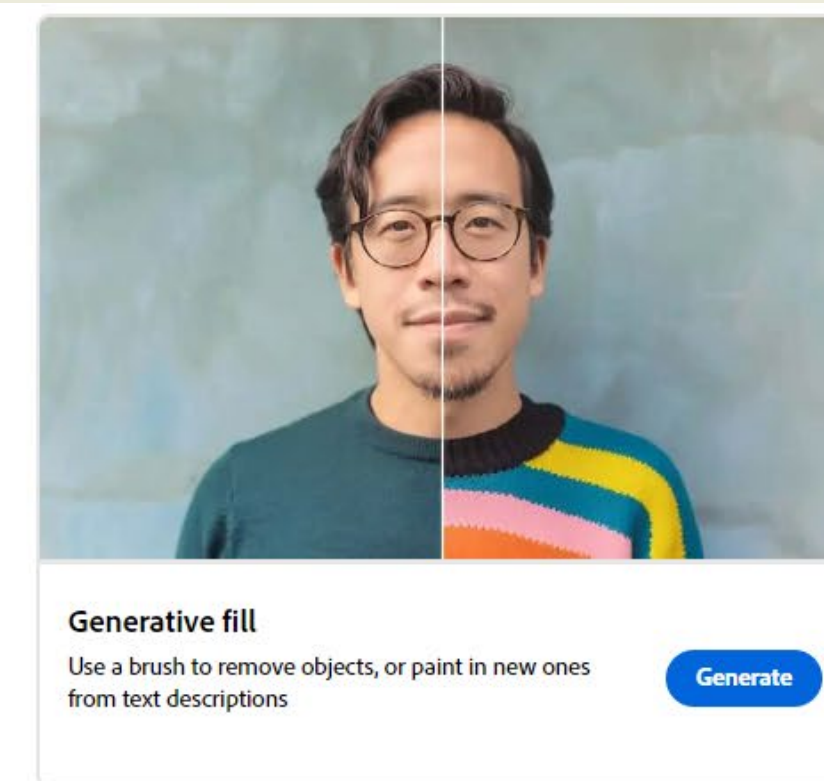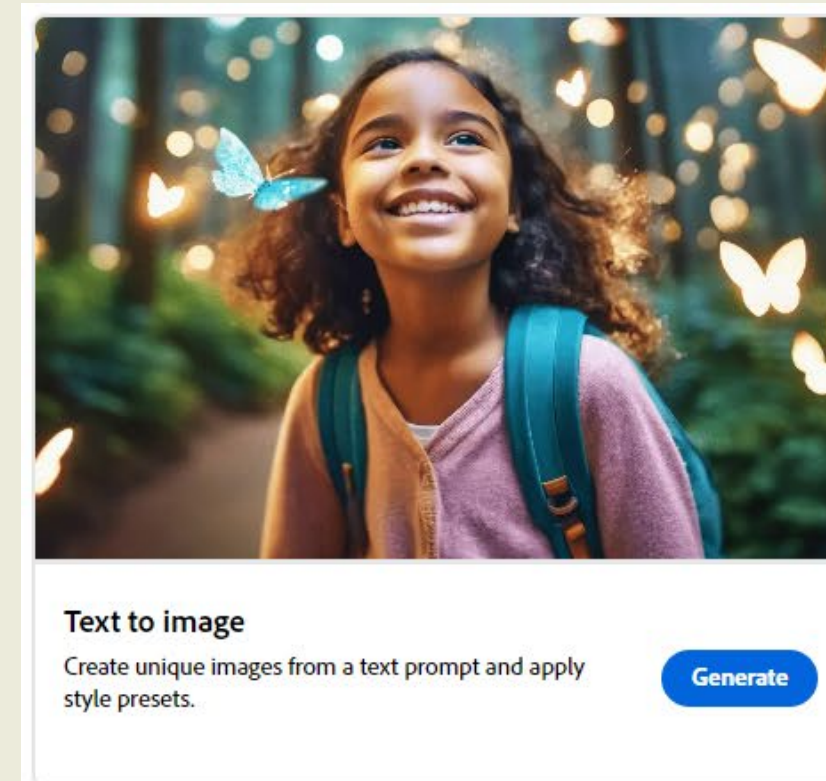
All feedback and questions are welcome. If you have any queries about any aspects of this briefing or any wider issues, please use the contacts below:

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Thank you

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