



National Updates - Weekly Briefing

19th December 2023

BDSIP | HELPING
STUDENTS
SHINE

- 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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National guidance



DfE – [SEND futures longitudinal study – discovery phase](#) – Research and analysis – published 14 December 2023

- Findings and methodology from the first-year discovery phase of a longitudinal study looking at children with special educational needs and disabilities (SEND).

Executive Summary

- The report focuses on young people in England with Special Educational Needs (SEN), aged 12-13 in 2022.
- It examines their wellbeing, peer relationships, experiences of bullying, and current and future independence levels.
- The analysis considers variations across different SEN types, educational settings, and the presence of an Education Health and Care Plan.

Wellbeing

- 72% of SEN young people reported happiness with their life overall, but 13% were not very happy.
- They were most happy with their family (90%) and least happy with their school or educational setting (55%).
- Young people with autism and social, emotional, and mental health difficulties were more likely to report low wellbeing.
- No significant differences in overall wellbeing were observed based on EHC plan status or type of educational setting.

Bullying and Relationships with Peers

- Most parents (72%) reported that their SEN children got on well with peers.
- Children with physical, sensory needs, specific learning difficulties, and cognition and learning difficulties were more likely to have positive peer relationships.

- Those attending special schools or Alternative Provision were reported to have better peer relationships than those in mainstream schools.
- Nearly two-thirds (63%) experienced bullying; this was higher among those with autism or social, emotional, and mental health difficulties.
- Bullying experiences were related to lower levels of wellbeing.

Current and Future Independence

- 44% of SEN young people spent time with friends unsupervised most weeks, but 23% never did.
- Certain groups, such as those with an EHC plan, those in special schools, and those with autism, were less likely to spend time unsupervised with friends.
- A large majority expected to have a job in the future (94% of young people, 85% of parents).
- Over half (54%) wanted to pursue college or university education.
- About 56% of parents felt that their child's school provided helpful support for adulthood preparation, though this varied significantly by the type of SEN.

Conclusion

The report highlights the value of large-scale surveys for exploring the lives of young people with SEN.

It underscores the need for future research, particularly in analysing changes over time and exploring other data areas, such as how well SEN needs are met and the transition to secondary school.

DfE – [A world-class education system: The Advanced British Standard](#) – Open consultation – published 14 December 2023

- We are seeking views to help us to develop our approach for the Advanced British Standard (ABS).

Consultation description

Over the next decade, we are seeking to introduce the Advanced British Standard (ABS), a new Baccalaureate-style qualification framework for 16- to 19-year-olds, which will increase teaching time, require the study of maths and English to 18 and ensure students study a greater breadth of subjects.

The consultation document sets out proposals on the way the ABS could work. We are seeking your views to help us to continue developing our approach for the ABS and how it is delivered.

The consultation document is also accompanied by a summary, the interim equalities impact assessment and the analytical annex.

Summary

We are seeking views to help us to develop our approach for the Advanced British Standard (ABS).

This consultation is being held on [another website](#).

This consultation closes at
11:59pm on 20 March 2024

First step towards introducing the Advanced British Standard

DfE – [First step towards introducing the Advanced British Standard](#) – Press release – published 14 December 2023

- Consultation launched to shape the development of the new Advanced British Standard as part of the Prime Minister’s priority to deliver a world class education.

[A consultation](#) has been launched today (14 December) seeking views on the design of the Advanced British Standard.

The new baccalaureate style qualification is part of the Prime Minister’s pledge to provide every child with a world-class education and ensure all young people have the skills they need to get good jobs that will help grow the economy.

It will build on the success the government has made since 2010 to drive up standards in schools. Last week, the global PISA study showed that pupils in England have risen up the international rankings for maths, placing as one of the top performing countries in the western world.

At the heart of the proposals for the Advanced British Standard are an increase in teaching time of around 200 hours over the course of the qualification, greater breadth and choice for young people and a core focus on vital maths and English.

The Advanced British Standard will mean most students choose a minimum of five subjects from a menu of options to give more breadth and flexibility.

These subjects will be built on A levels and T Levels, retaining their rigour and focus on building knowledge. By increasing teaching time and the breadth of what students can study, including maths and English, the Advanced British Standard will widen students’ career options and bring England in line with major economies such as France, Germany, Japan and the USA.

[Read the full press release here.](#)

A levels, T Levels as well as other high-quality qualifications will still be available to study until the Advanced British Standard is introduced.

To lay the groundwork for delivering the Advanced British Standard, £600 million will be invested over the next 2 years to support schools and colleges. This includes £100 million a year to attract and retain teachers in key STEM and

technical shortage subjects, extending these payments to eligible FE teachers for the first time. Eligible teachers will get up to £30,000 over 5 years after tax on top of their pay in the first 5 years of their career.

Under the Advance British Standard young people who may not be quite ready to study at Level 3 (A level or T Level equivalent) will also benefit from the same number of teaching hours, high quality qualifications and will study English and maths until 18. This will ensure all students can progress into work or further study and are provided with the solid foundation they need to thrive.

Plans for the Advanced British Standard were first announced by the Prime Minister in October. The launch of the consultation today kick starts these transformative reforms, which are expected to take around 10 years to complete. More detailed proposals and plans for delivery are expected to be set out in a white paper next year.



DfE – [Primary school accountability](#) – Guidance – updated 14 December 2023

- Update to ‘Primary school accountability in 2023: technical guide’ includes further information about KS2 performance measures for 2022 to 2023 and the use of the 2022 to 2023 KS2 school level performance data.

DfE – [National Tutoring Programme 2023 to 2024](#) – Official Statistics – updated 14 December 2023

- Performance statistics for the National Tutoring Programme for the academic year 2023 to 2024.

DfE – [Key stage 2 attainment \(revised\): 2023](#) – National statistics – updated 14 December 2023

- Results for the 2023 national curriculum assessments at key stage 2.

DfE – [Statistics: key stage 2](#) – Collection – updated 14 December 2023

- Added ‘Key stage 2 attainment (revised): 2023’ and ‘Primary school performance tables: 2023’.

DfE – [National Tutoring Programme 2023 to 2024](#) – Guidance – updated 14 December 2023

- Performance statistics for the National Tutoring Programme for the academic year 2023 to 2024.

DfE – [Working together to safeguard children](#) – Guidance – updated 15 December 2023

- Added ‘Working together to safeguard children 2023: statutory guidance’, ‘Working together to safeguard children: summary of changes’ and ‘Working together to safeguard children: statutory framework’.

DfE – [Championing kinship care: national kinship care strategy](#) – Guidance – published 15 December 2023

- This strategy will enable more children who cannot live with their parents to stay with people who are known to them and love them.



Ofsted: Inside the emergency inspector training



Tributes paid to 'education giant' Sir Tim Brighouse



Record SEND tribunals rise AGAIN, as nearly all parents win appeals



Advanced British Standard consultation: What you need to know



Term-time holidays drive record unauthorised school absence fines



Schools hit by falling rolls warned: 'Don't sell sites'

SCHOOLS
WEEK

BDSIP Updates

January

Integris Admin – Spring Census Workshop

11 Jan, 10.30am – 12pm

A workshop to help schools prepare for the January Census using Integris.

Secondary Deputy Heads Network

18 January, 2pm – 4pm

Agenda: How schools monitor departments, school performance at GCSE 2023, and school attendance – strategies

SENCO Network

18 Jan, 3pm – 5pm

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

23 Jan, 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

24 Jan, 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

24 Jan, 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.

Primary Geography Professional Learning Network

25 Jan, 1.30pm – 3.30pm

Network meetings for Geography leads. Each meeting will contain updates (including Ofsted), content around a curriculum theme, an opportunity to discuss planning and experiences of subject leadership with colleagues.

Understanding and Developing the Role of New and Nearly New Maths Subject Leaders

29 Jan, 9.30am – 4pm

These three sessions will support NEW and NEARLY NEW (and even existing) maths subject leaders in understanding and developing their role to implement, monitor and improve the teaching and learning of mathematics within their school.

Inclusion by Design: Maximising the functionality of technology for learners with SEND

29 Jan, 3.30pm – 4.30pm

As part of our Inclusion by Design CPD suite we have a series of training on how to maximise the functionality of technology in your classroom for learners with SEND. This three-part series of training supports the UDL framework and will upskill you on utilising technology in your classrooms to enable access for SEND and EAL learners.

Secondary Religious Education Network Meeting

30 Jan, 4pm – 6pm

This secondary religious education network meeting offers the opportunity to share updates, receive subject support, and share best practice.

Integris Admin – Basic Administration part 1

31 Jan, 4pm – 6pm

A workshop to support your use of Integris in school, covering the basic admin tools.

February

Integris Admin – Basic Administration part 2

7 Feb, 10.30am – 11.15am

A workshop to support your use of Integris in school, covering the basic admin tools.

Primary Computing Professional Learning Network

7 Feb, 1.30pm – 3.30pm

Professional forum for subject leader development, updates and sharing good practice.

AET Early Years Making Sense of Autism GAP Progression

8 Feb, 9am – 4pm

A full day session covering AET's training sessions: Making Sense of Autism, Good Autism Practice, and Progression Materials

KS5 Chemistry Network Meeting – Electrochemical Cells Required Practical Focus

8 Feb, 1.30pm – 3.30pm

This meeting is aimed at teachers who are new to teaching KS5 Chemistry and Lab Technicians. There will be time provided to network and meet colleagues from other LBBD schools; we will then review the technical preparation for the Electrochemical Cells practical (OCR PAG8, AQA RP8). Technicians and Teachers will then work together to carry out the practical. We will then review examples of exam questions related to the practical.

Professional Learning Community for SEND

8 Feb, 3.30pm – 5pm

This network is a professional learning community for SENCOs and Inclusion leads. The aim of this community is to provide a forum for learning and reflection that supports the development of inclusive practice within your school settings.

Primary Art Professional Learning Network

9 Feb, 1.30pm – 3.30pm

This course will support the development of subject leaders' professional knowledge and understanding of the art curriculum in primary school.

Inclusion by Design: Universal Design for Learning

22 Feb, 2pm – 3.15pm

Universal Design for Learning is a framework that enables inclusive practice from inception. This four part course will be delivered by LGfL and will provide you with the skills, knowledge and strategies to implement UDL in your schools. Through this course you will explore the core principles of UDL and how to implement them within your classroom so that all learners, regardless of needs, can access and engage with the learning.

EYFS Coordinator Network Meeting

27 Feb, 1.30pm – 3.30pm

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 Religious Education Network Meeting

27 Feb, 1.30pm – 4pm

This primary religious education network meeting offers the opportunity to share updates, receive subject support, and share best practice.

Inclusion by Design: Maximising the functionality of technology for learners with SEND

27 Feb, 3.30pm – 4.30pm

As part of our Inclusion by Design CPD suite we have a series of training on how to maximise the functionality of technology in your classroom for learners with SEND. This three-part series of training supports the UDL framework and will upskill you on utilising technology in your classrooms to enable access for SEND and EAL learners.

Introduction to SCERTS

28 Feb, 9am – 3.30pm

SCERTS is a flexible framework that identifies the core differences in autistic learners.

Primary Maths Professional Learning Network

28 Feb, 1.30pm – 3.30pm

This course will not only be an opportunity to network with maths subject leaders from across the borough but it will also deliver high quality CPD based on the latest research.

Providing nonclinical supervision in an educational environment

29 Feb, 10am – 1pm

This course will provide you with an insight into why there is a growing need for non-clinical supervision nationally in the educational environment, the impact on school life without it, and how this can be undertaken safely so that staff are better supported to 'emotionally hold' your most complex cohorts.

March

Primary Science & D&T Subject Leader Network Meetings

1 March, 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.

Inclusion by Design – Nurturing Minds: Building a Supportive School Culture

4 March, 3.30pm – 5pm

Free for schools subscribed to our CPD package. This course covers essential aspects to create a supportive educational environment. Participants will delve into defining nurturing approaches, looking 6 principles of Nurture and understanding their positive impact on academic and emotional well-being.

Integris Admin – CTF Files

6 March, 10.30am – 11.15am

A workshop to help schools understand the use of CTF files in Integris.

Inclusion by Design: Universal Design for Learning

6 March, 10.30am – 11.15am

Universal Design for Learning is a framework that enables inclusive practice from inception. This four part course will be delivered by LGfL and will provide you with the skills, knowledge and strategies to implement UDL in your schools. Through this course you will explore the core principles of UDL and how to implement them within your classroom so that all learners, regardless of needs, can access and engage with the learning.

RSJ facilitators' network

8 March, 9am – 12pm

The network meeting for RSJ facilitators to share practice and develop our work on race and social justice.

Integris Admin – Attendance Module

13 March, 10.30am – 11.15am

A workshop to support your use of Integris in school, covering the attendance module.

Primary English Professional Learning Network

13 March, 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.

Integris Admin – Attendance Reports

14 March, 10.30am – 11.15am

A workshop to support your use of Integris in school, covering the attendance reports.

Inclusion by Design: Maximising the functionality of technology for learners with SEND

14 March, 10.30am – 11.15am

As part of our Inclusion by Design CPD suite we have a series of training on how to maximise the functionality of technology in your classroom for learners with SEND. This three part series of training supports the UDL framework and will upskill you on utilising technology in your classrooms to enable access for SEND and EAL learners.

Team Teach Training Positive Behaviour Management – Level 1

20 March, 9am – 3.30pm

Delivered by qualified, expert trainers, with current experience in Education, this course will equip individuals with an understanding of the values and philosophy of the Team Teach approach.

Primary Deputy Heads Professional Learning Network

20 March, 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.

Continuing Professional Development

Primary Deputy Heads Professional Learning Network

20 March, 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.

SENCO Network

21 March, 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.

Inclusion by Design: Universal Design for Learning

26 March, 3pm – 4.15pm

Universal Design for Learning is a framework that enables inclusive practice from inception. This four part course will be delivered by LGfL and will provide you with the skills, knowledge and strategies to implement UDL in your schools. Through this course you will explore the core principles of UDL and how to implement them within your classroom so that all learners, regardless of needs, can access and engage with the learning.





National Professional Qualifications

We are delighted to have the opportunity to deliver two fully funded National Professional Qualifications locally, for Barking and Dagenham colleagues. The NPQs provide a wonderful opportunity for professional learning for your teams.

The two programmes available are:

National Professional Qualification for Senior Leadership (NPQSL)

- The course for school leaders who are, or are aspiring to be, a senior leader with cross-school responsibilities.
- The NPQSL is an 18-month programme, with 2 full day conferences. All other aspects of the programme are delivered outside of school hours (there are Clinics every 7 weeks or so from 3.45pm to 5.30pm and 50 minutes of weekly study to be done in the leaders own time).

National Professional Qualification for Leading Literacy (NPQLL)

- The course for teachers who have, or are aspiring to have, responsibilities for leading literacy across a school, year group, key stage or phase
- The NPQLL is a 12-month programme, with one full day conference. All other aspects of the programme are delivered outside of school hours (there are Clinics every 7 weeks or so from 3.45pm to 5.30pm and 50 minutes of weekly study to be done in the leaders own time).

This is a great opportunity for Secondary and Primary colleagues to take advantage of a local offer for professional development.

[Click here to register your interest](#)

Additional resources



The Department for Education has launched a [new page](#) on the [Foundation Years website](#) to provide teachers with support to complete the Early Years Foundation Stage (EYFS) Profile.

This will be updated regularly throughout the 2023/24 academic year. Each update will cover a new area of the EYFS Profile, focusing on topics the sector has asked for more information on.

The first update provides information on how to complete the EYFS Profile for children with special educational needs and disabilities, and includes case studies and key information from the [EYFS Profile 2024 handbook](#)

Help your students build their numeracy skills with free MoneySense resources for 5-18s

[NatWest MoneySense](#) is a free financial education programme for 5-18s, which offers a breadth of learning materials to support your lesson planning. MoneySense covers a wide range of topics, many of which include differentiated resources for students with SEND.

As the cost-of-living crisis continues, helping young people learn essential money skills is more important than ever – both for their financial and mental wellbeing. Thankfully, NatWest MoneySense has an amazing selection of free and fun resources to help. Sign up today and take the stress out of lesson planning with activities, presentations and workshops provided by MoneySense. It only takes a moment to register and start improving your students' financial education.

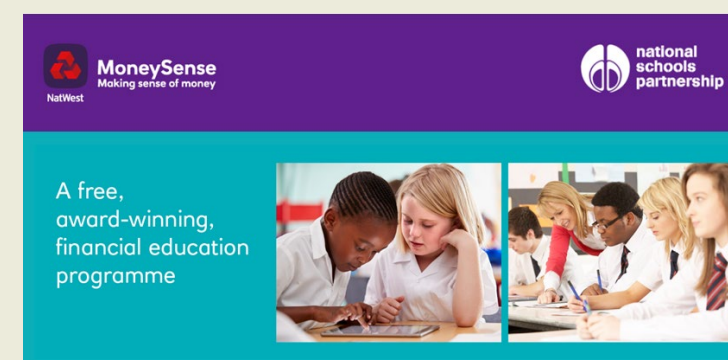
Read on to find out more about the recommended MoneySense SEND resources, which have been provided with an age range for guidance but can be used according to your students' specific needs and abilities.

Free MoneySense SEND resources for budgeting and saving

From lesson plans to engaging activities, MoneySense has everything you need to bring financial education to life. [Sign up](#) today to download your free SEND resources and explore budgeting and saving with your class this winter.

Do your 5-8s understand the types of cash we use? Test their knowledge with the [What coins and notes we use SEND resource](#), which includes a spot the coins interactive.

[How can I use a bank account?](#) introduces 8-12s to the main services and types of accounts offered by banks, and explains banking charges.



Book a free MoneySense workshop for the New Year

With 2024 just around the corner, there's never been a better time to book a free MoneySense workshop and invite an expert bank volunteer into your classroom.

[Why is it important to save money?](#)

for 5-8s explores the reasons people need to save and how it may make them feel.

[Find out more](#)

[Where does money come from?](#) for 5-8s explores how people get money, including working to earn and saving for the future.

[Sign up here](#)

[How can I pay for things?](#) for 8-12s looks at cash, cheques, bank cards, online payments, and the best way to pay in different situations.

[Register to access](#)

12-16s can look at the differences between using debit and credit cards in [How can I understand credit and debt?](#), while [How do I keep my finances secure?](#) teaches students how to recognise different types of fraud and scams.

Free Reading Resources from Bookmark



[Bookmark](#) is a children's literacy charity with a simple mission, they want every child to read. They are currently working on a project to help primary schools in Barking & Dagenham to develop a Whole School Reading Culture and encourage reading for pleasure through the distribution of their "Your Story Corner" packs.

The packs include £2,000 worth of new books and resources and are **completely free and without commitment**. To find out more about what's in the pack and how to apply, please visit Bookmark's website: <https://www.bookmarkreading.org/your-story-corner>.

Find out more: [Your Story Corner](#)

Applications open on January 4, 2024, and the deadline to apply is the February 4, 2024.

Bookmark

Your Story Corner

FREE reading resources for your school!

What's included?

- **200** new, high quality books suitable for children aged 4 – 9.
- Annual subscription to Bookmark's children's magazine: *The Story Corner*.
- Posters, postcards, worksheets and a certificate to help encourage reading for pleasure.
- The chance to win additional resources through the 'Your Story Corner' competition.
- Support and inspiration for 'book chat' to create a Whole School Reading Culture.

WORTH OVER £2,000!

Register for a Your Story Corner pack today:
[bookmarkreading.org/your-story-corner](https://www.bookmarkreading.org/your-story-corner)



City University of London UniFocus Day Programme

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City University of London are pleased to share their upcoming UniFocus Day programme taking place at their campus near Angel.

Year 12 Uni-Focus Days are taking place over the course of academic year and the programme has been expanded this year to include new subjects.

Uni-Focus Days are series of subject specific days that will raise attainment, awareness, and confidence of year 12 students who are thinking about or plan to study that subject at university. The events will help students make informed choices about going into higher education and provide a focused understanding of what it is like to study a specific subject. They are specifically targeting and prioritising young people with backgrounds which are underrepresented in university (young people who are eligible for free school meals, who have a disability, who are care experienced, refugees or who have asylum seeker status, young carers, or would be the first generation in their family to go to university), but welcome applications from all.

Attendees will meet current City, University students and find out more about life as a university student in their subject of interest as well as meeting industry professionals. There will be workshops and mini lectures provided by academics from the subject department, a campus tour and a

subject focused talk provided by their careers adviser.

A free, hot lunch on campus will be provided for any students who attend!

The events will be taking place on the following days:

17th January 2024 - Law Uni-Focus Day

31st January 2024 - Computer Science Uni-Focus Day

28th February 2024 - Politics Uni-Focus Day

13th March 2024 - Psychology Uni-Focus Day

21st March 2024 - Engineering Uni-Focus Day

24th April 2024 - Journalism Uni-Focus Day

8th May 2024 - Music Uni-Focus Day

15th May 2024 - Business Uni-Focus Day

22nd May 2024 - Clinical Sciences & Healthcare Uni-Focus Day

Year 12 students can apply to attend the event by using the following link - <https://tinyurl.com/UniFocus2023-4>

If you have any questions about the events or would like to get in touch about any of the Widening Participation work done at City, University of London, please send me an email at joseph.jackson@city.ac.uk.

Are you a teacher educator committed to anti-racism?

The Anti-Racist Teacher Education Network (ARTEN) is a long-established network which started in the 1980s to improve the content and teaching of antiracism in pre-service teacher education.

However, as initial teacher education (ITE) policy changed and members of ARTEN retired the ground-breaking work of the network seemed to disappear off the ITE radar. It is with great pleasure and the support of the current members of ARTEN that the Centre for Race, Education and Decoloniality at Leeds Beckett University would like to invite you to build the next iteration of ARTEN.

The new network for teacher educators committed to anti-racism will build on the anti-racist schools' award which has been developed at the Centre and the Leeds City Council and Liverpool City Council anti-racist schools' networks.

Anti-Racist
Teacher
Education
Network
Launch
30th January
2024

HOW WILL IT
WORK?

The new ARTEN will largely be a virtual/online community which will develop anti-racist practice in ITE/T. There will be four meetings per academic year.

WHO IS IT
FOR?

The network will consist of teacher educators committed to anti-racism and racially just teacher education. It will include teacher educators in higher education, school mentors as well as ITE/T tutors in SCITTs who are willing to share and develop their anti-racist practice.

WHAT WILL
IT DO?

The Network will have a page on the Centre for Race, Education and Decoloniality website, and we will look to develop videos and other resources which ITE/T tutors can download in order to develop anti-racist curricula, pedagogy and practice. ARTEN will showcase antiracist practice in ITE and develop a collegial approach to advancing anti-racism in ITE/T. In time, it may develop regional groups which could provide in-person support to colleagues wanting to develop antiracism in ITE/T related to the Anti-racism Framework for ITE/T. The network will provide a supportive environment to enable the collaborative development of anti-racist practice, support the development of teacher educators wishing to embed anti-racism in their work with pre-service teachers and the network will seek to research anti-racism transformations in ITE/T.

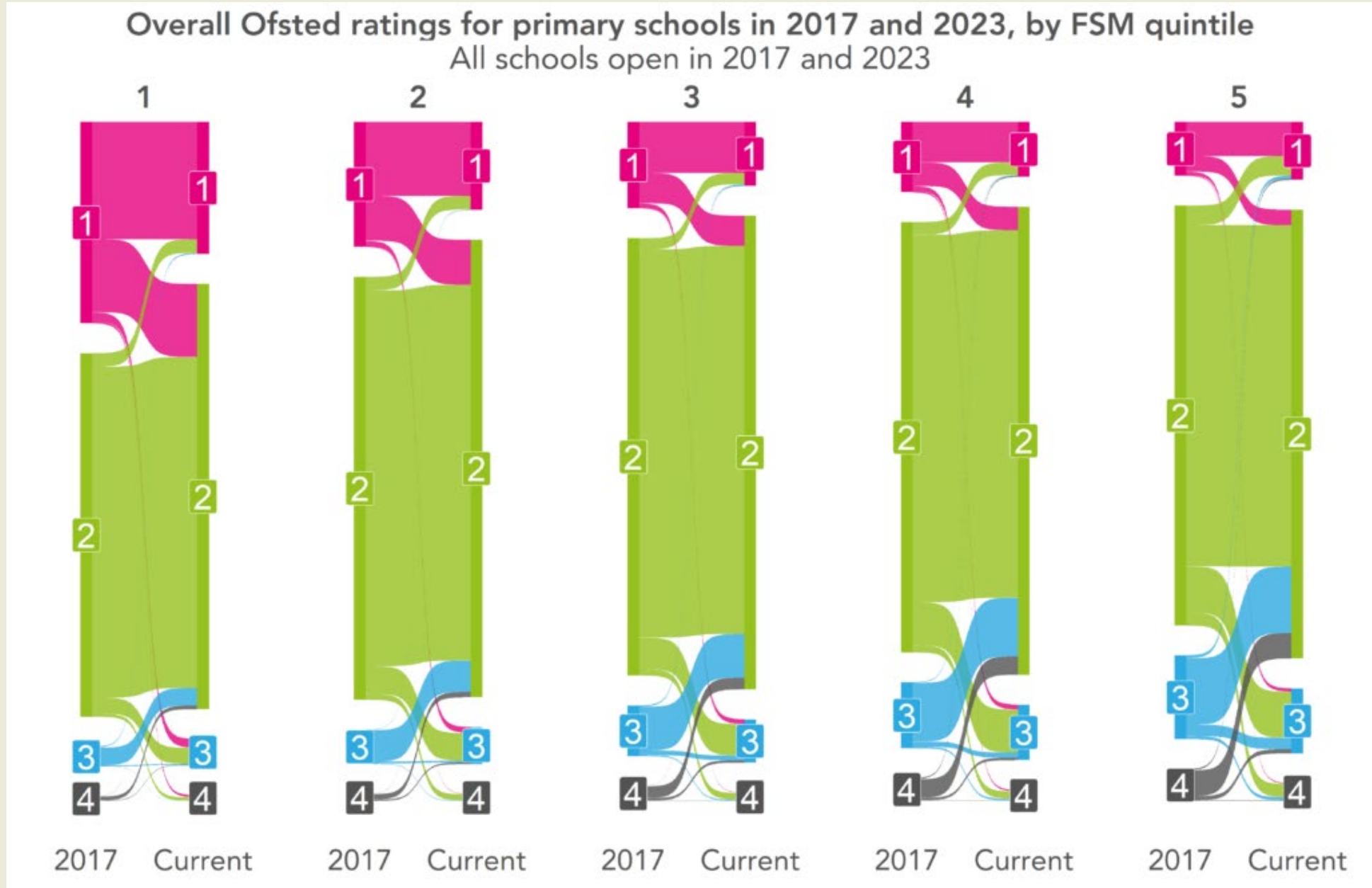
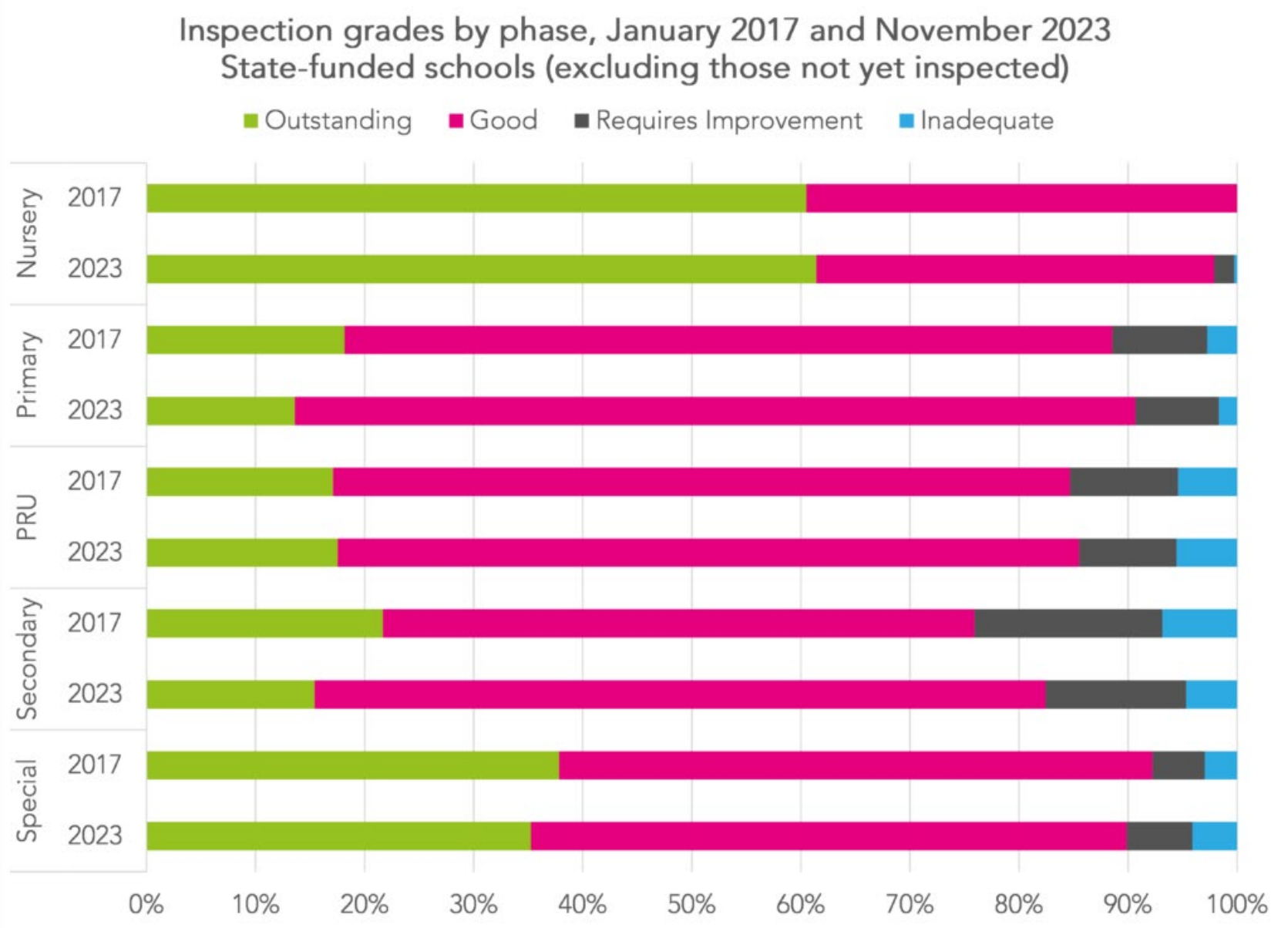
BOOK HERE

FFT: How schools' inspection outcomes changed under Amanda Spielman



[This FFT blog post](#) looks at how schools' inspection outcomes changed under Amanda Spielman

This FFT Education Datalab blog post examines the impact of Amanda Spielman's tenure as Chief Inspector of Schools on school inspection outcomes in England. It reviews changes in the grading of schools since January 2017, highlighting a decrease in 'outstanding' schools and fewer schools rated as 'inadequate' or requiring improvement. The post delves into the factors influencing these changes, such as the new inspection framework introduced in September 2019 with a focus on curriculum. It also discusses the variation in inspection outcomes across schools with different levels of deprivation and the alignment between inspection outcomes and performance data. The article raises questions about the current standards of 'good' schools and the overall effectiveness of the Ofsted inspection system in reflecting school quality.



Summing up

“On the surface then, more schools are now judged good compared to when Amanda Spielman became His Majesty’s Chief Inspector of Schools. That includes schools that have improved (from RI or inadequate) but also schools that have been downgraded from outstanding. On the surface, the most disadvantaged schools are now more likely to be judged good or better than in 2017. Why is this? Is it the result of intervention following a poor inspection outcome? Or would these schools have received better outcomes in 2017 had they been visited by an inspection team from 2023 equipped with the current framework? This raises the question of what it means to be good. Is it the same standard as it was in the past? Did scrapping of the satisfactory outcome change lead to more schools being judged good? How well does the general public understand the differences in Ofsted framework and whether differences in framework could lead to different judgments about a school? This matters because claims are made about the quality of the schools’ system based on increasing percentages of schools judged good or outstanding (such as this tweet by the current Secretary of State). But I’m not sure we have much idea from this data whether schools are improving or not.”

Our year in review: six key moments

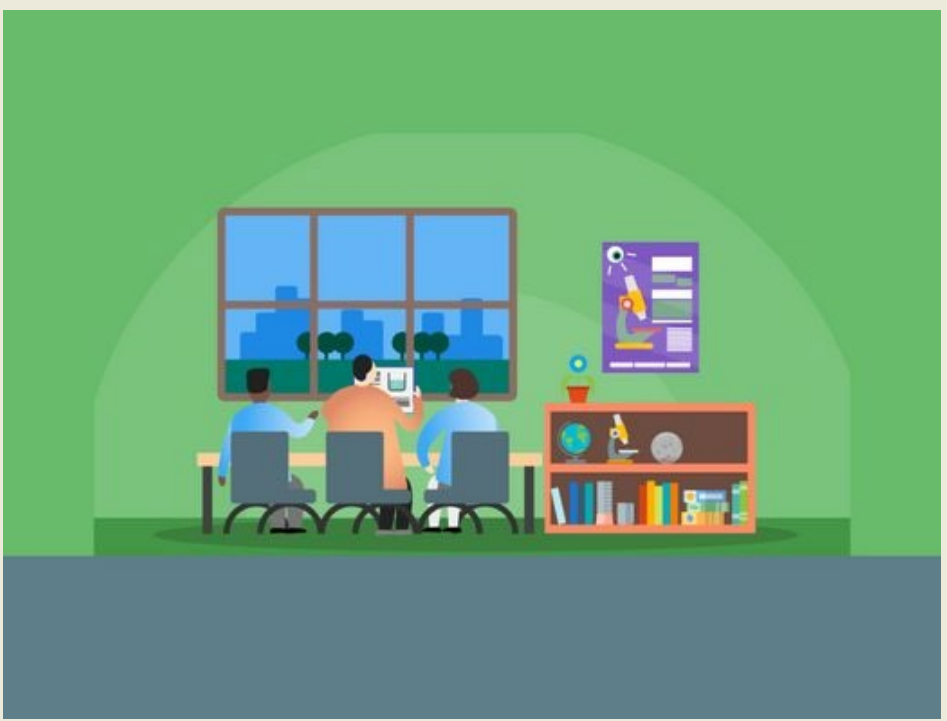
1. Updated Pupil Premium resources

We published new resources to help school leaders and senior management teams plan, monitor, and implement an effective Pupil Premium strategy.



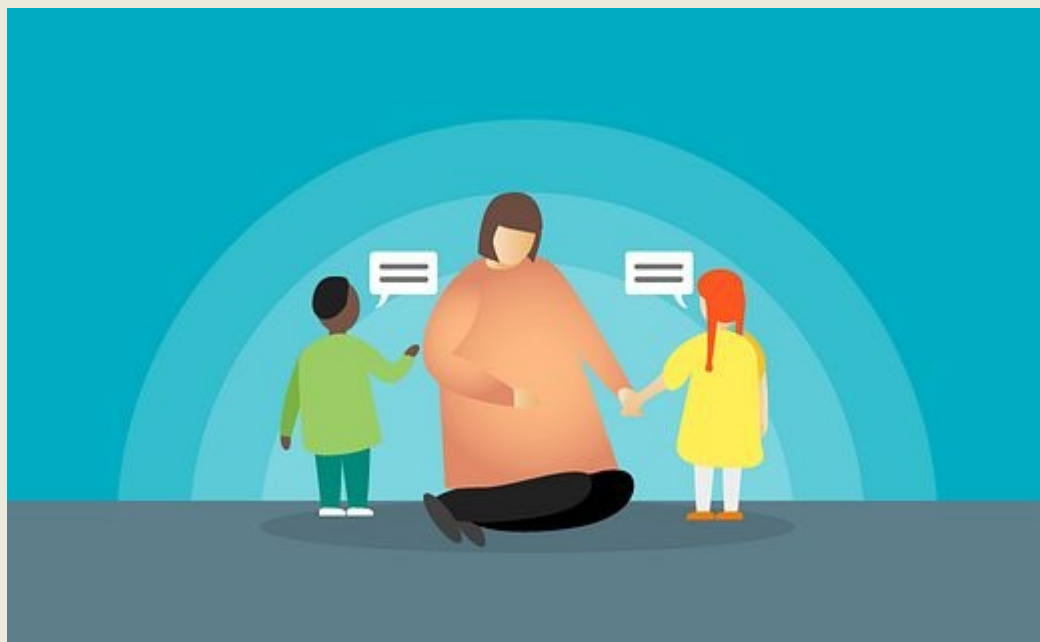
2. New guidance on improving primary science

We launched our brand-new guidance report which provides six practical and evidence-based recommendations on how to improve science teaching in primary schools.



3. Expanded support for early years settings

We expanded the support we offer to early years settings, updating our Early Years Toolkit and launching our brand-new Evidence Store to support the Stronger Practice Hubs.



5. Three new projects launched to widen access to evidence-informed programmes

Three programmes were launched and are still available to schools and early years settings across England through the Department for Education's Accelerator Fund.



4. Six new additions to the Research Schools Network

We welcomed six schools into our Research Schools Network, joining others across England to support local schools in using to improve teaching practice.



6. TES Explains

We built on our exciting collaboration with TES to support teachers and school leaders in putting evidence to use.





education datalab

Research newsletter
December 2023

As ever, our most popular posts were those published on the summer results days for [GCSEs and other qualifications](#), and [A-Levels and other qualifications](#). We were also able to bring you some early analysis of attainment at [Key Stage 1](#) and in [Year 1 phonics](#).

Our post on [subject difficulty at Key Stage 4](#) was next on the list, and we even delved into [how grading severity varies by pupil characteristics](#).

Anyone who's been following the blog over the last couple of years will be aware of our ongoing focus on absence, and our top absence post this year looked specifically at [absence on Fridays](#).

Other big hitters include research into [whether pupil outcomes improve when teachers are given more autonomy](#), a piece arguing that [the north / south divide in school performance is mostly a distraction](#), and the question of [whether Ofsted inspections are actually helpful for parents choosing a secondary school](#).

And here are a few of our own favourites: musings on [whether universal free school meals will improve attendance](#), a look at [whether girls in single sex schools are really that much more likely to choose A-Level physics than their peers in mixed schools](#), and an investigation of [whether pupils who are absent in the very first week of term are likely to go on to become persistently absent](#).

The big stat

45%

The proportion of disadvantaged secondary school pupils with an EHCP who were persistently absent from school during the first half term of this year

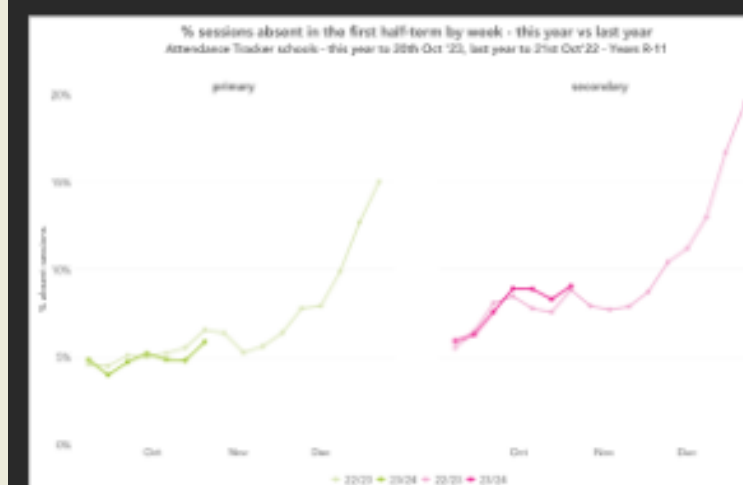
Why don't we know more about the consistency and reliability of Ofsted inspections?

We've published [a few posts about Ofsted recently](#), but [in this piece we dig into the reasons why there isn't more research available](#) on how consistent and reliable Ofsted grades actually are.

The latest figures on absence

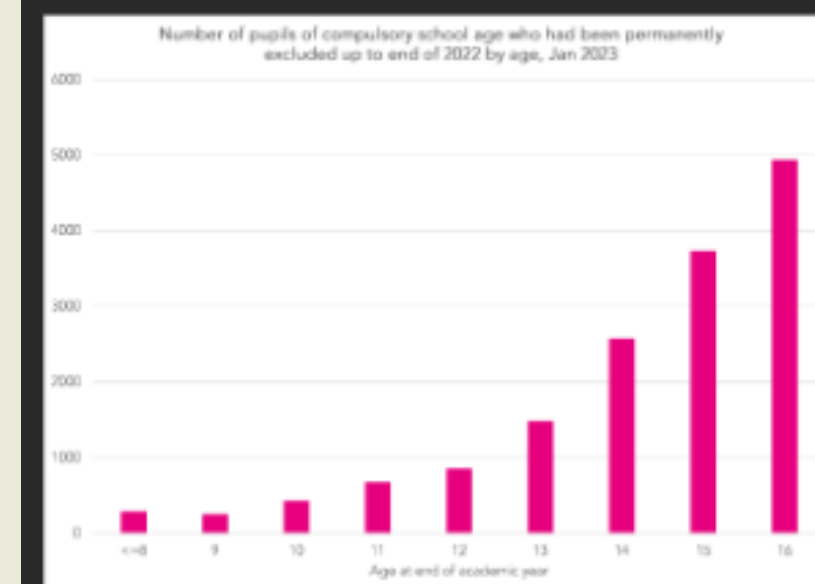
We took an [in-depth look at how persistent absence varies by pupil group](#), including disadvantage, SEN status and region. If you're an Aspire user, you can at look at figures for your school by [logging in and accessing Attendance Tracker](#).

We also looked back at the [attendance figures for the first half term of this school year](#), finding some promising signs of a drop in absence rates in primary schools, although this isn't the case in secondaries.



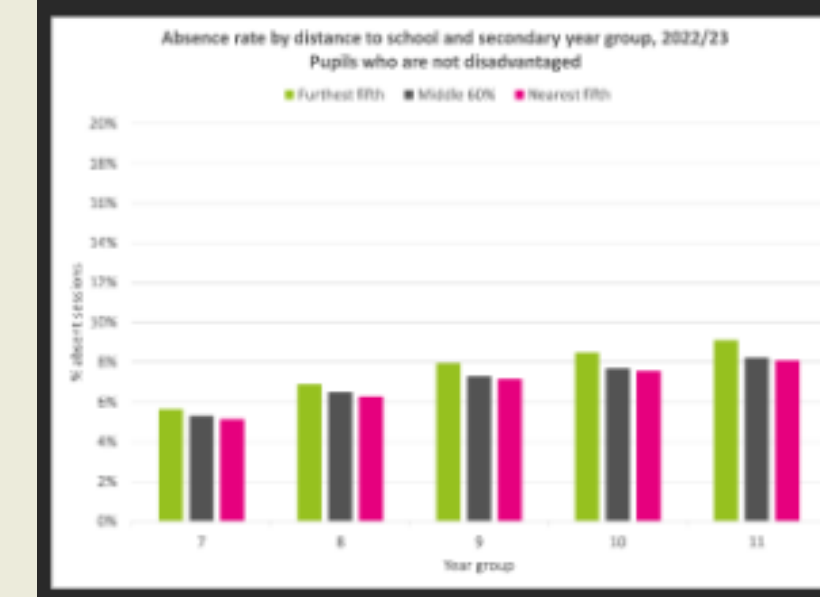
Focus on exclusions

We've done quite a bit on exclusions and suspensions this term, including using attendance data to get a handle on [suspensions and exclusions in 2022/23](#), far ahead of DfE Statistics, examining [risk factors of secondary school exclusion](#) and looking at the [destinations of pupils who experience permanent exclusion](#).



Are pupils who live further away from their school absent more often?

This is the first time we've attempted to answer this question, and [we did find some \(small\) differences in attendance](#).



Sign up to receive [each of our blogposts as it comes out](#)



EXPLORE THE NEW UNITS

LEARN MORE ABOUT SPECIALIST SPOTLIGHTS

EXPLORE UNIVERSAL SEND SERVICES

Today, we have launched four more brand **new online SEND CPD** units in partnership with [Real Group Training](#).

Funded by the [Department for Education](#) as part of the [Universal SEND Services programme](#), the new units explore the following themes:

- Understanding **executive function**
- **Memory** for learning
- Developing **Maths** skills
- **Person centred** working

They enhance the existing portfolio of 13 units which addresses aspects of **Safety and Belonging, Language and Communication, SEMH, Sensory Processing** and **Physical Needs**. The earlier releases have since been accessed by almost 12,000 professionals, with consistently positive feedback.

We know that life for everyone in schools and colleges is busier than ever, so we have made these units as **easy to access** as we can. We've worked with a range of leading specialists from the sector, condensing many years of experience and understanding into these bite-sized modules.

- Each unit takes just **20 minutes** to complete
- Units give **clear guidance** on adaptations to teaching to help meet the needs of all learners
- There's no need to complete units in order - you can pick a choose to **suit your needs**
- Partially completed units can be saved, so there's **no fear of 'losing' work**

For anyone wanting to contextualise their learning further, we offer live online discussions in the shape of our **Specialist Spotlights**. These often involve the specialists involved in the development of the units and are a great space in which to build on learning, to share experiences and seek advice.

Why not set aside 20 minutes to sign in and **get started today?**



Our Peace Goal

We'd love for enough children to create peace chain links to travel a distance equivalent to the distance from John O'Groats to Land's End!

If everyone acts on their peace chain ideas, just think of the impact this will have on communities and the wider world!

Share the Peace!

Share your Peace Chains with us by Wednesday 13th December 2023.

Email help@picture-news.co.uk, or tag us on social media!

How long does your school Peace Chain measure? Let us know!

X HelpPicture

f picturenewsprimary

@ picturenewsprimary

Why do we need peace?

Spreading peace is important for us to be good citizens.

Our world has seen conflict and unrest this year, and sometimes the news can feel daunting.

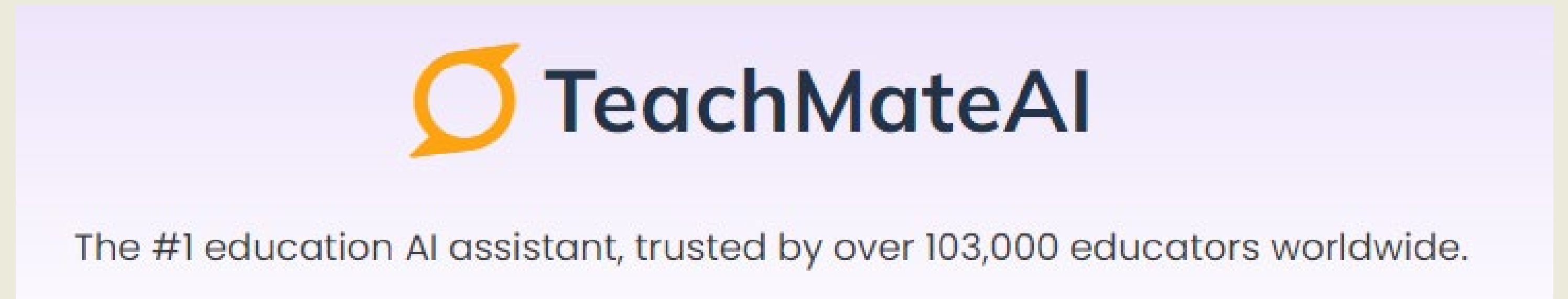
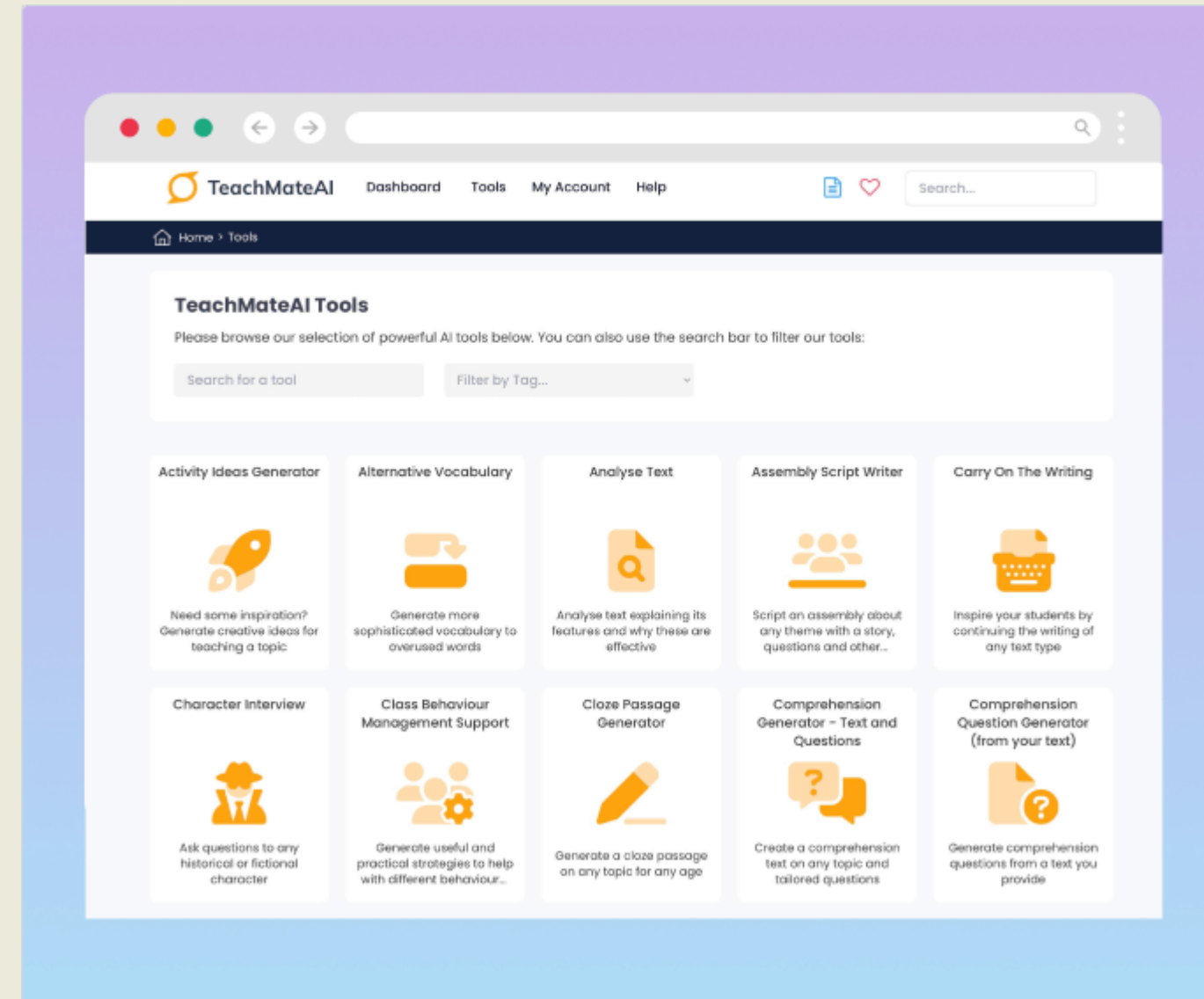
However, small acts of kindness help us spread peace in our communities and homes, and can make a real difference.

That's why this year, we're encouraging you to make a school peace chain!



[Download the full resource here.](#)





TeachMateAI is your AI-powered digital assistant, designed by teachers and tech experts to help you take control of your valuable time. Try the library of AI tools with free access to the Report Writer, Activity Ideas Generator, and Maths Starter Questions — to improve learning experiences while drastically reducing your workload.

[See what you can do with TeachMateAI](#)

Contact us

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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