



National Updates - Weekly Briefing

6 February 2024

- 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 four sections to this briefing:
 - National guidance
 - BDSIP updates
 - Horizons (as relevant)
 - Additional resources

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National guidance

DfE – [Special educational needs co-ordinator's national professional qualification](#) – Guidance – 2 Feb 2024

- The mandatory course for special educational needs co-ordinators (SENCOs) to learn how to effectively perform the SENCO role.

Who this course is for

This course is for:

- special educational needs co-ordinators (SENCOs)
- teachers interested in developing expertise in special educational needs and disabilities (SEND) or undertaking a SENCO role in future
- school leaders

Overview

This 18-month course will enable you to:

- co-ordinate special educational needs (SEN) provision throughout your school
- work alongside other leaders to build a school culture in which pupils with special educational needs and disabilities (SEND) can participate meaningfully in the full life of the school, achieve ambitious outcomes and make successful transitions to their next steps

This course will:

- take between 18 and 22 months to complete (18 months taught and 3 to 4 months assessment window)
- involve an average of 1 to 2 hours of study each week
- be a mix of self-study and group sessions
- have a written assessment
- start in autumn 2024

Mandatory qualification for SENCOs

All mainstream schools (including academies and free schools) must have a SENCO. The SENCO must be a qualified teacher, or the headteacher, working at the school.

This NPQ will be the mandatory qualification for SENCOs from September 2024, with teaching beginning in autumn 2024. The 3-year window to complete the mandatory qualification on taking up a SENCO post will remain following the introduction of the NPQ for SENCOs. Refer to transition to national professional qualification for special educational needs co-ordinators for further information.

SENCOs meet their statutory requirement on receiving the outcome of their NPQ. Participants should allow up to 4 months on top of the 18 months of study to receive their outcome.

Course content and structure

The course includes 8 topics: school culture, statutory framework, identification of need, teaching, behaviour, leading and managing provision, professional development, implementation

Details of these topics are outlined in the SENCO NPQ framework.

The course includes independent study, group coaching, and face-to-face sessions with other participants

Providers

Ambition Institute; Best Practice Network (Outstanding Leaders Partnership); Church of England; National Institute of Teaching; Teach First; University College London (UCL) Institute of Education. Providers work with delivery partners, such as teaching school hubs, to provide training.

Assessment

To get your NPQ accreditation, you'll need to complete the course and pass a written assessment (between 1,500 and 2,500 words).

DfE – [New framework to support trainee and early career teachers](#) – Press release – 30 January 2024

- The Department for Education has today (30 January) announced a new framework which will help ensure high quality teaching and improve pupil outcomes.

The new initial teacher training and early career framework (ITTECF) combines and updates the [initial teacher training core content framework](#) (CCF) and the [early career framework](#) (ECF). It will ensure that all new teachers receive three or more years of training underpinned by the best available evidence.

The frameworks were designed to help trainee and early career teachers succeed at the start of their teaching careers and combining them will mean teachers will get a more joined up development journey beyond initial training into the early years of their career.

Working with experts across the education sector, the framework has been updated to ensure it's based on the latest evidence, including new and updated content on how teachers should support pupils with special educational needs and disabilities (SEND), high quality oral language, and early cognitive development and children's mental health.

Later this year, the Department for Education will be procuring updated training programmes for early career teachers (ECTs) based on this new framework. They will be designed after an evaluation of the national ECF reforms since September 2021.

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

The updated programmes, to be rolled out from September 2025, will be better designed to take ECTs' learning from initial teacher training into account, provide more tailoring based on their level of development, subject and context, and streamline the training and support for mentors so they can better focus on supporting their ECTs.



The framework is a central part of the government's teacher [recruitment and retention strategy](#), supported by the £130 million invested annually into the ECF.

The reforms to support trainees and ECTs builds on the government's action to boost teacher recruitment, with £196 million invested this academic year to fund scholarships, bursaries and salary grants to help thousands of candidates through their initial teacher training.

Margaret Mulholland, ASCL SEN & Inclusion Policy Specialist said:
“We must equip new teachers with the confidence and competence to know they can support every child. Whilst there are no ‘quick fixes’ for teachers or children, an Initial Teacher Training and Early Career Framework that gives more specific focus to developing the knowledge and skills to support pupils that need the most help is welcomed.”

Press release

New teaching apprenticeship set to transform pathway to classroom

New teacher degree apprenticeship will support schools to recruit and retain the excellent teachers they need in vital subjects including maths.

From: [Department for Education](#) and [The Rt Hon Gillian Keegan MP](#)

Published 4 February 2024



A new teaching apprenticeship will launch this autumn revolutionising the way schools recruit teachers while supporting more people to earn while they study for a degree.

The teacher degree apprenticeship will offer a high-quality, alternative route for people to become qualified teachers. This includes people who may not be able to take time out to study full-time for a degree such as teaching assistants or staff already working in schools, to access this route to a rewarding profession.

Trainees on the new teacher degree apprenticeship will spend around 40 per cent of their time studying for their degree with an accredited teacher training provider, gain qualified teacher status and all tuition fees are paid for, so trainees won't be saddled with the student debt.

[Apply to offer the secondary maths teacher degree apprenticeship pilot](#)

Initial teacher training providers and degree-awarding institutions can apply to offer the pilot secondary mathematics teacher degree apprenticeship.

DfE – [Secondary school performance data in England: 2022 to 2023 \(revised\)](#) – National statistics – published 1 February 2024

- The achievements of pupils at key stage 4 in England at school level, multi-academy trust level and local authority area.


DfE – [16 to 18 school, college and multi-academy trust performance data in England: 2022 to 2023](#) – National statistics – published 1 February 2024

- Students’ attainment at the end of their 16 to 18 study in England.

Details

The secondary school and multi-academy trust performance data (based on revised data) shows:

- attainment results for pupils at the end of key stage 4
- the progress made by pupils between the end of primary school and the end of secondary school



[Secondary school performance data in England: 2022 to 2023](https://www.compare-school-performance.service.gov.uk/)
<https://www.compare-school-performance.service.gov.uk/>

Find a school or college [Find a multi-academy trust](#)

- Name or reference number
- Location
- Local authority
- Parliamentary constituency

Details

The ‘compare school and college performance in England’ service includes results data for students who finished 16 to 18 study by the end of the 2022 to 2023 academic year.


For schools and colleges, data includes: attainment in level 3 qualifications, including:

- A levels
- other academic qualifications
- applied general qualifications
- tech levels
- attainment in level 2 technical certificate qualifications

For multi-academy trusts data includes attainment in level 3 qualifications, including:

- academic qualifications
- applied general qualifications

The service also has reference data for the local authority area and England as a whole.



[16 to 18 school, college and multi-academy trust performance data in England, 2022 to 2023](https://www.find-school-performance-data.service.gov.uk)
<https://www.find-school-performance-data.service.gov.uk>

Research and analysis

Alternative provision in local areas in England: a thematic review

Published 1 February 2024

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Press release

Alternative provision needs urgent reform to help children and young people

Ofsted and the Care Quality Commission (CQC) have today published a report looking at how education, health and care partners work together to commission and oversee alternative provision (AP).

From: [Ofsted](#)

Published 1 February 2024





★ Exclusive

Analysis reveals extent of SEND stealth funding cuts

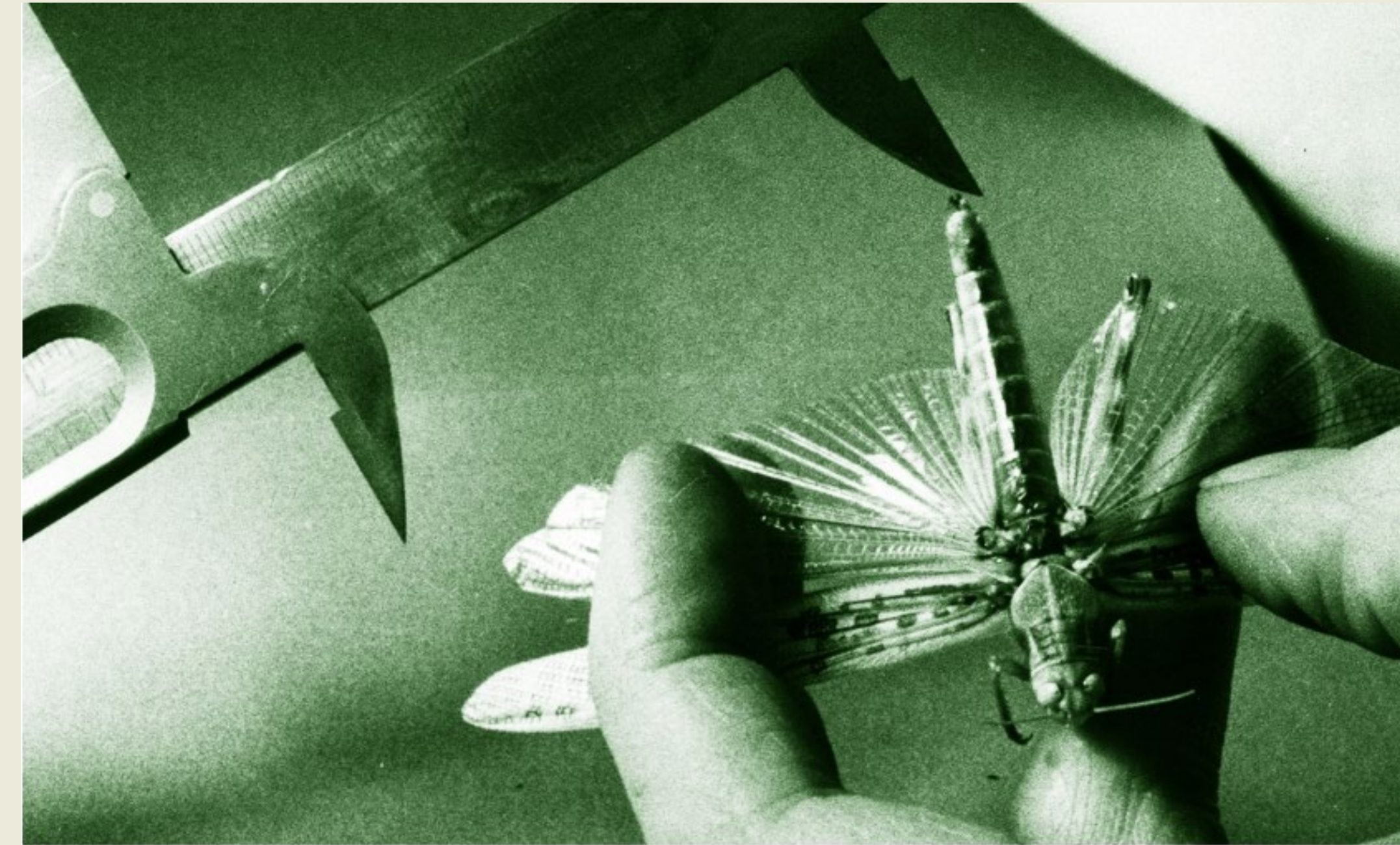
Special Needs Jungle research reveals top-up funding has been stagnant since 2018 in a third of areas



★ Exclusive

EBacc to the past: DfE hits brakes on accountability shake-up

Leaders welcome pause on plans to 'incentivise' subject take-up



Is the end nigh for Progress 8 - and if not, should it be?

With P8 increasingly under fire from critics, a suspension of it occurring imminently and Labour eyeing reform, Grainne Hallahan looks at whether the measure is on its way out

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BDSIP Updates



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SERVICE OFFER 2024/25

**IGNITING
TALENT**

February

Professional Learning Community for SEND

6 Feb, 3.45pm – 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.

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 LBBDD 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.

A Level Computing Professional Learning Network

8 Feb, 3.30pm – 5pm

Our newly formed subject-specific networks provide a unique space for teachers to share insights,

resources, and innovative strategies.

GCSE Masterclass for Barking and Dagenham Heads of RE

9 Feb, 1pm – 4pm

This half day masterclass course provides for those managing GCSE RS at their schools everything you need to reflect on your present practice with plenty of ideas building on your practice.

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.

A Level Art Professional Learning Network

13 Feb, 3.30pm – 5pm

Our newly formed Art networks provide a unique space for teachers to share insights, resources, and innovative strategies.

Data logging with the micro:bit

13 Feb, 3.45pm – 5pm

Explore physical computing using the micro:bit device; finding out how it can be used to develop understanding of programming through creative projects. During this workshop, you'll learn how to use the micro:bit as a data logger, using its in-built sensors to collect data. The workshop will focus on the Teach Computing Year 4 Data Logging unit.

A Level Economics Professional Learning Network

14 Feb, 3.30pm – 5pm

Our newly formed Economics networks provide a unique space for teachers to share insights, resources, and innovative strategies.

Primary Technicians Network

15 Feb, 10am – 12pm

Termly meeting for primary computing technicians.

[KS5 Physics Network Meeting – Required Practicals, Examples and Standardisation](#)

15 Feb, 2pm – 3.30pm

This meeting is aimed at new and experienced KS5 Physics teachers. There will be time provided to network and meet colleagues from other LBB schools; we will then look at the practical set up of key Required Practicals. Will then work together to carry out the standardisation of key Physics Practical Skills.

[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.

[Inclusion by Design: Universal Design for Learning](#)

29 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.

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.

Moderating Reading at the end of KS1

6 March, 1.30pm – 3.30pm

This session is for year 2 teachers to share their reading assessments and evidence that supports the end of KS1 judgements. The session will be supported by experienced moderators.

Inclusion by Design: Universal Design for Learning

6 March, 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.

Going further with micro:bits

7 March, 3.45pm – 5.15pm

Explore physical computing using the micro:bit device; finding out how it can be used to develop understanding of programming through creative projects. During this workshop, you'll learn how to use sensors to monitor the environment and use sensors and inputs with selection and variables to create more complex programs. The workshop will focus physical computing in upper key stage 2.

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.

Practitioners New to EYFS

11 March, 1.30pm – 2.45pm

This course is suitable for support staff and teachers new to EYFS and for practitioners who would like to revisit the essentials of EYFS. The course is a 2-part event and will also focus on how practitioners can support young children's speech, communication, and language.

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.

[Moderating Maths at the end of KS1](#)

15 March, 1.30pm – 3.30pm

This session is for year 2 teachers to share their maths assessments and evidence that supports the end of KS1 judgements. The session will be supported by experienced moderators.

[Attendance Network: Social Emotional Mental Health – The effect of trauma on attendance](#)

19 March, 1pm – 3pm

With guest speaker, Kathryn Webb, this session promotes an understanding of how trauma inside and outside of school can affect a child's ability to engage in education, a parent to support their child to attend and the damage us as professionals can do when we do not walk in the shoes of those affected.

[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.

[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.

[Year 6 Writing at Greater Depth](#)

21 March, 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.

[Moderating Writing at the end of KS1](#)

22 March, 1.30pm – 3.30pm

This session is for year 2 teachers to share their writing assessments and evidence that supports the end of KS1 judgements. The session will be supported by experienced moderators.

[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.

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Additional resources



DIRECTORS' REPORT

ALL THROUGH SCHOOL GOVERNING BOARDS

SPRING TERM 2024

This term's report is prepared by BDSIP for the London Borough of Barking and Dagenham, and includes the following items:

For Action

- 1A 2023 National test results for disadvantaged pupils in EYFS, Key Stages 1 and 2
- 1B 2023 National and borough examination results for identified groups of pupils in Key Stages 4
- 2 The DfE Revised Reading Framework
- 3 Updated Educational Visits Guidance for Schools

For Information

- 1. Wraparound Childcare Programme
- 2. Governors' Conference 2024
- 3. London Governors' Newsletter

Elaine Allegretti, Director of People and Resilience

& Jane Hargreaves, Commissioning Director Education



Barking and Dagenham Educational Visits Guidance

Last updated November 2023

Overview of the policy for the management of educational visits and learning outside the classroom

The Local Authority require all maintained and voluntary controlled schools and other children's services establishments to have the following in place. Whilst this is not mandatory for academies, schools within academy trusts are strongly advised to have this in place.

- A policy for learning outside the classroom that adopts and follows Outdoor Education Advisers Panel (OEAP) national guidance.
- Ensure that they have a member of staff employed as an Educational Visits Co-ordinator (EVC), who has completed an accredited Outdoor Education Advisers Panel (OEAP) EVC training course.
- Ensure that their EVC attends revalidation courses at least every 3 years.
- Have access to a named OEAP adviser (listed as a registered or accredited member on the [OEAP website](#)) for advice, support and further training. In the case of Barking and Dagenham, please email educationcoreteam@lbbd.gov.uk in the first instance.
- Have systems in place that require the Local Authority to scrutinise and approve higher risk visits that are either adventurous, international, residential or involve the planned use of water outdoors.

N.B. For the purposes of OEAP National Guidance, an adventurous activity is defined as an activity which is exciting and challenging and which involves significant inherent risk of harm, without which the activity would lose much of its value, and/or which takes place in a remote or hazardous location.

Evidencing School's Arrangements

For those schools that are maintained schools or have an SLA in place, the Local Authority's Health and Safety Team conduct an audit (usually every 3-4 years) which supports schools to consider whether they have suitable arrangements in place with regards to managing educational visits.



NEWSLETTER SPRING TERM

2024

LCOGS An overview of key issues for Governing Boards to consider and review over the Spring Term 2024.

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Bereavement resources to help support young people in education

‘Grief is a normal and natural response to loss, yet how pupils are supported can have significant impacts on long term outcomes.’

LGfL, in partnership with Child Bereavement UK, have launched new bereavement resources for SEND pupils, to sit alongside the other resources in the toolkit. It is not an easy topic for anyone, but the toolkit features superb insights and advice from those interviewed and from Child Bereavement UK.

Child bereavement toolkit:

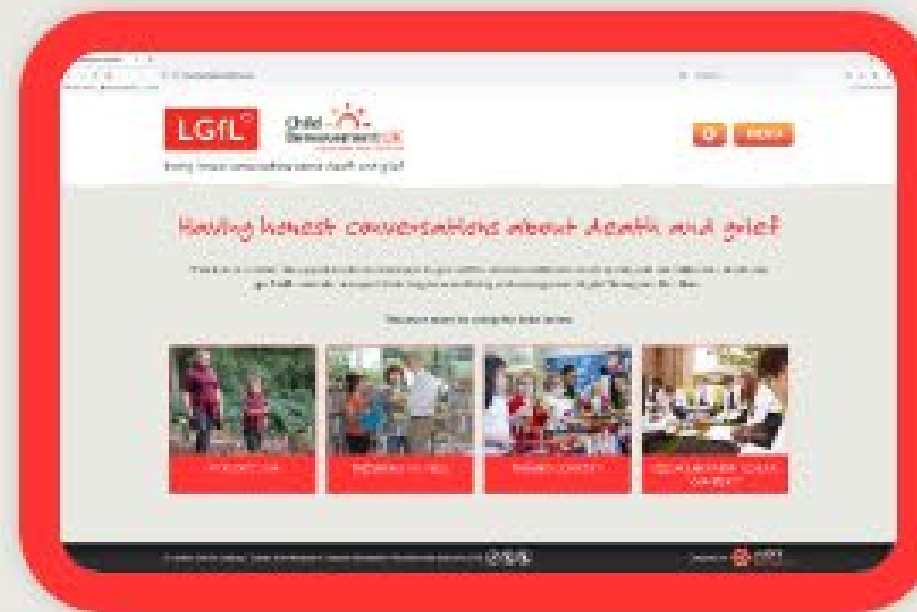
<https://childbereavement.lgfl.org.uk/>



**Managing a Sudden
Death in a School
Community**



**Supporting a Bereaved
Pupil**



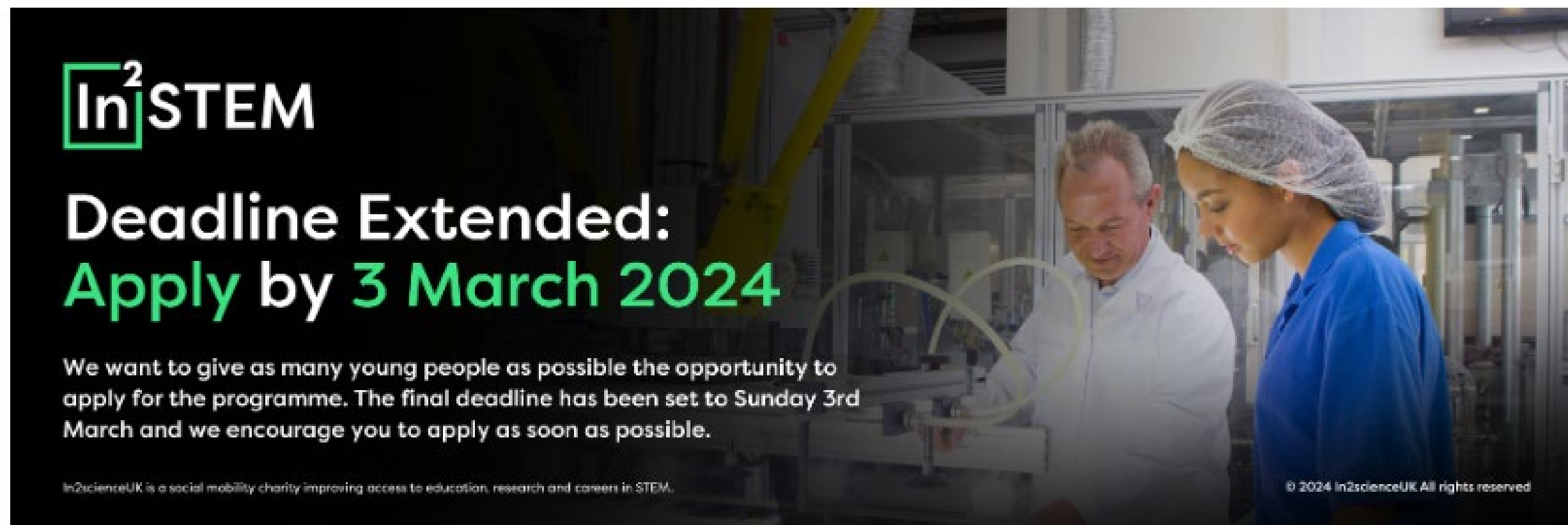
**Having Honest
Conversations About
Death and Grief**



**Bereavement and pupils
with SEND**



**LGfL Case studies for
bereavement resources**



<https://60xgd.r.a.d.sendibm1.com/mk/mr/sh/1t6AVsd2XFnlGLoT6eZWcfqWsGJoW3/RDxDTzycF2IA>



SafeguardED

Working Together to Safeguard Children 2023 – webinar for schools

The DfE published the revised statutory safeguarding guidance in December 2023; the first significant refresh since 2018.

LGfL are holding a free webinar on **Wednesday 7th February 15:30 – 16:30**, so schools can find out about the key changes and implications.

Register for Working Together to Safeguard Children 2023 here: <https://lgfl.bookinglive.com/book/add/p/150>

Further safeguarding training courses from LGfL via their training portal: https://lgfl.net/training?field_training_category=451

Spotlight on safeguarding videos

LGfL have a series of short videos available for schools to use for staff training on various aspects of safeguarding. The videos are available here: <https://lgfl.net/safeguarding/spotlight-on-safeguarding>

Filtering checks pro forma

LGfL have produced a pro forma for schools to use when undertaking regular filtering checks; suitable for both LGfL and non-LGfL schools. The pro forma, and lots of other support, can be found on their dedicated web filtering for DSL teams page: <https://lgfl.net/safeguarding/kcsie/web-filtering>

Additional safeguarding resources: <https://lgfl.net/safeguarding/resources>

SEND DSL Forum

LGfL are holding half termly meetings for DSLs working in SEND schools or schools with a high proportion of pupils with SEND. The meetings will provide an opportunity for DSLs to network and explore safeguarding themes that are prevalent when working with pupils with SEND. Dates and registration: <https://lgfl.bookinglive.com/book/add/p/145>



Peep Learning Together Programme (LTP) training is being delivered to practitioners within LBBd in 2024!

What is the Peep Learning Together Programme?

the training equips practitioners to:

- engage and support parents to build on what they already do to enhance their baby's or child's early learning and development (contributing to school-readiness), through talking and playing as part of everyday life,
- explore practical ideas, strategies and resources, using the comprehensive and flexible Peep Learning Together Programme (followed up by extensive post-course delivery support),
- deliver universal or targeted sessions with parents and children together, to meet local needs - in one-to-one, group or drop-in sessions; indoors, outdoors or virtually,
- gain practitioner accreditation unit (optional, see below: 3 credits at level 3 in England, Wales and Northern Ireland, equivalent level 6 in Scotland)

Why is it relevant to your work?

Peep Learning Together Programme Training is for practitioners who work with mums, dads, carers and babies or young children, to contribute to:

- strong parent-child relationships
- increased parental knowledge and confidence in how to support their child's learning and play in day-to-day life, from birth to school
- children's personal, social and emotional development, communication and language, early literacy and maths, and health and physical development.

The training is relevant whether you work in a children's centre, community centre or family hub; in a school, nursery or early years setting; in a health centre, social care setting, library, prison, museum, stay and play or toddler group, or in the home - anywhere that involves working with families.

When is the training being held?

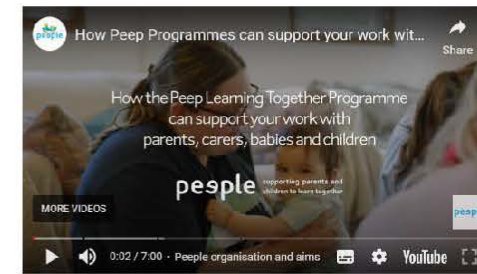
- Session 1: 4th and 5th March 2024
- Session 2: 17th and 18th April 2024

All sessions run from 9:30am to 4:30pm each day.

Attendees must be available for both days of their preferred session.



Further information regarding the Peep LTP can be found at the link below:



<https://youtu.be/1awWsRzDgic>

What Practitioners have said after attending the course:

"Over the years I have attended many training events, however this is the first training that really values and concentrates on the parents' involvement, knowledge and achievements."

"Excellent course, which worked very well."

Note that while lunch is not provided, there will be some light refreshments available on the day, such as access to tea/coffee.

To book onto a session please contact:

Ryan Gale - Family Hubs Workforce Lead

Ryan.gale@lbbd.gov.uk

YouTube video:

<https://www.youtube.com/watch?v=1awWsRzDgic&feature=youtu.be>

Email:

Ryan.gale@lbbd.gov.uk

SecEd



Enhancing students' writing skills using metacognition approaches

Fewer and fewer students say they enjoy writing and attainment is down. What can we do about this in the secondary school? Debbie Tremble explains why the secret might lie in metacognitive teaching strategies



School attendance crisis: One in four secondary students persistently absent

We need "more boots on the ground" knocking on doors if we are to bring down continuing high levels of persistent absence.



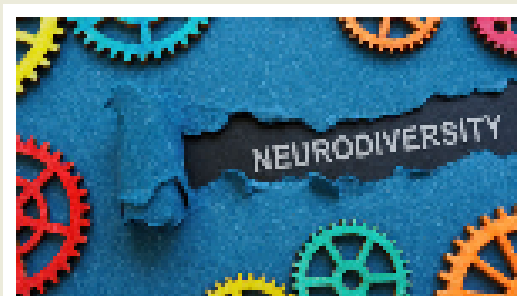
Cuts loom as energy and supply teacher costs drive hundreds of local authority schools into deficit

The proportion of local authority schools with a budget deficit has increased dramatically and average revenue balances for schools in surplus have fallen.



'Relentless & crushing' – MPs demand action to tackle 'unacceptable burden' of Ofsted inspection

The preparation required for Ofsted inspection can feel "crushing" and "relentless" for school staff, a cross-party inquiry has warned.



The SecEd Podcast: Teaching neurodiverse students

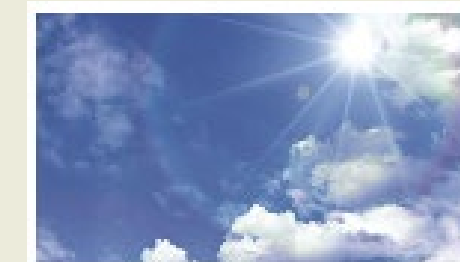
This episode of the podcast asks how classroom teachers and teaching staff can best support the learning, progress, and wellbeing of their neurodiverse students, offering practical insights and ideas.



Staff wellbeing during Ofsted inspection: Eight practical tips for secondary school leaders

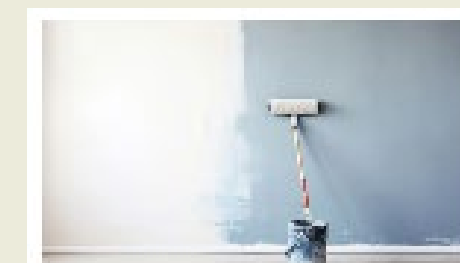


Acing your Ofsted inspection: Nine lessons learnt from recent inspections



Guide To: Residential trips in key stages 3 and 4

This practical SecEd guide offers ideas and advice for how secondary schools can harness the power of outdoor learning and residential trips to develop key skills, support academic outcom



Ofsted is not reforming – it is rebranding

Only root and branch reform will end the tyranny of Ofsted's regime and the 'climate of fear' that school inspections too often create, says Daniel Kebede

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Principles of effective middle leadership

In a five-part series on middle leadership, Adam Riches will be offering advice and tips on excelling in all aspects of this vital role in schools. He begins with a discussion of the traits of great middle leaders.

The SecEd Podcast: Effective Middle Leadership

This episode looks at the skills, traits and approaches that effective middle leaders employ in the secondary school environment, offering a range of practical advice, tips and reflections.

Calm leadership: There is no right way to lead

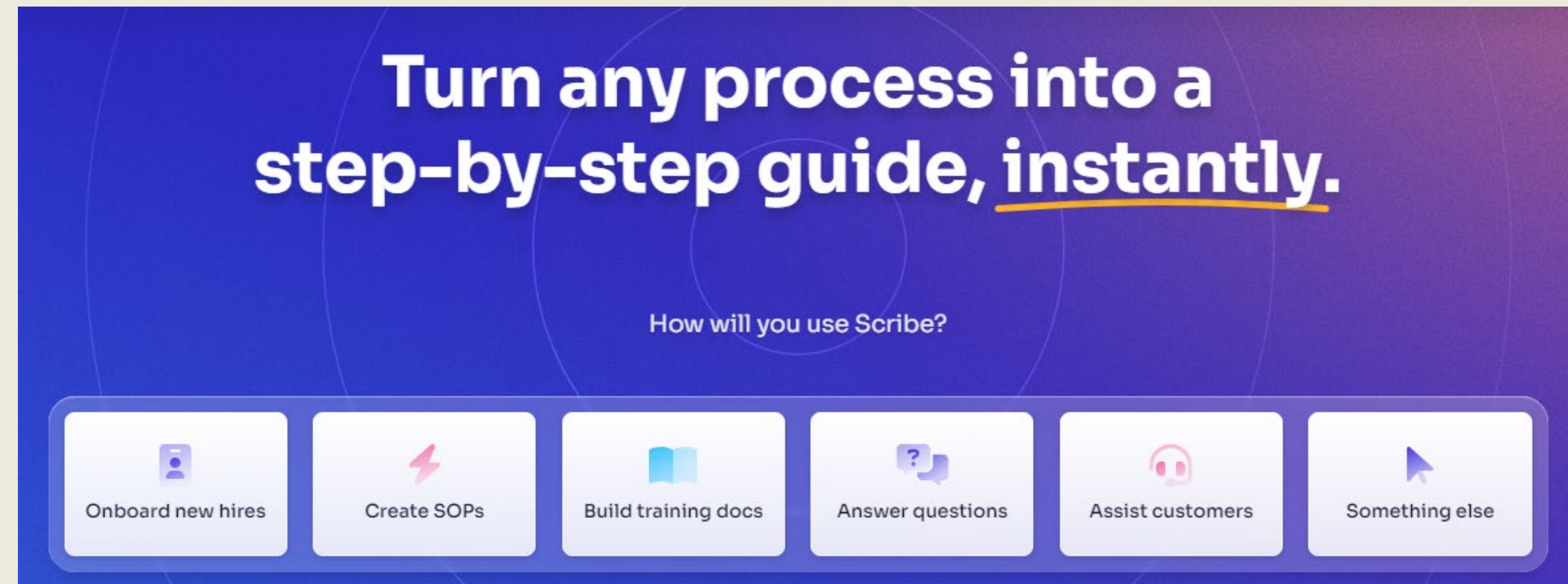
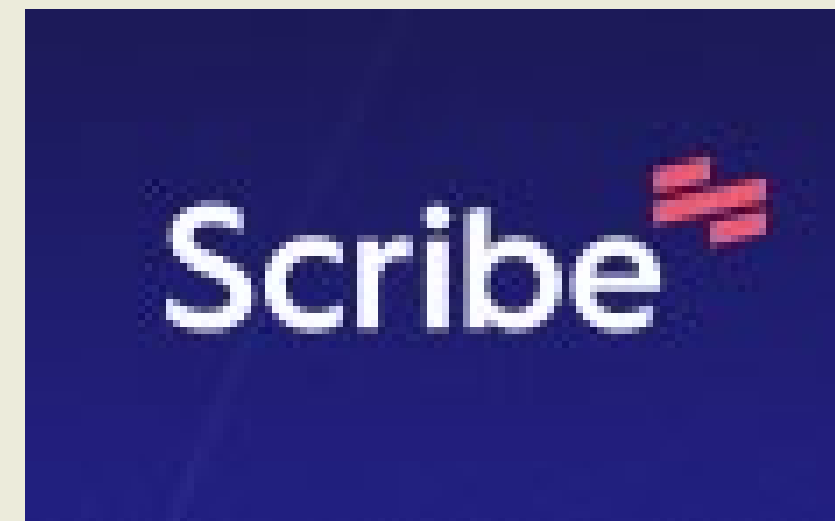
There is no right way to lead. In the final instalment of his series on calm school leadership, Patrick Cozier discusses being the best leadership version of yourself – what this means and the impact it can have.

Leadership skills: Five tips for active listening

The secret to good communication is good listening – but do you listen to understand your colleagues or listen with the intent of responding? Emily Kenneally looks at how we can all listen better

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Scribe is a tool that allows you to create step-by-step how-to guides in order to follow an online process. You can even get the plug-in for Google Chrome for free. To use Scribe, video capture a process on your computer, then customise it, and then share. The AI will automatically create the guide from the video, so all you need to do is sit back and watch the instructions materialise.

[Start making your step-by-step guides here.](#)

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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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