

# WEEKLY BULLETIN

## 13 January 2025



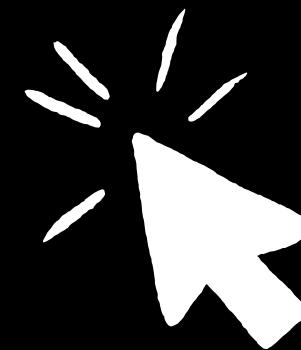
**BDSIP** | HELPING  
STUDENTS  
SHINE

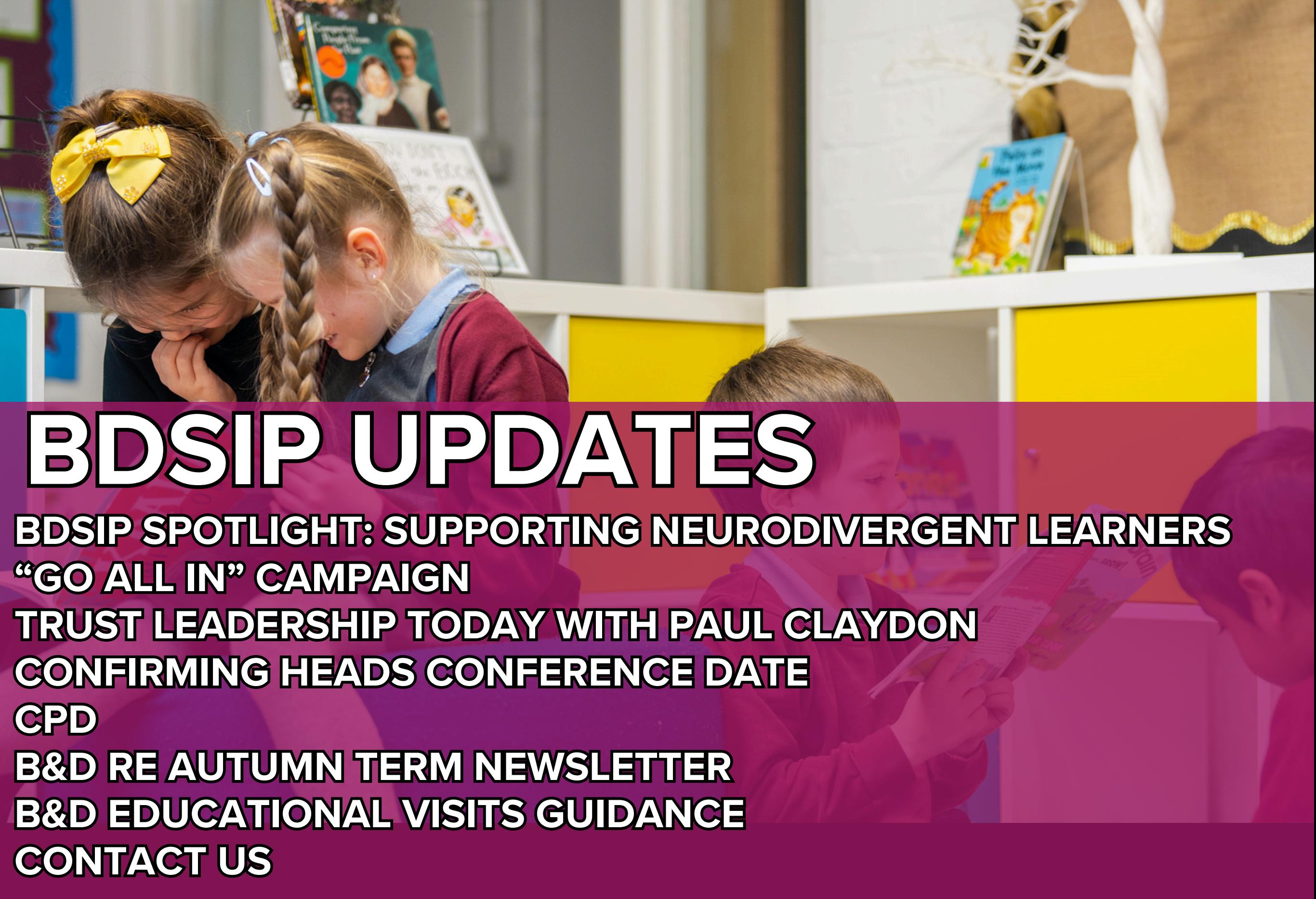
# BDSIP

**SERVICE OFFER**

TRUSTED  
PARTNER IN  
EDUCATION

BDSIP IS YOUR EDUCATION PARTNER - OWNED BY SCHOOLS, FOR SCHOOLS





# **BDSIP UPDATES**

**BDSIP SPOTLIGHT: SUPPORTING NEURODIVERGENT LEARNERS  
“GO ALL IN” CAMPAIGN**

**TRUST LEADERSHIP TODAY WITH PAUL CLAYDON  
CONFIRMING HEADS CONFERENCE DATE**

**CPD**

**B&D RE AUTUMN TERM NEWSLETTER**

**B&D EDUCATIONAL VISITS GUIDANCE**

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# BDSIP SPOTLIGHT



## It Takes All Kinds of Minds: Fostering Neurodivergent Thriving at School

It Takes All Kinds of Minds is a multi-contributor handbook. It provides an inspiring and accessible introduction to neurodiversity in educational settings, informed by research and real-world experience.

The book is available to pre-order from the 1st of December from [www.routledge.com](http://www.routledge.com)

Use Code - GDM30 - 30% off



@gdmorewood @studioiii  
[www.studio3.org](http://www.studio3.org)



## Supporting Neurodivergent Learners

A new book, **It Takes All Kinds of Minds: Fostering Neurodivergent Thriving at School (2026)**, edited by Rachael Davis, Claire O'Neill and Sue Fletcher-Watson, has been published, and includes a chapter by Gareth titled **Creating Inclusive Learning Spaces for Neurodivergent Young People: A Personal Journey, 30 Years in the Making**.

The book brings together contributions from leading voices and offers valuable insight for SENCos, aspiring leaders, and all staff interested in inclusive practice.

### £ Discounts available:

- 30% off using code GDM30 at checkout

If you would like to explore bulk purchase options or be put in touch with the publisher, please get in touch.

# Spotlighted Events

## SENCO Network

Tues 13 January,  
2:30pm

[Click Here](#)

## Secondary Deputy Heads Network

Tues 15 January,  
2pm

[Click Here](#)

# “Go All In” Campaign

 Go All In is a new national initiative from the National Literacy Trust and DfE, encouraging everyone to “If you’re into it, read into it.”

The campaign aims to reignite reading for pleasure, making it relevant and enjoyable beyond the classroom, aligning closely with our literacy priorities in LBBD.

It supports BDSIP’s work by offering national visibility, upcoming resources, challenges, and webinars, and opportunities to collaborate with schools, libraries, and families.

Further campaign materials will be shared throughout 2026.

[Click here to find out more.](#)

# Trust Leadership Today with Paul Claydon

Paul Claydon seeks inspiration from football managers as he looks at how MATs can capitalise on their relationships with local authority partners.

[\*\*Click here\*\*](#) to read the rest of the article

MANAGEMENT



that shape everything from staff development to pupil expectations. When working with LA support, culture alignment is key. The Education Endowment Foundation (EEF) has shown that interventions work best when they fit within a school's existing ethos - not when they're bolted on as one-size-fits-all solutions (EEF, 2020).

LA often share core values with MATs: inclusion, equity, and long-term community investment. The best partnerships begin with an honest conversation about vision and culture. A strong MAT doesn't just tolerate external voices - it invites them to amplify its mission. Jürgen Klopp is attributed with saying that: "The important thing is what people think when you leave." Your culture should be strong enough to integrate local expertise without being diluted by it; strong relationships with the LA can keep your organisation match-ready for all seasons.

**SELECTING THE STARTING XI: MATCHING NEEDS TO LOCAL EXPERTISE**

Top managers don't just pick their biggest stars: they pick the right team for the moment. Likewise, MATs must be deliberate in selecting which external support to use and where to deploy it. LAs are uniquely positioned

**TACTICS AND FORMATIONS: ALIGNING STRATEGY ACROSS THE SYSTEM**

"Great teams must learn to lose without complaining." Carlo Ancelotti

to offer high-impact, targeted services - whether in safeguarding, SEND inclusion, behaviour support, or early intervention. Rather than duplicating internal provision, LA support should complement your in-house strengths. Carlo Ancelotti famously said: "Great teams must learn to lose without complaining." That spirit of maturity applies to MATs too: you can't fix everything at once. Prioritise, be selective, and use your LA's deep local knowledge to address the most pressing needs.

**MAKING SUBSTITUTIONS: STAYING FLEXIBLE AND RESPONSIVE**

Even the best game plans need adjusting. If something isn't working - whether it's a curriculum intervention or an outreach strategy - leaders need the confidence to change things. LAs are used to working across multiple contexts and can often ▶

underperforming schools or scaling a successful model, strategy matters. Effective MATs align their support strategy not just within their own structure, but across the wider local system. This is where LAs can offer real value. They bring a full-pitch view of regional trends, early years transition pipelines and vulnerable groups across boroughs. Working collaboratively allows for system-wide thinking, shared data, joint training, and aligned outcomes. As Pep Guardiola states: "Preparation is everything." LAs can be key players in that preparation, helping you align school improvement plans to the local education landscape.

22 | Trust Leadership Today | Summer 2025

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WORKING WITH LOCAL AUTHORITY SUPPORT

WHAT MAT LEADERS CAN LEARN FROM FOOTBALL MANAGERS

Paul Claydon believes that MATs should look towards leading football managers for inspiration on how to manage and capitalise on their relationships with Local Authority partners.

Some executive leaders in Multi-Academy Trusts (MATs) may find their roles feel strikingly similar to managing a football team. You're juggling leadership, strategy and culture-building while responding to unpredictable challenges and keeping your team performing at its best. In this high-stakes environment, external support isn't a luxury - it's part of the game plan. And for MATs, one of the most underused and undervalued sources of that support is the Local Authority (LA).

It can be helpful to think of your LA not as a distant governing body but as a potential coaching bench - filled with assistant managers, performance analysts, and well-being specialists. These are professionals who know the local context, have a long-term stake in community outcomes and can offer targeted support - if the relationship is managed well. As the 2024-25 football season draws to a close, it's worth re-examining how MATs can build a winning partnership with their LA support, drawing lessons from the world of elite football management.

**BUILDING THE CULTURE: SHARED VALUES AND LONG-TERM VISION**

No successful football club does well without a strong culture - and neither does a MAT. Culture is more than slogans; it's the shared beliefs and behaviours

STRONG RELATIONSHIPS WITH THE LA CAN KEEP YOUR ORGANISATION MATCH-READY FOR ALL SEASONS.

To hear more from Paul, sign up for our **Inclusive Leadership: Leading for Equity, Belonging, and Achievement** CPD session, [\*\*click here\*\*](#) to sign up.

# Confirming Heads Conference Date



@bdsip.baby.social

Conferences by BDSIP

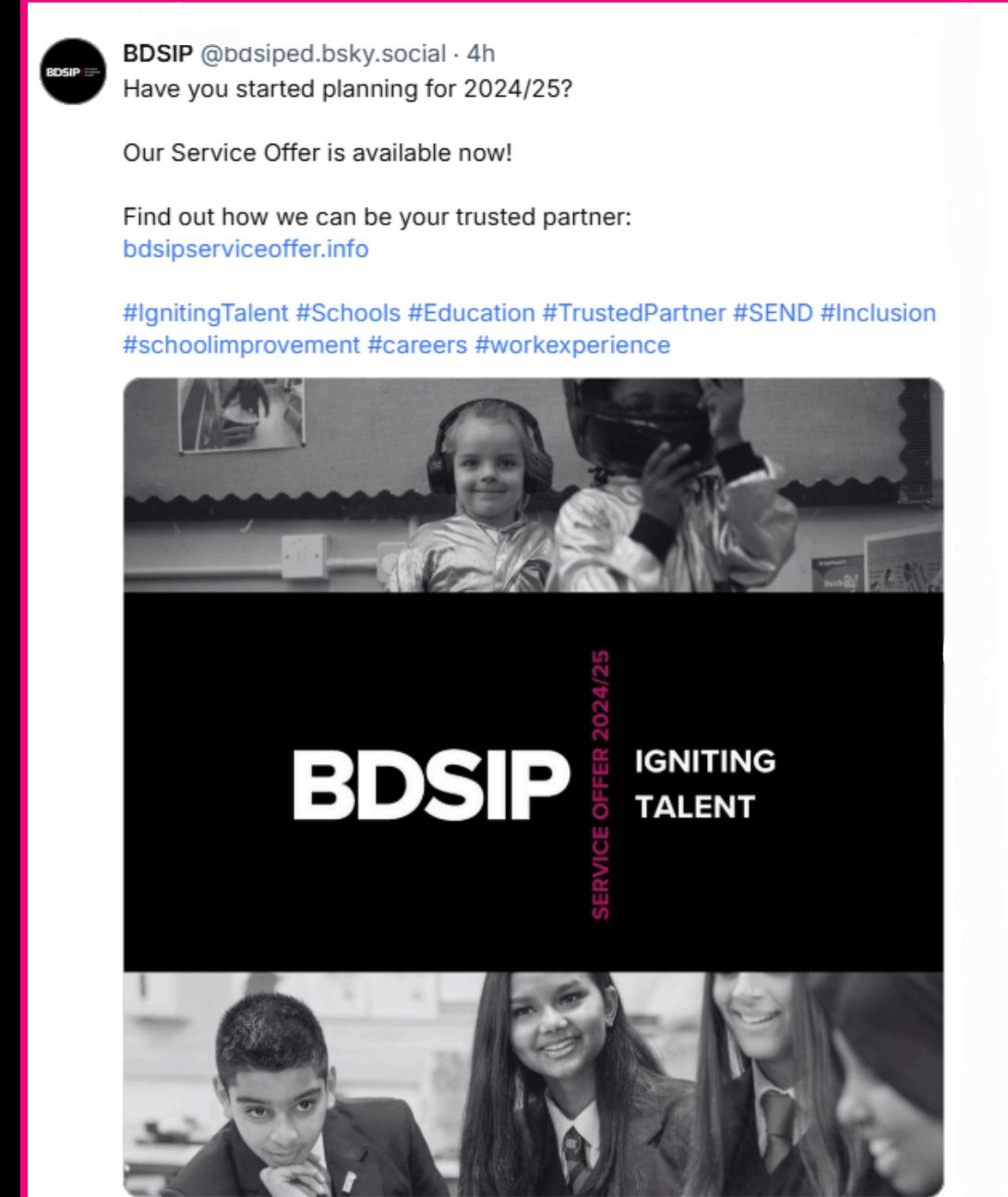


HEADTEACHERS' CONFERENCE 2025  
Tomorrow's School

**HEADTEACHERS' CONFERENCE**  
**25 - 26 June 2026**  
**Save the date!**

# SOCIAL MEDIA ROUND-UP

Stay connected with us on X, LinkedIn, and our new Bluesky account for the latest updates and important information.



# UPCOMING CPD

Click on the course titles to learn more and register

CPD

Mon

Tues

Weds

Thurs

Fri

w/c 12 January		SENCO Network		Secondary Deputy Heads Network	
w/c 26 January			Arbor – Custom Report Writer		
w/c 2 February		Secondary Religious Education Network Meeting ----- Training to Assess Writing in Year 6		Science Leadership Meeting: Driving Excellence in KS4 and Beyond	Inspire and Develop the Vulnerable Writer
w/c 10 February	Primary English Subject Leader Briefing				
w/c 23 February		Primary Religious Education Network Meeting	Governor Accredited Programme (GAP) Module 5	Mastering Physics Required Practicals: AQA Combined Science Paper 2 Made Simple ----- EYFS Coordinator Meeting	
w/c 9 March			Primary Maths Professional Learning Network	Governor Accredited Programme (GAP) Module 6: Preparing for Ofsted – ‘How to demonstrate impact of governance to inspectors’	

This calendar shows the upcoming CPD for the term ahead, further dates can be found via [our website](#)

# B&D RE Autumn Term Newsletter

## B&D Dates for Your Diaries

### **Junior RE Conference**

A unique leadership and dialogue experience for Y4/5 pupils and teachers.

Dates: 20th Mar 2026 & 7th May 2026

Book: [nnadeem@bdcs.org.uk](mailto:nnadeem@bdcs.org.uk)

Please find in our BDSIP resources:

[\*\*Summary Advice for Schools on Ramadan 2025\*\*](#)

[\*\*A Briefing Paper on Ramadan by B&D SACRE for Schools 2025\*\*](#)

[\*\*RE Agreed Syllabus for Barking and Dagenham 2025\*\*](#)

Please click [here](#) for the Autumn Newsletter.

# B&D Educational Visits Guidance

**All maintained and voluntary controlled schools must follow OEAP national guidance, have a trained Educational Visits Co-ordinator (EVC), and gain Local Authority approval for higher-risk trips.**

**Schools should ensure robust risk assessments, use licensed providers, and record all visits on EVOLVE. EVC training is renewed every 3 years, and audits are carried out every 3–4 years.**

**For advice or training, contact [educationcoreteam@lbbd.gov.uk](mailto:educationcoreteam@lbbd.gov.uk).**

**Click [here](#) to read the full guidance.**

# 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:

Lee Boyce, Chief Executive – [Lee.Boyce@bdsip.co.uk](mailto:Lee.Boyce@bdsip.co.uk)

Paul Claydon, Deputy Chief Executive – [Paul.Claydon@bdsip.co.uk](mailto:Paul.Claydon@bdsip.co.uk)

Nicole Leah, Director of Learning – [Nicole.Leah@bdsip.co.uk](mailto:Nicole.Leah@bdsip.co.uk)

General enquiries – [info@bdsip.co.uk](mailto:info@bdsip.co.uk)

CPD enquiries – [cpdevents@bdsip.co.uk](mailto:cpdevents@bdsip.co.uk)



**USEFUL RESOURCES**

**NATIONAL STORYTELLING WEEK 2026**

**NSPCC NUMBER DAY 2026**

**JOLLY POSTMAN**

**YEAR 10 REGENERATIVE AI ROADSHOW**

# National Storytelling Week 2026

## Soundtrack Your Story

National Storytelling Week is from **Monday 2nd to Sunday 8th February 2026**. This event is a celebration of oral storytelling, reading and writing for pleasure - the power of sharing stories.

The theme for this year is **Soundtrack your story**, and there are free online events running on **Tuesday 3rd and Wednesday 4th February**.

For further information, and to sign up for the workshops and resources, please visit the website [\*\*here\*\*](#).



# NSPCC Number Day 2026

## NSPCC's Mega Maths Fundraising Event

**Number Day is the NPSCC's maths fundraising event - this year it will be held on Friday 6th February 2026. Schools can fundraise for the NSPCC by having fun with maths.**

**Schools can sign up for free, and receive access to hundreds of free learning resources.**

**Full details can be found [here](#).**



# Jolly Postman

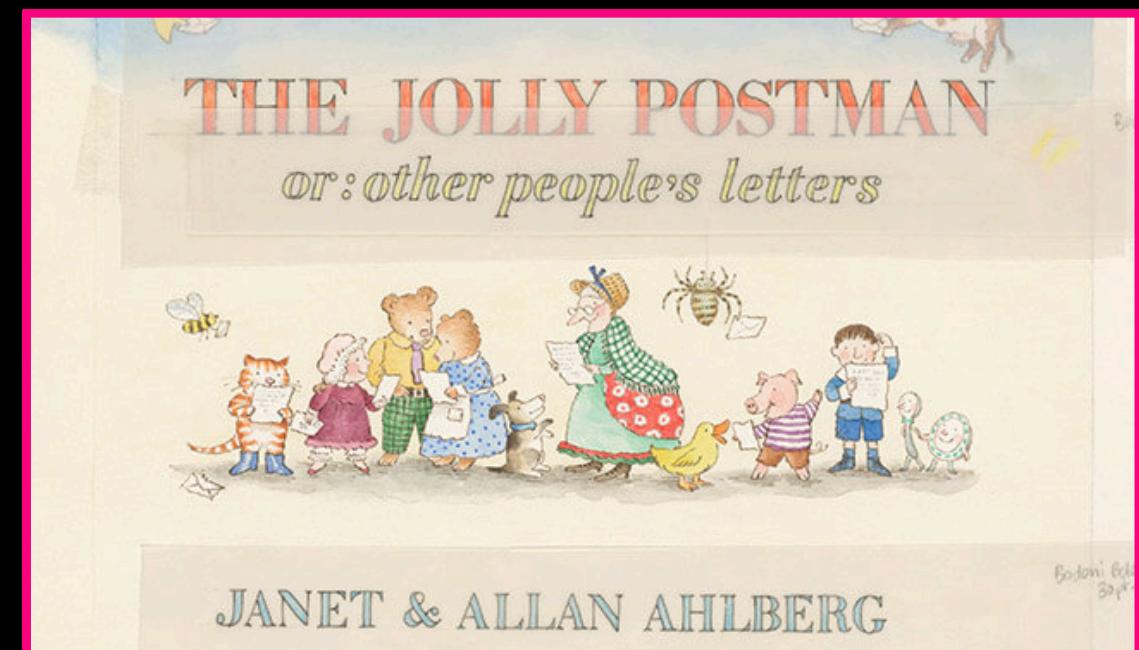
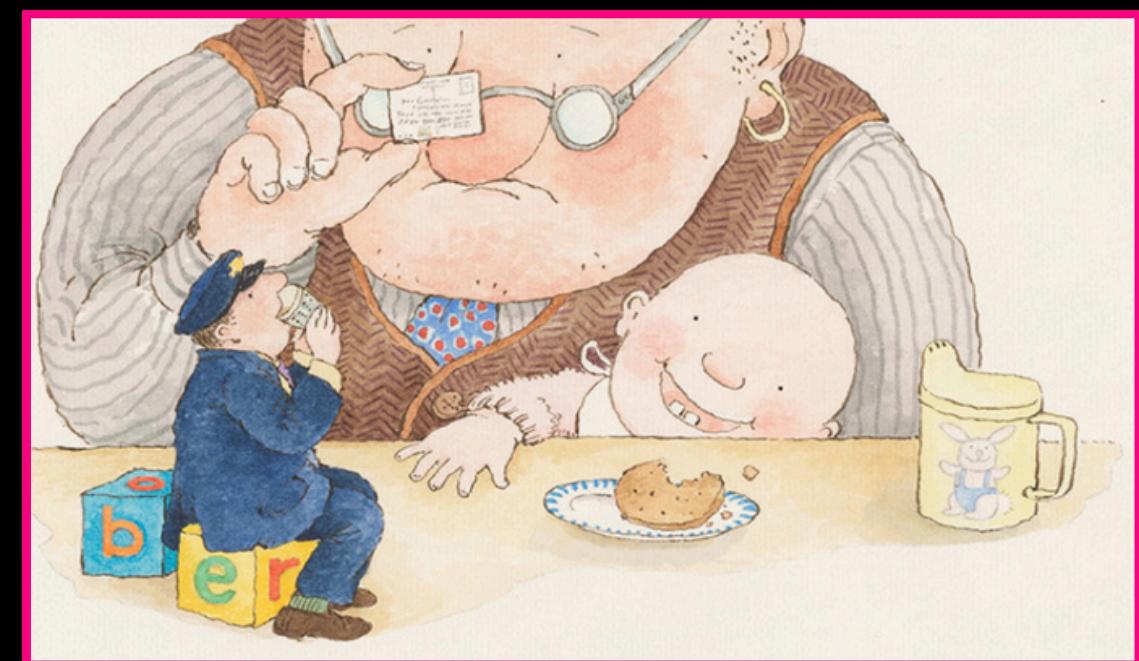
## Postal Museum Resources

This year marks 40 years since the publication of Janet and Allan Ahlberg's popular book, *The Jolly Postman*. To celebrate, The Postal Museum has announced an exhibition and competition dedicated to the book.

The immersive exhibition opens on 14th February 2026, including original artwork from the Ahlberg archives. More information on the exhibition is available [here](#).

The museum is also launching a national schools competition, inviting children to create their own fairy-tale mail. Pupils can draw pictures inspired by *The Jolly Postman* or write letters about why they like the book. There is a chance for their entries to be included in a museum display if posted before 26th February. Further information about the competition is available [here](#).

Learning resources linked to *The Jolly Postman* are also available on the Postal Museum website [here](#).



# Year 10 Regenerative AI Roadshow

## Tech She Can Partnership with Accenture

In partnership with Accenture, Tech She Can are embarking on a roadshow from February to July, touring schools across the UK to provide free in-person AI learning experiences.

- Available to schools (with 25.7%+ FSM) across the UK, including London
- Whole day workshop for 30 Year 10 students (takes place on the school grounds)
- 25 minute KS4 assembly
- 90 minute teacher CPD
- No teacher prep required - they bring everything

For further details, and to register your interest, please visit [here](#).





# **NATIONAL GUIDANCE**

**CHILDREN'S WELLBEING AND SCHOOLS BILL 2024**

**GOVERNMENT MODERNISES EXAM RECORDS**

**PUPIL ATTENDANCE IN SCHOOLS**

**JOIN OUR TEACHER VOICE SURVEY PANEL**

# DFE: Children's Wellbeing and Schools Bill 2024: policy summary

Policy Paper - 7 January 2026



[Children's Wellbeing and Schools Bill 2024: policy summary notes](#)

PDF, 993 KB, 174 pages

## Details:

**The Children's Wellbeing and Schools Bill aims to strengthen legal protections for children and raise education standards. The bill, policy summary, and supporting documents are available on the UK Parliament website, alongside a regulatory and equalities impact assessment.**

**The policy summary explains the purpose, need, impact, and practical operation of each measure, with previous versions available via the National Archives. Further detail is set out in the Keeping children safe, helping families thrive policy statement.**

# DFE: Government Modernises Exam Records with New App

## Press Release - 8 January 2025

From this summer, Year 11 pupils in England will be able to view their GCSE results on their phones via the new Education Record app.

The app will:

-  Give young people lifetime access to their exam results
-  Speed up post-16 enrolment into colleges and training
-  Reduce reliance on paper certificates
-  Help schools and colleges identify pupils needing additional support
-  Save up to £30 million a year in administrative costs

Students will still attend school on results day to speak with teachers, with results then available on the app. The rollout forms part of the government's wider drive to modernise public services through technology.

Click [here](#) to read more.

# DFE: Pupil Attendance in Schools

## Official Statistics - 8 January 2025



Pupil attendance in schools: 8 September to 19 December 2025

<https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools/2025-week-51>

### Details

The This publication provides information on the levels of overall, authorised and unauthorised absence in state-funded:

- primary schools
- secondary schools
- special schools

**State-funded schools** receive funding through their local authority or direct from the government.

Further **gender pay gap reporting data** is available.

# NFFR: Join our Teacher Voice Survey Panel

## Survey

### What it is:

A national survey run by NFER across publicly funded primary and secondary schools in England, capturing teachers' experiences on topics such as curriculum change and post-Covid recovery.

### What's involved:

-  Online surveys 3 times a year (Autumn, Spring, Summer)
-  Complete on a computer, tablet, or smartphone
-  £5 voucher or option to donate £5 to charity per survey
-  Access to reports and findings where available

### Who can take part:

-  All teachers, from ECTs to Headteachers, in state-funded schools (including academies)

Teacher Voice findings are regularly used by organisations such as the DfE, Sutton Trust and Book Trust, and help shape national debate.

Sign up [here](#) to take part and have your voice heard.

A young girl with brown hair tied back with a yellow bow is sitting at a desk in a classroom, looking intently at a computer screen. She is wearing a dark blue school uniform with a white collared shirt. The computer monitor is on the left, and a keyboard and mouse are in the foreground. The background shows other classroom desks and chairs.

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STUDENTS  
SHINE

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