LEADING EDUCATION 2021/22   **SUMMER 1**

Ofsted Updates:
Ofsted's 5-year strategy

On April 26th, Ofsted published the new 5-year strategy, setting Ofsted's direction from 2022-2027. https://www.gov.uk/government/publications/ofsted-strategy-2022-to-2027/ofsted-strategy-2022-27

This sets out the 8 strategic priorities namely,
- Inspections that raise standards
- Right-touch regulation
- Making the most of our insights
- The best start in life
- Keeping children safe
- Keeping pace with sector changes
- Accessible and engaged
- A skilled workforce.

Each priority has a section explaining what Ofsted intend to do and the intended impact of the action. There is a one-page summary document listed the priorities and the full document running to 18 pages, which gives more detail. Amanda Spielman talked about both the White paper and the 2022-2027 strategy in a speech delivered on 27th April 2022 at the Schools and Academies show.
https://www.gov.uk/government/speeches/amanda-spielmans-speech-at-the-2022-schools-and-academies-show

HMI pen portraits
An updated list of Ofsted pen portraits of HMIs was published on 4th May 2022. https://www.gov.uk/government/publications/ofsted-pen-portraits-of-her-majestys-inspectors-hmis?utm_medium=email&utm_campaign=govuk-notifications-topic&utm_source=d43348fa-af73-4428-ad6c-8a8120e9aa06&utm_content=daily

Ofsted: education recovery series

Page summary:
Briefings on education recovery and how schools, prisons, early years providers and further education and skills providers are responding to the impact of the COVID-19 pandemic.

Change made:
Added latest briefings on education recovery in schools, further education and skills providers, early years providers and prisons.

https://www.gov.uk/government/collections/ofsted-education-recovery-series?utm_medium=email&utm_campaign=govuk-notifications-topic&utm_source=e903b996-1fff-4050-a41d-b2581f8fb391&utm_content=daily

Ofsted Inspection Handbook:

This sets out changes we have made to reflect our inspection practice. It does not include corrections or changes made to improve clarity.

April 2022

Removed the requirement for local authorities, proprietors or trusts to prepare a statement of action. Statements of action will continue to be required by law, but from Monday 18 April, we will no longer review statements of action on receipt. We will acknowledge receipt of the statement, but it will not be evaluated by an inspector at that time, and we will not reject or endorse any statements. The statement will form part of the evidence base for the first monitoring visit of that school, along with the school's own improvement plan.

https://www.gov.uk/government/publications/school-inspection-handbook-eif?utm_medium=email&utm_campaign=govuk-notifications-topic&utm_source=7d959fb9-5686-4903-8d11-f2e50259d208&utm_content=daily

Curriculum review into computing:

This review explores the literature relating to the field of computing education to identify factors that can contribute to high-quality computing curriculums, assessment, pedagogy and systems. We will use this understanding of subject quality to examine how computing is taught in England's schools before publishing a subject report to share what we have learned.
https://www.gov.uk/government/news/computing-education-essential-in-technologically-diverse-world?utm_medium=email&utm_campaign=govuk-notifications-topic&utm_source=3bbb8978-6ce0-49ab-b5dc-1ef74b5b0d3e&utm_content=daily

DfE updates:

The National Tutoring Programme
There have been many media articles and comments following the letter from Nadhim Zahawi, Secretary of State for Education, sent to school and college leaders on the bank holiday, 2nd May 2022. There was a great deal of concern about the decision to publish tutoring data in the autumn showing how schools are using the funding. The data will show tutoring delivery in 2021-22, the funding allocations and the number of children eligible for Pupil Premium. This data will also be shared with Ofsted. The DfE estimates that 40% of schools are yet to offer any tutoring sessions on the NTP this academic year and schools not using the NTP have been told they can expect to be contacted by the DfE to discuss their plans and offer support. One issue is that the recently published education White Paper offered a Parent Pledge relating to tutoring courses and the NTP is seen as key to being able to meet this pledge.
The article in the HT update magazine, published 4th May 2022 seems to set out the concerns concisely.
https://www.headteacher-update.com

Sustainability and climate change strategy

This is the DfE's policy paper, published on 21st April 2022, setting out their strategy to improve sustainability and response to climate change by 2030. There are four aims:

- **Climate education:** preparing pupils for a world impacted by climate change through learning and practical experience
- **Net zero:** reducing emissions from education buildings and providing opportunities for pupils to get involved in the transition to net zero

- **Resilience:** adapting school buildings and systems to prepare for the effects of climate change
- **A better environment for future generations:** enhancing biodiversity, improving air quality and increasing access to (and connection with) nature in and around schools

There are quite a number of deadlines – the ones that may need thinking about most urgently are that by 2023, the DfE will

- Develop a model curriculum for science at primary level
- Encourage schools to publish a statement about the school's approach to food on the school website. (The DfE plans to make this mandatory once schools are able to do it effectively).
- Roll out carbon literacy training for at least one person in each school.

By 2025 every school must have a nominated 'sustainability lead' who will be responsible for putting in place climate action plans!

For more detail, 'Schools week' had an article, 'DfE finalises its climate change strategy: what schools need to know' which summarises the key points. https://schoolsweek.co.uk/dfe-finalises-its-climate-change-strategy-what-schools-need-to-know/

Senior Mental Health Lead training – The National College
Schools and colleges who wish to undertake their senior mental health lead training in May can still apply for their £1,200 training grant from the DfE. Our Certificate in the Role of a Senior Mental Health Lead 2021-22 course has been assured for DfE grant-funded senior mental health lead training. This means that schools and colleges can fund the course entirely using their DfE grant.

With limited funding still available, grants are likely to be allocated on a first-come, first-served basis. At the time of writing, the dates available were 16th, 23rd and 30th May 2022.
https://thenationalcollege.co.uk/courses/mental-health-lead-2021

The DfE last week announced a **further £7 million** for schools and colleges **to train a senior mental health lead,** bringing the total amount of funding for 2022/23 to £10 million.

This means that up to 8,000 more schools and colleges will be able to apply for their £1,200 training grant by the end of this financial year, and follows news that over 8,000 have already successfully claimed their funding between October 2021 and March 2022.

We're therefore delighted to open the June and July cohorts for our **Certificate in the Role of a Senior Mental Health Lead 2021-22** and **Intermediate Certificate in the Role of the Senior Mental Health Lead 2021-22** courses. Both courses have been assured for DfE grant-funded senior mental health lead training, meaning that schools and colleges can **fund the course entirely** using their DfE grant.

BOOK NOW:

- **Certificate in the Role of a Senior Mental Health Lead 2021-22: https://thenationalcollege.co.uk/courses/mental-health-lead-2021**
- **Intermediate Certificate in the Role of the Senior Mental Health Lead 2021-22: https://thenationalcollege.co.uk/courses/intermediate-certificate-smhl**

Support for families arriving from Ukraine
On 11th April the Education Hub published a document, 'How do families arriving from Ukraine apply for a school place and childcare?'.   https://educationhub.blog.gov.uk/2022/04/11/how-do-families-arriving-from-ukraine-apply-for-a-school-place-and-childcare
It is translated into Ukrainian so that families can access it.

Energy cost crisis

An article in the Headteacher Update magazine dated 3rd May reported that one third of schools are planning for a deficit budget by the end of next year as a direct result of soaring energy prices. It quotes a survey of more than 1000 school leaders in England, undertaken by the NAHT, anticipating an average 106% increase in energy costs in the next year. The school leaders were asked what actions they were planning to take in response to this huge rise and these included:

- Reducing energy consumption (64%).
- Reducing investment in equipment for the school (54%).
- Reducing maintenance and/or capital spending (53%).
- Reducing investment in CPD (46%).
- Reducing the number of teaching assistants/or teaching assistant hours (40%).
- Reducing non-educational support and services for children (30%).
- Reducing the number of teachers or teaching hours (15%)

The article concluded, "The government's attempts to restore school spending to 2010 levels is being rapidly eroded by these and other cost pressures. The government needs to do more to ease the impact of the energy crisis on schools, for children's sake." (https://www.headteacher-update.com/best-practice-ezine/Energy-cost-crisis-A-third-of-schools-planning-deficit-budgets/245881/)

Working together to improve school attendance

Guidance to help schools, academy trusts, governing bodies, and local authorities maintain high levels of school attendance including roles and responsibilities.

https://www.gov.uk/government/publications/working-together-to-improve-school-attendance?utm_source=10%20May%202022%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19

Other sources of information:

Discounts for Teachers

We've only just been made aware of this organisation by a colleague who got a good deal on a holiday break. It costs nothing to join and there appear to be a whole range of discounts available. We can't personally recommend it, as haven't yet used it, but it may be worth a look.

Teacherhead. https://teacherhead.com

Another site we've been guided to by a colleague is 'Teacherhead'. This is a website from Tom Sherrington, whose books including 'Rosenshine's principles in action' and the 'Teaching Walkthrus' have informed a lot of our work in recent years on cognitive science. There are a range of blogs and book reviews that may be of interest to you and your colleagues.

Education Policy institute Newsletter: April 2022

There has been a lot to digest this week as the first Schools White Paper in six years was unveiled on Monday, followed by a green paper on SEND and new plans for the National Tutoring Programme.

With its series of pledges and long-term targets to raise standards, along with plans for a further restructuring of the school system by 2030, the White Paper has elicited mixed responses from the education sector, policy experts and researchers.

As we have noted in our reaction this week, some measures respond well to challenges in education today. Commitments on teacher training and incentives to encourage teachers into shortage subjects in hard to staff

areas are certainly positive, along with a pledge to introduce a national register of missing pupils.

The White Paper included bold targets for the proportion of pupils achieving expected standards by the end of primary school and a "Parent Pledge" from the Secretary of State to ensure that no child is left behind in their learning.

But without accompanying plans from the government that aim to reduce persistent disadvantage gaps in education, and respond to the scale of pandemic learning losses, our assessment was clear: such goals will remain out of reach.

And as our Chief Executive Natalie Perera **argues in the** *TES*, as long as there remains a lack of focus on tackling the wider causes of underperformance and inequalities in education, it is likely that they always will.

Could a continued academisation drive up to the end of the decade still help to make progress towards these targets?

As we have set out in our response, plans outlined in the White Paper for all schools to move into multi-academy trusts may well be justified on the grounds that there is a need for more coherence and consistency to our increasingly fragmented school system.

But as EPI research has concluded for a number of years, academisation is not a "silver bullet" to school improvement or equity; our findings have shown little difference between the attainment outcomes of academies and local authority-maintained schools.

Published this week: New EPI research on pupil learning loss for the DfE
Alongside the publication of the Schools White Paper, the Department for Education published our latest report with Renaissance, examining the extent of pupil learning losses in the 2021/2022 autumn term.

Our research provides new evidence on the impact of over 18 months of disruption on pupil attainment – considering how many months of learning pupils are behind compared to a typical, pre-pandemic school year.

Understanding Progress in the 2020/21 Academic Year

Department for Education

Extension report covering the first half of the autumn term 2021/22

March 2022

Renaissance Learning, Education Policy Institute

We find that primary pupils in the latest autumn term had seen some recovery since the 2020/2021 summer term. Primary school pupils were on average 1.9 months behind where they would typically be in maths by the end of the autumn term, a recovery of 0.4 months from the summer. In reading, primary pupils were on average 0.8 months behind – which is largely unchanged since the summer term.

However, the performance of secondary-aged pupils is less positive. Far from showing signs of recovery, in reading, secondary pupils appear to be showing a greater degree of learning loss than they did at the end of the last school year. Learning losses for secondary pupils by the latest autumn term had increased by 0.5 months in reading, with these pupils now on average 2.4 months behind in their learning.

We find that pupils from disadvantaged backgrounds also experienced greater learning losses than their peers - losses that are in addition to the large, existing gap in school attainment between these pupils and their peers that was evident prior to the pandemic. Substantial regional disparities also persist, with pupils in parts of the North and the Midlands experiencing the greatest losses.

You can read the full report **here**.

Scroll down below for a further round-up of recent EPI research, alongside details on upcoming events and job opportunities.