

## SESLIP AD Education Network Update: November 10<sup>th</sup> 2023

### In Today's Update:

- DfE: Review & recommendations drawn from recent JTAs, UK-wide education statistics, Ofsted review of NTP phase 2, review of roll-out of revised EYFS, apply for wave 2 of families first pathfinders, guidance and funding for local skills improvement plans, T-level foundation qualifications funding guide.
- National reports: Report highlights the fragile state of UK public services that are in perennial crisis mode, System leadership across education from a group of CEOs, quality metrics in AP based on a survey of settings.
- Research: Evidence reviews about teacher recruitment & retention, the extent of young people's worsening mental health post-covid.
- News: Teacher bursaries are cost-effective ways to improve retention, Chief Inspector before the Education Select Committee, power of feedback for teacher development, trends in school absence over the past 10 years, DfE's interference in ITE curricula, debate about Ofsted's judgements continues, Children's Commissioner wants Ofsted to access 'live' school attendance reporting, young people explore use of ChatGPT with their peers, legal opinion on managed moves, graduate employment in UK vs USA, growing a strong organisational culture.

### 1. DfE:

- Ofsted's research about multi-agency work in response to children and families in need, drawn from JTAs between Dec 2022 and Mar 2023. Findings include that the resource pressures universal and targeted services are under make it hard to prioritise early help and that joint working is too weak overall with headteachers commenting they often feel they are working alone to keep children safe. <https://www.gov.uk/government/publications/the-multi-agency-response-to-children-and-families-who-need-help/the-multi-agency-response-to-children-and-families-who-need-help>
- Schools, pupils and staff statistics for the UK for 2022-23, includes headline information about NEETs and about overall expenditure and the working population highest level of education profile. <https://explore-education-statistics.service.gov.uk/find-statistics/education-and-training-statistics-for-the-uk/2023>
- Ofsted's phase 2 review of the National Tutoring Programme finds there's still value, especially in school-led, teacher tutoring. However, most schools do not plan to continue once DfE funding ends. Secondary schools in year 2 tended to shift to tutoring for year 11s, due to exams, despite recognising they had KS3 students with bigger learning gaps. The quality of remote tutoring was found to be weak. <https://www.gov.uk/government/publications/independent-review-of-tutoring-in-schools-and-16-to-19-providers>
- Dept funded report about the roll-out of changes to EYFS, based on a survey of leaders and some interviews from autumn 2022. Nearly all settings had reviewed their curriculum and development approach and schools were overall positive about the changes including reducing assessments, though there were some concerns about children with additional needs. [https://assets.publishing.service.gov.uk/media/6537e5503099f900117f308f/EYFS\\_2021\\_Reforms\\_Evaluation\\_Report.pdf](https://assets.publishing.service.gov.uk/media/6537e5503099f900117f308f/EYFS_2021_Reforms_Evaluation_Report.pdf)
- Information about applying to join wave 2 of the families first for children (FFC) pathfinder programme. Brighton & Hove are involved in wave 1 and I'm sure will offer information about the value of the programme. <https://www.gov.uk/guidance/apply-to-become-a-families-first-for-children-pathfinder-area>

- Local skills improvement plans, updated guidance for stage 2: [https://assets.publishing.service.gov.uk/media/654b7980e70413000ffc49fb/Local\\_skills\\_improvement\\_plans\\_-\\_stage\\_2.pdf](https://assets.publishing.service.gov.uk/media/654b7980e70413000ffc49fb/Local_skills_improvement_plans_-_stage_2.pdf) and information about the funding allocations to local partnerships for 2023-25: <https://www.gov.uk/government/publications/local-skills-improvement-fund-lsif-lead-providers-2023-to-2025/lead-applicants-for-lsif-by-region>
- Updates to the qualification and funding manual and approval criteria for T-level Foundation Qualifications. <https://www.gov.uk/guidance/qualifications-funding-approval-manual-2025-to-2026/qualification-type-funding-approval-criteria-t-level-foundation-qualifications> and qualifications that are within scope for funding from Aug 2025: <https://www.gov.uk/guidance/qualifications-funding-approval-manual-2025-to-2026/qualifications-which-we-will-approve>

## **2. Reports:**

- The Institute for Government's annual report about the performance of 10 core public services (incl schools and children's services) presents an alarming picture of services in crisis mode. The root causes it flags are: short-term government policy making, underinvestment in capital and IT and staffing being undermined by inadequate pay and working conditions. <https://www.instituteforgovernment.org.uk/sites/default/files/2023-10/performance-tracker-2023.pdf>
- A 'think piece' from a group of trust CEOs in the North-east with their views about system leadership in education and the skills and behaviours that should be fostered to achieve better leadership regionally and nationally. There is recognition of the need for CEOs to reach out beyond the school system and for leadership to be a standard component of CEOs' JDs. <https://forumstrategy.org/wp-content/uploads/2023/09/Reflections-on-system-leadership-in-2023.pdf>
- Helpful report exploring metrics and AP (but health warning: based on self-selecting survey sample of 18% of AP settings). Report usefully highlights the value of post-16 metrics as a measure of lasting impact of time in AP and of good, regular communication with mainstream schools, especially to achieve reintegration. [https://www.integrated.org.uk/wp-content/uploads/2023/10/Alternative\\_Provision\\_v5AG-1.pdf](https://www.integrated.org.uk/wp-content/uploads/2023/10/Alternative_Provision_v5AG-1.pdf)

## **3. Research**

- EEF publishes three rapid reviews of aspects of teacher recruitment and retention, which suggest there is demand for more flexibility but there are challenges to achieving this. These reports provide evidence of practice that takes place, but, other than the review about the importance of leadership, can offer limited insight about the impact of flexible working approaches or specific workload management strategies. <https://educationendowmentfoundation.org.uk/news/appetite-amongst-teachers-for-flexible-working-approaches-but-limited-research-into-their-impact>
- The Cosmo (post-covid) Research Study's briefing on their findings about young people's mental and physical health shows evidence of increased levels of mental distress as compared to before the pandemic. There is a call for better targeting of mental health support for non-gender binary and LGBTQ young people and a stress on the deployment of evidence-based anti-bullying approaches in schools and colleges. Physical ill-health is particularly associated with deprived areas. <https://cosmostudy.uk/publications/mental-and-physical-health>

## **4. News:**

- Summary of points from a study finding that teacher bursaries are a reasonably cost effective way to achieve incremental improvements in teacher trainees completing their induction and to be retained in teaching for some years. The study suggests bursaries are more effective than early career payments. <https://www.nfer.ac.uk/publications/the-impact-of-training-bursaries-on-teacher-recruitment-and-retention>

- Take-aways from the Chief Inspector's appearance before the Education Select Committee for its enquiry into school inspections. She defended single word judgements and said the nature of the school accountability system is decided by the DfE and, for example, their focus on double RI schools had ratcheted up consequences for leaders and schools. <https://schoolsweek.co.uk/ofsted-coasting-schools-policy-has-raised-the-stakes-says-spielman/>
- Blog article about the power of feedback to improve teacher performance (and other professionals too), matched with the challenge to achieve this. Using evidence from research reviews Prof Coe highlights elements for success including: agreement about what good looks like and motivating improvement (being able to see the change is making a difference). <https://evidencebased.education/why-are-we-betting-on-giving-teachers-more-effective-feedback-even-though-no-one-else-is-really-doing-this/>
- A look at persistent and severe absence over a 10 year period, followed by breakdowns of the reason for absences including for those with SEND or disadvantaged. Although severe absences had been slowly increasing pre-2019, there has been a marked increase since with the trajectory upward. Persistent absences again are still double the levels pre-2019, but are on a downward trajectory. <https://ffteducationdatalab.org.uk/2023/11/persistent-absence-by-pupil-group/>
- Article drawing attention to the high level of detailed oversight directly from the DfE in ITE curricula since 2019, which involves 26 civil servants in the monitoring processes. The author claims this is a major over-reach for the Dept and illustrative of skewing of priorities towards the political rather than the educational. <https://www.timeshighereducation.com/opinion/englands-ite-crisis-wake-call-academic-autonomy>
- Continuing debate about Ofsted's school inspections and the use of single word judgements. Cross party former SofS's for Education support the critical comments of former Chief Inspector Michael Wilshaw to the Education Select Committee this week. <https://www.theguardian.com/education/2023/nov/04/ofsteds-simplistic-judgments-no-longer-fit-for-purpose-schools-experts-warn>
- Children's Commissioner calls for Ofsted and school governors to be given access to 'live' attendance data from schools as part of a drive to address school absence. She cites the link between severe absence and low GCSE attainment as a reason for continuing to push for improvement. <https://www.tes.com/magazine/news/general/childrens-commissioner-attendance-league-tables-absence>
- BBC Young Reporters explore the use made by their peers of AI with schoolwork, in particular to help with, or even complete, homework. In their schools almost all students have used ChatGPT and some of the output is very convincing. <https://www.bbc.co.uk/news/education-67236732>
- Legal opinion piece on DfE's guidance on managed moves, which, although dealt with in the current exclusions guidance, leaves processes unclear. The author's view is that if a managed move breaks down due to behaviour problems and the pupil is dual rolled, both schools would have to agree to exclude. <https://www.lexology.com/library/detail.aspx>
- Some fact checking about graduate employment in the UK in comparison to the USA. The wage premium graduates enjoy has been declining in the UK, not in the USA where there are a similar proportion of graduates. The underlying issue is underinvestment in skilled jobs and industrial development. <https://threadreaderapp.com/thread/1718244492933816529.html>
- Article discussing how to grow a good organisational culture based on the premise that there are three elements to a culture: behaviours, systems, and practices, all guided by an overarching set of values. Questions to ask include: how do our systems reinforce our culture? How clear are our expectations of behaviours (positively reinforced)? How well do our processes evolve to maintain our good culture? <https://hbr.org/2018/05/why-great-employees-leave-great-cultures>