

# SESLIP Education Network

Update: 10<sup>th</sup> June 2022



## In Today's Update:

1. DfE: NFF implementation consultation, good practice in education by youth offending services, international QTS system announcement.
2. National reports: Social mobility for disadvantaged young people has largely stalled, overview of safeguarding in schools.
3. Research: 'Stuck schools' and what works to improve them, Youth Endowment Fund toolkit of evidence to reduce youth violence.
4. News: Summary of what DfE says are its priorities for 2022-23, polling on education / levelling up from EIAs, the long road to the NFF, VS headteacher describes the role, 5 important questions for maintained schools about MATs, why so few Black headteachers? Podcast on current challenges for Children's Services, The Mix's new online 'chat' support service, DfE Head of Regions appointed, another substantial increase in free school meals pupils.

### 1. DfE:

- Consultation on implementation of proposals for the National Funding Formula. It proposes full implementation by 2027. Consultation open until 9th Sept. <https://consult.education.gov.uk/funding-policy-unit/implementing-the-direct-national-funding-formula/>
- Based on joint inspections of youth offending services: a guide to good practice in education and training provision. <https://www.justiceinspectorates.gov.uk/hmiprobation/effective-practice/services-and-pathways/ete/>
- New system for QTS for international teachers announced, to be rolled out from autumn 2022. Criteria:
  - have an undergraduate degree of the same academic standard as a UK bachelor's degree,
  - have completed teacher training which is of at least the same academic standard as an initial teacher training course in England, and for at least the same duration,
  - have at least a year of professional experience working as a teacher after qualifying,
  - hold a qualification indicating that they have studied mathematics to a level equivalent to a grade 4 in GCSE; all who intend to teach primary, should hold a qualification indicating they have studied science to a level equivalent to a grade 4 in GCSE
  - demonstrate at least a [CEFR B2](#) level of English proficiency (or alternatively come from an English speaking country, or have studied at degree level in English)
  - have the professional status needed to be a teacher in the country where they qualified
  - <https://www.gov.uk/government/publications/awarding-qualified-teacher-status-to-overseas-teachers/a-fairer-approach-to-awarding-qts-to-overseas-teachers>

### 2. National reports:

- Pulling together and updating the evidence about social mobility, this report finds that mobility for disadvantaged young people has almost stalled. Access to home-ownership is closely tied to parents being home owners and the options for mobility outside higher education are much narrower. The covid pandemic has only exacerbated the gap and the authors call for a long-term plan for disadvantaged families and substantial resources to support recovery from covid-19. <https://www.suttontrust.com/wp-content/uploads/2022/06/Social-Mobility-%E2%80%93-Past-Present-and-Future.pdf>

- TES overview of the vital part schools play in the safeguarding of children, including overview of latest guidance and evidence that referrals have significantly increased this year alongside concerns about pupils' activity online. [https://www.tes.com/tg-gated-download/150/webform\\_download/Tes%20Magazine%20Education%20Insights%20Report%20Safeguarding%202022.pdf](https://www.tes.com/tg-gated-download/150/webform_download/Tes%20Magazine%20Education%20Insights%20Report%20Safeguarding%202022.pdf)

### **3. Research:**

- Two-year research into 'stuck schools' (with a series of below good Ofsted judgements) and factors that impact on school improvement. Moving into a MAT shows zero impact for primaries and small positive effects for secondaries (largely due to improved recruitment). Stuck schools usually share characteristics of: high mobility, high SEND, higher deprivation among pupils and higher staff turnover. Recommendations include support to abate staff turnover and the right improvement support, including via peer-to-peer networks. [https://epi.org.uk/wp-content/uploads/2022/06/Final\\_report\\_stuck\\_schools.pdf](https://epi.org.uk/wp-content/uploads/2022/06/Final_report_stuck_schools.pdf)
- The Youth Endowment Fund is aiming to build the evidence base for work to reduce violence among young people. Its developing toolkit can be found here: <https://youthendowmentfund.org.uk/toolkit/>. Its recent review highlights gaps and weaknesses in the evidence, in particular about young people and their families' experiences of navigating the system in England. <https://youthendowmentfund.org.uk/systems-evidence-and-gap-map/>
- Study of school senior leaders' reflections and experiences of the pandemic and the current challenges at school. Most report a sense of being ground down: 2 in 5 describing themselves as surviving and a further 1 in 3 as mostly sinking, with covering staff absences being a key feature of this year. The scale of churn in the school leaders' labour market comes through as well as the scale of learning challenges for certain students post covid. <https://schoolleadersworkandwellbeing.files.wordpress.com/2022/06/leading-after-lockdown-final-report-2-2.pdf>

### **4. News:**

- Summary of the main strands in the DfE's Schools White Paper implementation plan. A lot of focus on maintained schools to academies and academies into larger MATs. This appears especially the case in Education Investment Areas. <https://schoolsweek.co.uk/df-e-plans-first-step-in-academy-revolution/>
- Polling about levelling up and education / training, with a focus on people living in Education Investment Areas (EIAs). Local people are largely supportive that their area needs levelling up in EIAs and would like more funding for schools and access to training / vocational opportunities for their children, rather than higher education. <https://www.suttontrust.com/news-opinion/all-news-opinion/new-social-mobility-and-levelling-up-polling/>
- Some background and practical challenges for the move to a National Funding Formula for schools, many of which are as much political as day-to-day for schools. <https://www.tes.com/magazine/analysis/general/how-calculations-school-cash-are-changing-and-why-its-needed>
- A virtual school headteacher describes his role and some of the evidence-based approaches for children with a social worker. <https://www.sec-ed.co.uk/best-practice/the-virtual-school-headteacher-what-you-need-to-know-looked-after-children-social-care-pupil-premium-vulnerable-students/>
- Five important questions that maintained schools want a clear answer to about plans for all schools to join a MAT. Including what is the evidence of improvement and does it bring additional freedoms? <https://www.tes.com/magazine/analysis/general/5-questions-about-joining-mat-la-schools-want-answering>

- Reflections from a black teacher on the recent NFER analysis that found disproportionately few teachers of colour in senior roles and headteachers. Some thoughts on the additional barriers faced and the value of mentors. <https://www.nfer.ac.uk/news-events/nfer-blogs/we-must-commit-now-to-address-the-inequality-that-exists-within-the-education-system/>
- Critical response to recent Ofsted research evidence review from the English and Media Centre. "The review does not even dip a toe into the research that is available on English pedagogy and practices. There is nothing at all on research on the teaching of poetry, nothing on drama (aside from one reference to Shakespeare), nor on non-fiction texts. There is nothing on the teaching of creative writing... there is also nothing at all about the teaching of media in English." <https://www.englishandmedia.co.uk/blog/review-of-ofsted-curriculum-research-review-english>
- Podcast discussion about demand and cost challenges faced by children's services in LAs, with Steve Crocker (Hants) and Jill Colbert (Sunderland). <https://thelocalauthority.podbean.com/e/children-s-services-with-jill-colbert-steve-crocker-and-david-ayre/>
- The Mix, young people's advice and information website, launches its ChatBot for young people to post their questions, alongside its other support options such as discussion boards and its helpline. <https://www.themix.org.uk/get-support>
- Former Yorks and Humberside RSC John Edwards has been appointed to lead the DfE's new regions group and establishing the 9 new offices. <https://schoolsweek.co.uk/former-rsc-john-edwards-is-new-dfe-academies-tsar/>
- The number of pupils eligible for FSMs continues to increase. There are now 1.9 million eligible, up by about a third over the past two years. <https://schoolsweek.co.uk/almost-1-9m-pupils-are-now-eligible-for-free-school-meals/>