

SESLIP Education Network

Update: 22nd July 2022



From SESLIP:

- With schools having broken up this week, I wish you some relief from the pressure that this academic year has brought and that you get to re-charge for some time over the summer. Updates will be reduced to one for August and then normal service from the start of term in September.

In Today's Update:

1. DfE: In-year moves in-and-out of school, teachers review body report, Ofsted on education recovery with a focus on SEND, consultation on changes to adult skills funding, no change to summer-born admissions, pupil population estimates to 2028.
2. Research: GCSE disadvantage gap is still sizeable across England & Wales, placed-based solutions involving schools most effective to address educational inequalities.
3. News: Outcomes at 19 and 21 for students who have attended AP, DfE teacher pay award is below inflation and unfunded, KS1 SATs to end 2023-24, court ruling will increase holiday pay of term-time staff, debate about LB Southwark's zero exclusions charter, ADCS President's speech from national conference.

1. DfE:

- Analysis of in-year moves for state-educated pupils from 2014-5 to 2018-19. Data show the number of moves are increasing over time e.g. for secondary students from 13% to 16% of whole cohort. A third of all moves are to 'unknown'; whilst GRT are particularly represented, this group includes more pupils who are SEN, FSM6 or CIN.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090339/20201009_Ad_hoc_pupil_moves.pdf
- The 2022 Strategic Teachers Review Body report sets out analysis for its recommendations on pay awards for 2022-23 and 2023-24. Annual awards of 5% and 3% are recommended and new entrants pay of £30,000 by 2023-24.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1092278/STRB_32nd_Report_2022_Accessible.pdf
- Ofsted's final education recovery report, with particular focus on SEND. Findings include pandemic disruptions have made it harder for schools to identify pupils with SEN, that the range of knowledge gaps among year 7s and 8s are still high and that there has been significant anxiety about exams as much among staff and students. <https://www.gov.uk/government/publications/education-recovery-in-schools-summer-2022/education-recovery-in-schools-summer-2022>
- Consultation about changes and simplifications to the adult learning funding arrangements with a move to a single Adult Skills Fund. <https://consult.education.gov.uk/fe-funding/implementing-a-new-fe-funding-and-accountability-s/>
- Admission of summer-born children to primary school. The updated guidance makes no changes to the admissions code and just states that a change might happen if a legislative opportunity is available in the future. <https://www.gov.uk/government/publications/summer-born-children-school-admission/admission-of-summer-born-children-advice-for-local-authorities-and-school-admission-authorities>
- National pupil projection estimates to 2028, but not updated against the 2021 national census. Estimates are of a 13% fall in primary pupils by 2028 and that pupil numbers in secondary and specials with peak around 2024. <https://explore-education-statistics.service.gov.uk/find-statistics/national-pupil-projections>

2. Research:

- Analysis of the disadvantage gap for GCSEs across England and Wales between 2011 and 2019. Over that period there has been a small reduction in the gap: from 20 to 18 months in England & 24 to 22.5 in Wales. Smallest gaps are found in Inner London and a few urban unitaries, including Portsmouth.
<https://epi.org.uk/wp-content/uploads/2022/07/Inequalities-in-Wales-and-England.pdf>
- Qualitative study of primary schools through covid-19 lock-downs and lessons that can be drawn about supporting families, learning and increased resilience. Findings indicate the value of locally developed support and strategies, but also that the fragmentation of external support for families reduces resilience and leaves headteachers bearing additional burdens.
<https://discovery.ucl.ac.uk/id/eprint/10136102/1/Learning%20Through%20Disruption%20Main%20Report.pdf> Article taking some of the lessons from the above research and applying it to current DfE policies. It cites a risk of "ghost policies": scary but of little substance, such as the centralised attendance tracker which has no clear timeline nor explanation of its value to schools.
<https://schoolsworld.co.uk/do-ghost-children-exist-and-what-can-we-do-about-them/>

3. News:

- Using data for year 11s in 2012-13 to tell us about the longer term outcomes, at age 19 and 21, for pupils who have been in AP, and those who have been PEx. Not surprisingly they are significantly poorer than for their mainstream peers: half as likely to be in education or employment at 19 or 21; 5 to 6 times more likely to be receiving out of work benefits at age 19.
<https://ffteducationdatalab.org.uk/2022/07/long-term-outcomes-of-pupils-who-experience-alternative-provision/>
- DfE to offer 5% pay award to teachers and leaders, with a bigger increase for the bottom of the scale as a step towards £30k starting salaries. No additional funding is being offered to schools over-and-above the 1.9% already set out and unions have so far reacted negatively to this below inflation offer.
<https://schoolsworld.co.uk/dfe-announces-5-pay-rise-for-most-teachers-in-2022-23/>
- Report that a timetable to scrap KS1 tests has been communicated: they will be non-statutory from Sept 2023. This is a postponement of a year as a result of a delay in the roll-out of baseline assessments. <https://schoolsworld.co.uk/key-stage-1-sats-will-be-scraped-from-2023-24-sta-confirms/>
- Ruling from Supreme Court means employers with permanent staff on term-time-only contracts must now calculate their holiday pay based on the hours they work in a normal week, rather than paying them pro-rata based on the number of weeks they work each year.
<https://schoolsworld.co.uk/supreme-court-holiday-pay-ruling-could-open-the-floodgates-for-claims/>
- DfE's Behaviour Advisor criticises LB Southwark's zero exclusion charter for schools. Whilst the charter recognises exclusion has to be an option where behaviours are a serious risk to others, it asks schools to commit to adopting a trauma-informed, multi-agency approach.
<https://www.tes.com/magazine/news/general/exclusion-charter-could-expose-pupils-harassment-says-behaviour-tsar>
- ADCS President's speech from last week's national conference. Calling for action by Government on several fronts including: on the LA funding formula and the schools funding formula, the costs of school transport and more focus on care leavers.
https://adcs.org.uk/assets/documentation/ADCS_AC_Presidential_Speech_FINAL.pdf
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