

## SESLIP AD Education Network Update: July 5<sup>th</sup> 2024

### From SESLIP:

- We wake up to a new era in our national politics and await announcements of key ministers and the new government's first education-related policy proposals.
- The next AD Education Update will be at the end of July (I am away for a couple of weeks). I hope by then to include some early indications of the new government's policy direction for schools, education and children's services and who the new ministerial team are.

### In Today's Update:

- DfE: No meaningful publications (reflecting the election period).
- National reports: No significant publications (reflecting the election period).
- Research: Paper based on survey data exploring use of generative AI among secondary pupils, meta-analysis of impacts of teacher CPD on reading comprehension students.
- News: Five big challenges for education that the new Government faces, schools reeling under volume of parent complaints, no options for a school wanting to choose to move or leave a trust, T-level drop-outs move onto courses that are to be de-funded in 2026, slow working of DfE's school property disposal arm, LAs facing JR over their SEND Safety Valve agreements, informative trust CEO interview.

#### 1. Research:

- Based on a school-based survey of 13 to 18 year olds (so not necessarily representative), the report considers secondary students' attitudes to and experiences of generative AI. Three of out four report having used AI (up by 10% from last year), and around half agreed that that generative AI helped them with ideas, to understand things or to learn new things. While 2 in 5 young people aged 13 to 18 said they checked outputs from generative AI as they might be wrong, 1 in 5 did not.  
[https://nlt.cdn.ngo/media/documents/Children\\_and\\_young\\_peoples\\_use\\_of\\_AI\\_to\\_support\\_literacy\\_in\\_2024.pdf](https://nlt.cdn.ngo/media/documents/Children_and_young_peoples_use_of_AI_to_support_literacy_in_2024.pdf)
- Meta-analysis of professional development for teachers on reading comprehension and its effect on teacher knowledge and student outcomes. Using largely experimental studies, the review finds a 0.95 SD impact on teacher knowledge/practice, and a 0.19 SD impact on student achievement—the former being 5 times the latter coheres with teacher quality research.  
<https://ila.onlinelibrary.wiley.com/doi/10.1002/rrq.546>

#### 2. News:

- Reflecting the historic change to political leadership overnight in the general election, this article succinctly summarises five education challenges at the top of the pile for the new Government. Included in these is: "the loss of any sense of relationship between the school system and the wider children system", and Sam Freedman sees this as the "the biggest problem" of the last 14 years."  
<https://schoolsweek.co.uk/5-big-schools-policy-hurdles-for-the-next-government/>
- Article exploring the challenges schools are facing with the increasing volume of complaints from parents. Often fuelled by groups on social media, complaints increasingly escalate beyond the school, to include council members and Ofsted. Schools are finding this time-consuming and divisive for their school community. <https://schoolsweek.co.uk/the-rise-of-parent-activism-and-how-schools-are-tackling-it/>
- Unrest and dissatisfaction between some schools and their trusts is highlighting that there is presently no route for a school to leave, or mov, trusts unless initiated by the DfE. Although proposed for possible consultation in the Schools White Paper, no further action was taken. Commentators advise that legislation is needed for this to be possible. <https://schoolsweek.co.uk/lack-of-mat-get-out-clause-sees-strikes-petitions-and-open-letters/>

- In the latest T-level data available, about 14% of those students enrolled subsequently transferred to another course. Nearly all of these students (about 90%) were enrolled on vocational courses whose funding is due to be removed in 2026. <https://schoolsweek.co.uk/t-level-drop-outs-switch-to-courses-due-for-axe/>
- Article about LocatED, DfE's commissioned company to dispose of surplus school land (as an extension to its original task of acquiring sites for new free schools). The investigation found only one sale since 2019, despite 85 sites having been identified. The slow speed of has partly been put down to slow decision-making by ministers. <https://www.tes.com/magazine/news/general/dfе-property-company-located-helps-sell-1-surplus-school-land-site>
- Parent activists have launched judicial review proceedings against SEND Safety Valve agreements entered into by Bristol City Council and by Devon County Council. The cases allege the agreements constrain the ability of these LAs to provide SEND services and meet the needs of children with an EHCP plan. <https://schoolsweek.co.uk/councils-face-legal-challenge-over-send-safety-valve-deals/>
- Questions to a trust CEO highlighting his inspirations and thoughts for the future of education. His biggest disappointment currently is the way the MAT system has come about without any real design, and that has left trusts fighting among themselves for funding, staff and wraparound children's services. <https://www.tes.com/magazine/leadership/strategy/10-questions-with-matthew-shanks-ceo-academy-trust-education-south-west>