



Secondary Update



Autumn 2024 – Contents

Safeguarding	3	Geography	12
Attendance	7	Data	18
English	8	Courses	20

Editorial



Welcome to the autumn term edition of the *Secondary Update*.

Hopefully, you all enjoyed a wonderful summer break and feel refreshed.

Since the last edition we not only have a new Education Secretary (we are all used to that!) but we have a new government following the general election. We are beginning to hear more detail about proposed changes as we start the autumn term. Bridget Phillipson has reached out to schools already and I'm sure many of you linked into her webinar last term. Good communication is very welcome I am sure, but the devil will be in the detail.

As the term begins, we have already had the announcement of changes to the one-word summary overall judgement on schools following Ofsted inspections. However, schools will still receive grades in four sub-judgments which will be published on the final report. Schools also may face intervention if they fail on any of those measures including ineffective safeguarding. No doubt we will soon hear a lot more about the proposed new school report card for September 2025. The Education Secretary reports that it will give parents the information they need but it won't be a soft option and will continue to highlight areas of performance where schools need to improve. The delay to the start of inspections this term will no doubt allow time for inspectors to be updated on the changes.

Government ministers are also discarding the previous government's coasting schools policy, which led to intervention in schools with two or more consecutive *requires improvement* judgments. Those schools will now be known as *struggling* and given support instead although at the time of publication there is no more detailed information about what that might look like. Also note the attached article from Jo Kenyon exploring the most recent Ofsted English subject report. It should help open a discussion between line managers and heads of English and support staff especially if you are likely to face an early Ofsted inspection this term.

We have also been told that the Government is forging ahead with the planned curriculum and assessment review. We now know that this will be headed up by Professor Becky Francis, the Chief Executive of the Education Endowment Foundation, and the 11 other members who have been appointed to the independent panel. It will be important to keep track of this work as it will no doubt involve changes to our curriculum offer in Key Stage 3 and 4 and beyond. Coincidentally, there has also been recent murmurings from Steven Morgan MP, Minister for Early Years Education who alongside the Department of Science, Innovation and Technology, announced the £3 million Content Store. This will be a library of AI-ready, pre-processed education content which will include the national curriculum, alongside other educational content, and guidance. The Department for Education (DfE) has announced that documents, such as curriculum guidance, lesson plans and pupil assessments will be pulled together into a *content store*, which AI firms will be encouraged to use to train their tools. There are promises that both the review and proposed AI content will greatly support teacher well-being and workload, so we watch this space with interest and optimism.

As schools start the term, it is vitally important to be on top of all things safeguarding. Sue Savory has pulled together some further guidance on record keeping which should be made available to all designated safeguarding (DS) leads early on. It may also be helpful to share with your governors.

Sustainability is also key for us all and my thanks to Kate Broadribb and Cranbourne School for the information attached. It is always great to be able to share good practice with schools. Attendance is also a safeguarding matter and I have copied in the recent information about the attendance hub meetings and urge you all to attend. More information is being sent to headteachers this term.

Beverley Murtagh

Secondary Inspector/Adviser, HIAS

Email: beverley.murtagh@hants.gov.uk

Safeguarding

Record keeping in schools and colleges

“66. All concerns, discussions and decisions made, and the reason for those decisions, should be recorded in writing.

Records should include:

- a clear and comprehensive summary of concern*
- details of how the concern was followed up and resolved, and*
- a not of any action taken, decisions reached and the outcome.”*

“No single practitioner can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.”

DfE (2024) *Keeping children safe in education 2024*

Keeping children safe in education 2024, <https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/>.

Golden rules when recording a concern – use of language

When recording a concern, the record must:

Accurate	<ul style="list-style-type: none">• Be specific.• Use a body map if the concern relates to a part of the body, and describe the injury/bruise/mark etc.• Include the voice of the child, using their exact words or phrases.• Use neutral language.
Adequate	<ul style="list-style-type: none">• Be written for a range of audiences, both internally and externally, e.g. Children’s Services, Police.
Comprehensive	<ul style="list-style-type: none">• Include context that led up to incident.• Include immediate actions taken and any action taken to speak to children involved in the concern.• Any further actions taken (such as a referral being made).• The reasons why a decision was made not to refer to a statutory agency (if relevant).
Factual	<ul style="list-style-type: none">• Answer who, when, why, what• Justify any subjective statements with evidence- it is essential that fact is differentiated from opinion. Opinions can be expressed, but it is important that phrases such as ‘in my opinion’ or

	<p>'in my view' are used and justified with evidence.</p> <ul style="list-style-type: none"> • Direct observations must be recorded and clearly noted as 'I observed' or 'I witnessed'
Relevant	<ul style="list-style-type: none"> • Include all information relating to the concern, including the context. • Do not include information which is not relevant.
The name and role of the person/s.	<ul style="list-style-type: none"> • To whom the concern was made • The full names of all parties involved in the incident e.g., Jenny Smith, DSL, Bob Day, Class Teacher
Timely	<ul style="list-style-type: none"> • Recorded and passed on as soon as possible on before the end of the school day.

Golden rules when analysing a concern

When analysing a concern, the DSL must consider.

What are the risks?	<p>Consider all pieces of information you have available ('contextual safeguarding'):</p> <ul style="list-style-type: none"> • Attendance and punctuality • Family members and relationships • Previous CP/Welfare concerns • Any behaviour/bullying concerns • Relationships between those involved in the concern. • Peer group and influences • Environmental factors • Other relevant factors inside or outside the school – consider online media. • Other children in the school if there has been child on child behaviour.
What is needed to establish the best course of action?	<ul style="list-style-type: none"> • Who in the school has more information that can add to your understanding? SENCO, Head of Year, Pastoral Team, First Aid etc • Does the concern need to be referred to an external agency (e.g., MASH, police)?
What will be recorded by the DSL?	<ul style="list-style-type: none"> • What action(s) were taken, by whom and why, what was the rationale? Include timeframes as relevant. • What measures have been put in place to ensure the child is safe? Who is going to do this and when will they feedback to the DSL?

Taken from: [https://files.schudio.com/the-meadows-sports-college/files/documents/Golden_Rules_when_logging_CPOMS_entires_\(Reminders,_Use_of_Language_-_Good_practice_examples\).pdf](https://files.schudio.com/the-meadows-sports-college/files/documents/Golden_Rules_when_logging_CPOMS_entires_(Reminders,_Use_of_Language_-_Good_practice_examples).pdf).

Poor practice identified in serious case reviews identified that agencies:

- failed to act on and refer the early signs of abuse and neglect
- used poor use of record keeping
- failed to listen to the views of the child
- failed to re-assess concerns when situations do not improve
- didn't share information with the right people within and between agencies
- shared information too slowly, and
- demonstrated a lack of challenge to those who appear not to be taking action.

Multi-agency working and information sharing: learning from case reviews, NSPCC Learning: <https://learning.nspcc.org.uk/research-resources/learning-from-case-reviews/multi-agency-working-information-sharing>

Appropriate information for IT systems

- Who has access?
- Are there different levels?
- What training was facilitated?
- How do you monitor and update your guidance when using electronic systems?
- What information are Governors provided with?

Tagging

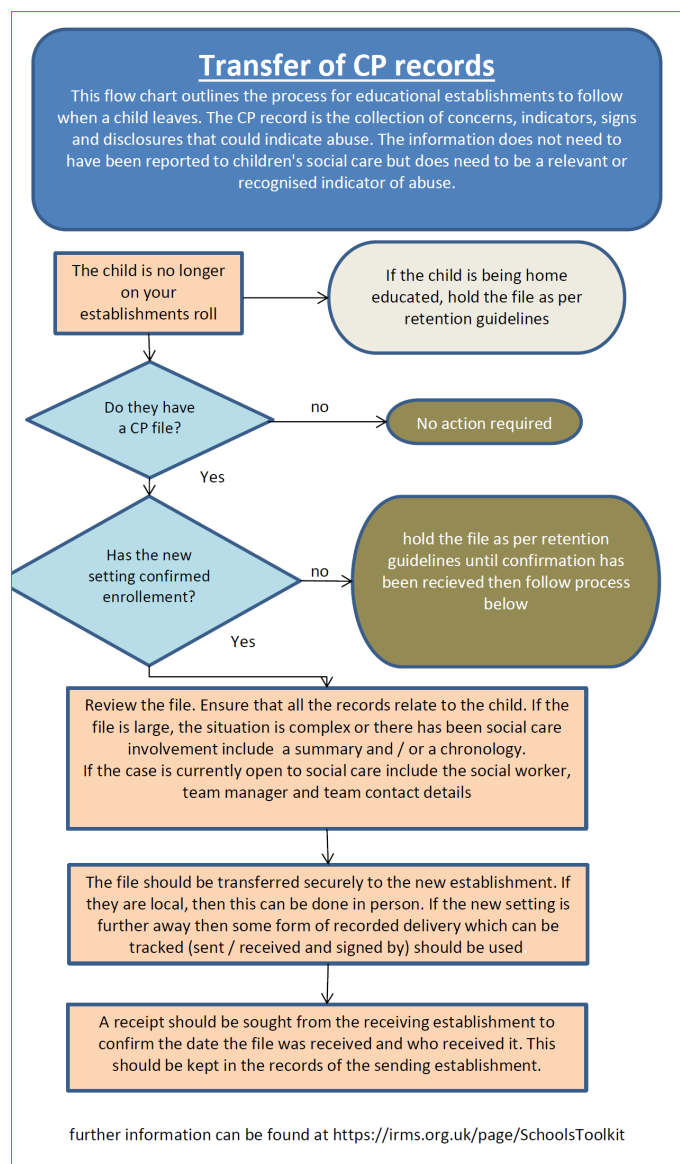
When tagging is not right it can be difficult/impossible to analyse records efficiently. Tagging is a vital component in you contextualising your system to meet the needs of your community.

How have you contextualised your tags, so that you have the information you need and can report on this to governors? How do you know all staff understand which tags to use when? Who checks?

Record transfer

For guidance on this please go to the following links:

- child protection record transfer frequently asked questions: <https://tinyurl.com/HSCP-record-transfer-faq>
- transfer of CP records: <https://www.hampshirescp.org.uk/wp-content/uploads/2022/04/2021-transfer-of-CP-records-flowchart.pdf>.



Retention of safeguarding documents in consideration of GDPR

- Maintain a confidential password-protected archive.
- Keep record on all children until they are 25.
- If the child is special educational needs (SEN)/children in need (CiN)/child protection (CP)/looked after children (LAC) keep your copy for 25 years after the child leaves the school.
- SAR (subject access request) may come from:
 - parent (including a non-resident parent).
 - child
 - legal agencies.
- Refer to DfE *Data Protection in schools*: www.gov.uk/guidance/data-protection-in-schools/information-rights-requests-relating-to-personal-data.
- ICO: *Accessing pupils information*: <https://ico.org.uk/for-the-public/schools/pupils-info/>.
- DfE *Information sharing advice*: www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice.
- Be able to act on a *right to be forgotten*: <https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/individual-rights/individual-rights/right-to-erasure/#:~:text=individual%20for%20ID%3F-,What%20is%20the%20right%20to%20erasure%3F,be%20created%20in%20the%20future>.

Sue Savory

County Inspector/Adviser for Safeguarding and Computing

Email: sue.savory@hants.gov.uk

Attendance

Attendance matters

As I sat in a changing room the other day, I heard a conversation between mothers about how they had booked their holidays in term time in spite of the likelihood of a fine from the headteacher. Needless to say, I did my best to explain to those parents why school attendance matters so much. The messages from schools are clear but unfortunately a number of parents are not listening. We know that nationally, the end of July was badly affected by this issue. The Education Secretary has picked up this issue and alongside headteachers the message needs to continue to be robust.

The detail of this support was published on a Schools Comm in July: https://hants.sharepoint.com/:b:/s/CSCommunications/EZ_CdcSz6o1BgvVvtfS15OsBj4iVJF4AKBnmm4tiBggVwg?e=6RotqI.

Dates for the inclusion and educational engagement (attendance) hubs are below for secondary schools.

Area West (North) – 15 October 2024, 10 February 2025, 10 June 2025, 1.30pm to 3.30pm, Littleton Memorial Hall, Winchester.

Area West (South) – 15 October 2024, 10 February 2025, 10 June 2025, 09.30am to 11.30am, Brockenhurst College, Brockenhurst.

Area South East – 24 October 2024, 13 February 2025, 03 June 2025, 8.30am to 10.30am, Dickinson Centre, Park Community School, Havant.

Area North East – 7 November 2024, 25 February 2025, 05 June 2025, 9.30am to 11.30am, Bohunt School, Liphook.

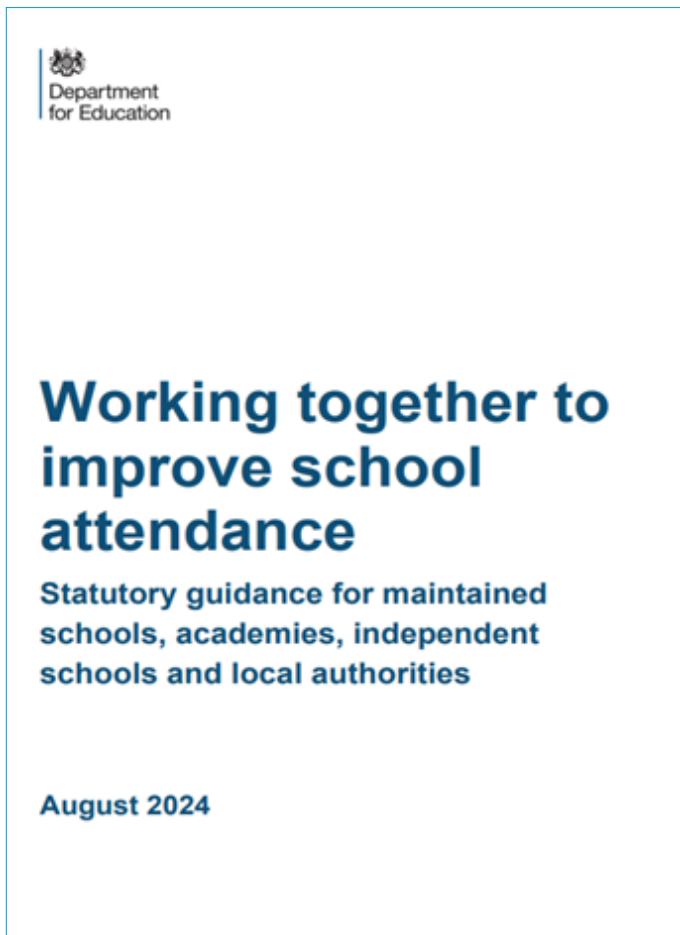
If you have any questions about the hubs, please contact:

Email: attendance.queries@hants.gov.uk.

Finally, we all need to keep up to date with the published guidance and so if you have not yet revisited this please add it to your reading list for an early reminder this term.

Beverley Murtagh

Secondary Inspector/Adviser, HIAS



This term the local authority has set up the Attendance Hub to continue to support schools particularly for those pupils who are sliding towards being persistently or severely absent from school.

English

Exploring the Ofsted English education subject report

Ofsted's education subject report for English, *Telling the story: the English education subject report*¹, published on 5 March 2024, has arguably caused more controversy than most and has had some furious and scathing responses from English subject associations, including the National Association for Teaching of English² (NATE), the English Association³ and the English and Media Centre⁴, among others. In response, a group of subject associations have come together as the Common English Forum to publish *A manifesto for English*⁵.

The Ofsted subject report's conclusions and recommendations have caused controversy because they play into profound disagreements about the nature of the subject and its pedagogy. The Ofsted subject report, as well as the previously published English research review⁶ (July 2022), focuses on the importance of "foundational knowledge" in reading, writing and speaking and listening, setting out a progression

in learning with a strong emphasis on the need to ensure that "the basics" are secure in order for pupils to be able to carry out more complex tasks; it identifies key subject knowledge that includes and emphasises knowledge of vocabulary, grammar and syntax at a granular level as well as knowledge of literary texts and traditions. The report strongly recommends explicit teaching of both interpretations of texts and at sentence level in writing, informed by cognitive science approaches. In contrast, the subject associations referenced above, among others, see the report's vision of the subject as limited and partial, telling only one version of the story of English and failing to highlight the exploratory, cultural and creative aspects of the subject.

All of which creates a real conundrum for English teachers and school leaders alike. When there is such vociferous disagreement among the key voices within the subject community, it can lead to confusion and doubt, risking leaving teachers without a clear sense of direction. School leaders need to be aware that some of their English teachers, along with many of their peers across the country, may be opposed to some of the approaches promoted by the Ofsted subject



A number of the English subject associations participating in the Common English Forum and contributing to the Manifesto for English (image source: English and Media Centre blog post 24 July 2024).

report. Equally, the objections raised by subject associations could influence subject leaders into missing opportunities to improve aspects of practice by looking at them in a new way.

Key points from the report itself

Reading

The report prioritises the teaching of reading, particularly ensuring the foundations of effective reading are in place, including phonics where necessary and the development of fluency and automaticity; the efforts made by secondary schools to identify students who struggle to read and to set in place interventions to support them are recognised in the report, but it also points out that in many schools, students' needs in reading should be more precisely identified and targeted with interventions better fitted to the difficulties they are experiencing.

Interestingly, the subject report tends to decouple “*developing reading proficiency*” from the inclusion of literary texts in the English curriculum as an object of study in their own right. The need to read “*increasingly complex texts*” and texts with “*literary merit*” is stressed for both purposes, but teachers need to think about the reasons for the choice of texts and their sequencing. The report recognises the curriculum thinking that has been done across the majority of schools in the last few years around curriculum intent and notes that most schools have a clear rationale for their choices of texts and the order in which they are taught.

It is clear that across the secondary schools visited for the subject report, the English curriculum at Key Stage 3 is largely a literary curriculum that includes carefully chosen texts contributing to a broad and rich understanding of a range of themes. The need to encounter and read more non-fiction texts is highlighted as an area for development.

The need to develop a reading culture within schools to counteract the increasing unpopularity of reading for pleasure and choice among students is clearly pointed out as a challenge for secondary schools.

Writing

As with reading, there is an emphasis on the foundational knowledge underpinning writing, including transcription (handwriting, spelling, basic sentence structure) and knowledge of vocabulary, grammar and syntax. While the Key Stage 2 curriculum for writing focuses heavily on grammar and structural features of writing, the report notes that in secondary schools, too often teachers do not consider how and when to revisit and reteach elements of the Key Stage 2 curriculum in order to secure this learning and build upon it. While there are many opportunities for students to write in secondary schools, too often, the report says, teachers do not give enough consideration to the components of writing that should be taught explicitly.

The report recommends planning for progression in writing that focuses precisely on elements of writing that build upon knowledge from Key Stage 2.

The regular use of GCSE-style assessments at Key Stage 3 (for example, essay-style responses to extracts and whole texts, extended written analysis, narrative and transactional tasks written under time constraints) is identified as an unhelpful approach that does not effectively develop students' writing. Inaccuracies in writing are highlighted as an area of concern, particularly the basics such as capital letters and full stops.

Spoken language

The lack of priority given to the development of spoken language at Key Stage 3 and Key Stage 4 is criticised (the removal of the contribution of speaking and listening to GCSE English Language outcomes in the 2017 specification is clearly linked to this). The subject report looks at spoken language both as curricular content and as a “*modality*” through which other elements of English are taught.

As curricular content to be taught, the report places emphasis on the teaching of rhetoric, including watching, listening to and analysing powerful speeches and the way that effective orators communicate.

In addition to studying the spoken language of others, student should be taught – and need opportunities to practise – speaking in both formal and informal contexts for a range of purposes and audiences. The report recommends that schools should plan for progression in spoken language and explicitly teach the vocabulary, grammar and conventions of speech in different contexts.

The report notes that discussion and drama as an element of classroom pedagogy through which texts are explored are not often taught, but rather included as activities. The report recommends that students should be taught how to participate in these types of activities and that emphasis should be given to teaching the vocabulary and content knowledge needed to be successful in spoken tasks.

Assessment

The report notes with concern that assessment distorts the curriculum in some schools, particularly in writing, where exam-style responses are required of students before they have learned the more complex components of these responses. The use of exam-style responses and extended written tasks as the main vehicle for assessment means that marking is a significant element of the role of the English teacher, and that this can limit the frequency with which students are given formative feedback. Formative assessment does not identify misconceptions and errors swiftly enough.

Yes, but... or Yes, and...

One of the wonderful – and challenging – things about English as a subject discipline is its breadth. Everyone who studies, teaches and loves English could potentially have a different view, each one equally principled and dearly held. One of the points of English is that there can be a range of right and interesting answers (not “no wrong answers”). It is crucial for school leaders and line managers of English not to dismiss the frustrations or objections of English teachers and leaders as special pleading; equally, it is crucial for English subject leaders to ensure that they are open to discussion and research that goes beyond their comfort zone.

Rather than only pushing back by saying “Yes, *but...*”, it is more productive to add to the repertoire of English teaching by saying “Yes, *and...*”

While there is – very clearly – significant scope for challenge and objection to elements of the subject report from respected subject experts (the “*yes, but...*”), some of the key messages of the report will also resonate well with teachers and leaders. Yes, we do need to teach students who struggle to read; yes, we do need to identify carefully what these students are struggling with in particular and address their difficulties. Yes, we need to think about how all students grow in confidence and proficiency in reading challenging texts. Yes, we do need to consider what elements of vocabulary, grammar and syntax could be explicitly taught to make a particular piece of writing excellent; yes, we do need to think more carefully about setting piece after piece of extended writing as the only vehicle for assessment. Yes, we do need to pay attention to improving written accuracy and giving more opportunities for editing and improving written work. Yes, we do need to think about how we can teach pupils to become better speakers across a range of situations. Yes, we do need to think about how we can support students to remember more and apply their learning in new contexts. Yes, we do need to ensure that students have the knowledge of influential readings of literary texts and the context in which they were written and received.

Yes, **and** we need to encourage students to speak and discuss texts in an exploratory way, reaching meaning and ideas without always requiring a thought to be fully formed or polished before speaking. Yes, **and** we need to allow students to make mistakes and be creative, and sometimes we need to create the conditions for students to express their own ideas and to – sometimes – fall short of brilliance as part of an experimental process. Yes, **and** we need to value the ideas that students bring to the table rather than only teaching them a received, correct interpretation of a text. Yes, **and** we need to value students’ personal, emotional and aesthetic responses to texts.

Yes, **and** we need to think hard about how to create a culture that values literature as a source of genuine pleasure, interest and exploration, that includes huge ideas such as beauty and truth, in which the students themselves have a real contribution to make to the big conversation.

Knowledge is power

What is clear is that all subject leaders need to read and consider the Ofsted report in depth and detail. Whether instinctively in agreement or not, subject leaders need to understand the principles and research on which the report is founded and which will influence the way that Ofsted frames its inspections of schools, particularly its deep dives into English and literacy across the school. Thoughtful conversations between subject leaders and their line managers, informed by awareness of both the Ofsted view and the responses of subject associations, as well as teachers' own experience and ideas, will allow schools and English departments to set out a clear vision for English that is practical, principled and – hopefully – inspiring.

Joanna Kenyon

Inspector/Adviser for English, HIAS

Email: joanna.kenyon@hants.gov.uk

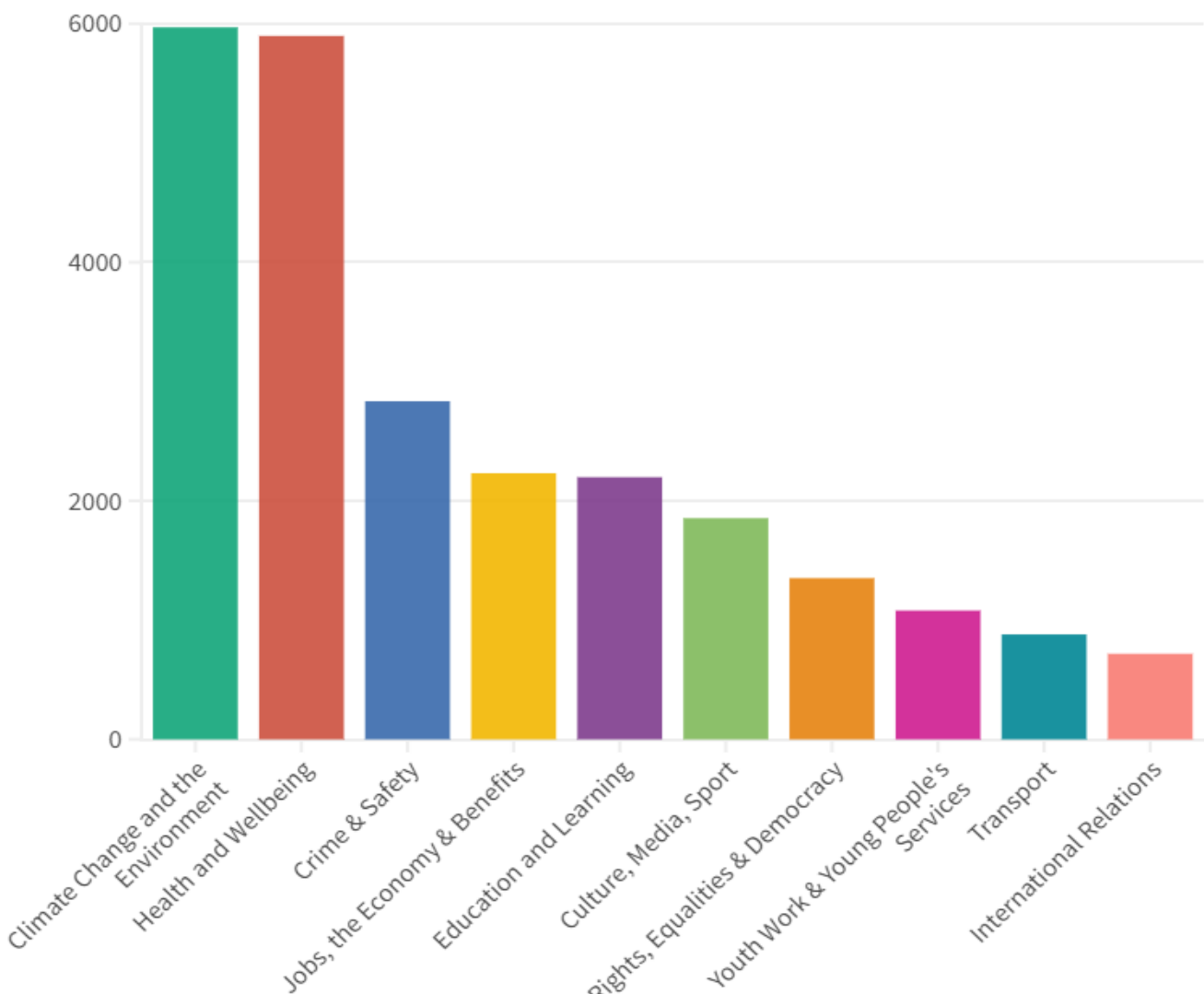
References

- 1 www.gov.uk/government/publications/subject-report-series-english/telling-the-story-the-english-education-subject-report (March 2024).
- 2 www.nate.org.uk/ofsted-subject-report-response/ (March 2024).
- 3 <https://englishassociation.ac.uk/our-response-to-ofsteds-telling-the-story-report/> (March 2024).
- 4 www.englishandmedia.co.uk/blog/emc-response-to-2024-ofsted-english-subject-report/ (March 2024).
- 5 <https://commonenglishforum.org/a-manifesto-for-english/> (July 2024).
- 6 www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english (July 2022).

Sustainability in schools

In recent years, the growing concern over climate change has become a defining issue of our time. From unprecedented heatwaves and devastating wildfires to rising sea levels and severe storms, the impacts of a warming planet are becoming increasingly evident. The biggest ever standalone public opinion survey on climate change, the Peoples' Climate Vote 2024 (<http://peoplesclimate.vote/>) shows 80 percent – or four out of five – people globally want their governments to take stronger action to tackle the climate crisis. (Source: www.undp.org/press-releases/80-percent-people-globally-want-stronger-climate-action-governments-according-un-development-programme-survey.)

This heightened awareness is not just confined to scientists and environmentalists; it has permeated all sectors, including the education sector. School leaders and our students are increasingly alert to the need to support and promote climate education and to mitigate the impact our school buildings and community have on our environment. Earlier this year Hampshire's young people voted climate change and the environment as their top concern. More than 25,000 young people across Hampshire took part in *Make your mark* (www.hants.gov.uk/News/20240522youthclimate), the UK's biggest youth consultation.



The *Mark your mark* 2024 Hampshire survey results, source: <https://hampshireyp.org/make-your-mark/>.

DfE Sustainability and climate change for schools guidance

The 2022 policy paper from the DfE (www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems) set an ambitious vision of the UK becoming the world's leading education sector in sustainability and climate change by 2030 (DfE, 2022) as outlined in the box below.

“Vision: the United Kingdom is the world-leading education sector in sustainability and climate change by 2030.

In England, we will achieve this through the following strategic aims:

- 1 Excellence in education and skills for a changing world: preparing all young people for a world impacted by climate change through learning and practical experience.*
- 2 Net zero: reducing direct and indirect emissions from education and care buildings, driving innovation to meet legislative targets and providing opportunities for children and young people to engage practically in the transition to net zero.*
- 3 Resilience to climate change: adapting our education and care buildings and system to prepare for the effects of climate change.*
- 4 A better environment for future generations: enhancing biodiversity, improving air quality and increasing access to, and connection with, nature in and around education and care settings.”*

Source: Sustainability and climate change: a strategy for the education and children's services systems

This guidance is not statutory. Instead, it set out a key initiative for all schools to have a **nominated sustainability lead and a climate action plan in place by 2025.**

The guidance breaks down the vision to provide **five areas** where schools and educators should focus:

- climate education
- green skills and careers
- educational estate and digital infrastructure
- operation and supply chains
- international.

Area 1 – climate education

Climate education is significant and a useful area when reviewing current practice and action planning in school. Initially the DfE guidance promotes exploiting curriculum opportunities to ensure all pupils learn about nature, the causes and impacts of climate change and the importance of sustainability.

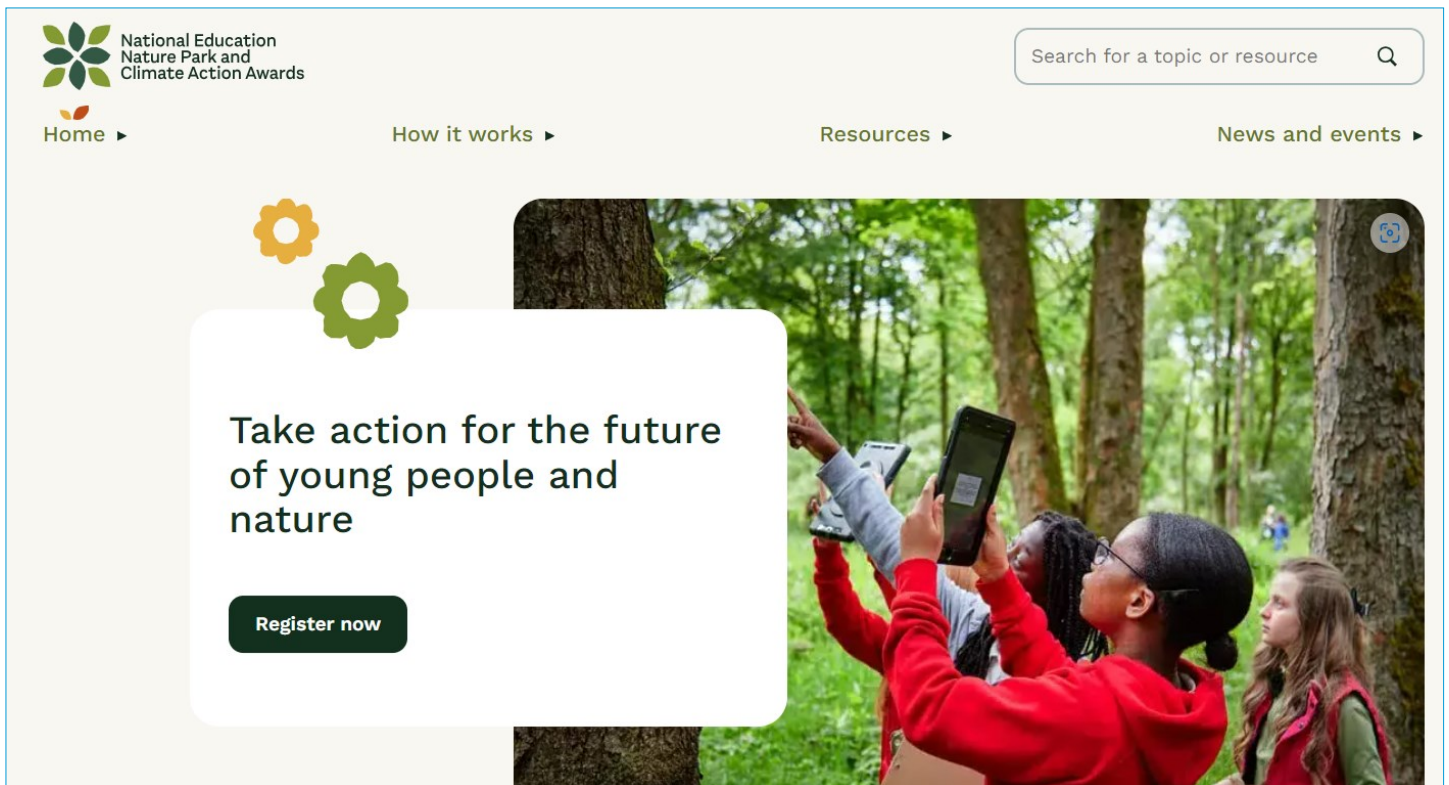
There is already much in place beginning with the Early Years Foundation Stage (EYFS) framework which sets out how to support children to develop an understanding of the world and the natural environment around them from an early age. In primary and secondary schools' pupils build on this initial nature-based awareness to build knowledge through subjects such as science, geography and citizenship. GCSE specifications such as design and technology, food preparation and nutrition, and economics offer opportunities to teach students about the environmental and sustainability context of these subjects.

There is a new GCSE being introduced for first teaching in 2025 called *natural history*. This will provide students with a deeper knowledge and understanding of the natural world, including practical fieldwork and conservation. Therefore, it would be useful for leaders to know what exactly is covered by subjects such as geography and science and what other contributions other curriculum areas can contribute to climate education.

National Education Nature Park

Another aspect to support climate education has been the development of the National Education Nature Park (www.educationnaturepark.org.uk). This website commissioned by the DfE provides free access to high-quality curriculum resources through the National Education Nature Park online hub. Led by organisations such as the Natural History Museum, teachers in all settings and subjects can confidently choose

those that will support the teaching of sustainability and climate change. One of the most useful aspects of the website is how it provides free resources, support, and guidance for teachers to integrate climate and nature into learning. One geography leader in Hampshire trialed some of the teaching activities in the summer term and praised the ease of use and positive feedback from students who engaged in learning in the school grounds in a way they had not before.



National Education Nature Park and Climate Action Awards

Search for a topic or resource

Home ▶ How it works ▶ Resources ▶ News and events ▶

Take action for the future of young people and nature

Register now

What are the benefits of taking part?



For young people

- Build a connection to nature through discovery and learning
- Improve physical and mental wellbeing through spending time outdoors
- Feel empowered to voice their concerns and gain the vital skills needed to take action for their future



For staff

- Access free, high-quality resources and support to embed climate and nature across the curriculum
- Develop skills and confidence in teaching in and about nature
- Take part in activity that supports **Climate Action Plans**



For nature

- New or improved green spaces in education settings across England for nature to thrive
- Contribute to real scientific research into nature recovery, and boost biodiversity locally and across the country
- Promotes caring for nature across generations

Area 2 – green skills and careers

A key aspect of this area is to provide guidance so that young people understand the wide range of environmentally focused jobs and further education open to them. Given many of the careers are new and emerging the STEM organization (www.stem.org.uk/) is a great place to access resources, training and to match with climate ambassadors who will visit your school.

The website also offers a range of CPD (Continuing Professional Development) courses for teachers, covering subjects like science, mathematics, design and technology, and engineering (www.stem.org.uk/climate-ambassadors/teachers-and-schools).

School sustainability leaders and action plans

For those schools embarking on developing a climate action plan the volume of organisations and online tools can seem daunting. The DfE has funded *The sustainability support for education* website (www.sustainabilitysupportforeducation.org.uk/). Here you can access resources that are suitable for your *sustainability* journey as well as key stage. These resources link to examples of school action across England utilising key organisations and providing resources such as planning frameworks and guidance. An example of one of the guidance documents is the *Schools sustainability guide* created by the WWF (www.wwf.org.uk/get-involved/schools/sustainability-guide) with support from other environmental groups such as eco-schools.



One of the easiest action planning toolkits to use during testing different online tools is the **schools climate action planner** by **Transform our world** in partnership with Manchester LA. www.transform-our-world.org/tools/schools-climate-action-planner#actionplan.

The benefits of this toolkit, aside from its ease, is inputting characteristics about your school first. After this you narrow down the actions you want to take with the toolkit event providing helpful resources and weblinks about each action. You then are provided with a pdf action plan complete with hyperlinks such as in the example. An example of the actions which can be selected for your plan, marked as already doing or not applicable.


PATH 1
Community
Goal: Involving individuals beyond the immediate school community
NOT APPLICABLE
Sign up to the TOW newsletter, to keep up to date with the latest news, events and resources
CORRECTION, IT IS
WE ALREADY DO THIS
Host an environmental event on a topic of your choice at your school, including

PATH 2
Curriculum
Goal: Students and school community to learn about the climate crisis and sustainability.
ON YOUR ACTION PLAN
Organise school staff CPD sessions relating to Climate and Sustainability
Read more
WE ALREADY DO THIS
Help your students to understand the link between industrial meat and

PATH 3
Culture
Goal: Changing attitudes and creating behaviour change.
ON YOUR ACTION PLAN
Include the school's carbon reduction plan in the school plan
Read more
WE ALREADY DO THIS
Buy sustainably sourced, recycled paper

PATH 4
Campus
Goal: Have a positive impact on the school grounds & operations
ON YOUR ACTION PLAN
Create a rain garden in the school grounds
Read more
WE ALREADY DO THIS
Create an outdoor classroom

A further helpful source of support is the *Climate ambassadors* (<https://climateambassadors.org.uk/>) scheme which has been funded by the DfE and is in partnership with several organisations including Reading University. Do also look out for the article by Cranbourne School in this update edition. The school is committed to developing sustainability and supporting student action and outlines their work through their *Green Cranbourne* plans. They were awarded the *Green community champion* this summer at *The place to be proud of award ceremony* in Basingstoke.

Your Action	In a bit more detail	Looking for inspiration
<p>Do a recycling audit and prioritise three actions</p>  <p>Pathway: Campus</p>	<p>Doing an audit can help a school cut its waste which helps save money.</p> <p>Doing a recycling audit helps school find out what is already being recycled: this means you can explore whether more of these materials can be either refused, reused or recycled.</p> <p>1) Work with the Eco team to find out what is already being recycled in school.</p> <p>2) Do a waste audit. Are there materials in the bin that could be recycled? Are there materials that could be reused?</p> <p>3) Organise a system for cutting waste materials and, where you can recycle more.</p> <p>Co-benefits</p> <p>The school's carbon emissions will be reduced.</p>	<p>Recycle for Greater Manchester's website has information about recycling and sites which schools can visit to learn about where our waste goes. WRAP's website has a lot of background information. MEEN has produced a waste audit resource.</p> <p>This action supports the key area of "our production and consumption of resources" which is part of the GMCA's 5 year environment plan.</p>

HIAS resources and support for sustainability action planning

Since 2020 several secondary subject advisers have engaged with supporting pupil awareness of climate issues and providing an outlet for student voice and discussion about the environmental issues that interest or concern them in schools. The free to access Open Moodle area curates all past projects undertaken by primary and secondary schools including the annual climate unity student voice conference. You will also find here resources from lesson plans and helpful website links to examples of sustainability action plans. These resources will be added to by subject advisers over the academic year, and we welcome your contributions such as sharing your school action plan. Find the Moodle area here: <https://re.hias.hants.gov.uk/course/view.php?id=128>.

The pupil Key Stage 2 voice climate unit conference took place on 25 September. The conference was organised by Minnie Moore, RADE Adviser, HIAS and Jayne Stillman County Inspector/Adviser for Visual Art, HIAS.

Whilst the Hampshire Youth Parliament is continuing its climate campaign by running its third Hampshire Climate Conference in September in partnership with Winchester College and the Final Straw Foundation

(<https://finalstrawfoundation.org/>). It will bring together Key Stage 3-5 pupils from across Hampshire to hear from keynote speakers and learn about environmental issues in a variety of interactive climate-based workshops. I look forward to sharing the outcomes of these events in a future update and on the HIAS Moodle.

If you are embarking on your climate action plan and need some further help or are willing to share the impact of your sustainability actions please get in contact.

Kate Broadribb

Secondary Inspector/Adviser and Subject Lead for Geography, School Improvement Manager for New Forest and Test Valley, HIAS

Email: kate.broadribb@hants.gov.uk

For further information about the reasons behind rising concerns and the collective call for stronger climate action read this BBC news report (www.bbc.co.uk/news/science-environment-60984663?_hsenc=p2ANqtz-8DB6i8wPsUdCQ5UO2ReFaKNRIdL6pGFpcPOiR2kS3QW8pcqxkgzv1To5nDisk4ICgQLv5Q) supported by evidence from the Intergovernmental Panel on Climate Change

Green Cranbourne – our journey to make our school sustainable

With 2023 being the hottest year on record and 2024 looking to beat that record, the climate emergency can make students and staff feel helpless when they see images of failed crops, flooding and dead animals and plants. As a school we felt we should do our bit to reduce our negative impact on the environment. As a result, we developed **Green Cranbourne**. Although key students within the school help to initiate and lead change, change can only happen if the whole school shares a common aim and support this.

As a school one of our **five vision strands is centered on sustainability**, with our aim to be a beacon school to others around the country.

In 2022 we started by placing recycling bins for plastic bottles, paper, cardboard and aluminum cans in every classroom and office. These are emptied every week by the students as each tutor group has a recycling monitor. We now recycle 4,400 litres a fortnight which is enough to fill 14 and a half bathtubs. We now also recycle outside the classroom, have compost bins for the canteen and staffrooms and even recycle pens and batteries.

We realised that we were also wasting a lot of energy and therefore started an initiative for staff to turn off their electrical appliances (computers, interactive whiteboards and lights) when they were not using them. We did this as a house competition for staff and over a year this had a dramatic effect on our bill. Over one year we have saved £56,000 on our gas and electricity bills (tariff was the same). Although the electrical appliances do not use gas, we believe it is a combination of staff turning off heating when they do not need it, not having all the windows open for ventilation as we came out of the pandemic and that our winters are becoming milder.

We also started a gardening club to teach students how to grow their own food and to nurture trees and plants on our school site. Our long-term aim is to grow enough food to be used in food technology lessons and sold in the canteen. We cleared and repurposed an area of land for our veggie patch and reused pallets and scaffolding boards to make raised beds.

We no longer send out paper communications for trips and school events and have saved at least 15,000 pieces of paper from being printed on, cost of the ink and electricity and the time to print the communications.

Green community champion award

In July 2024 we were nominated for the *Green community champion award* at *The place to be proud of award ceremony* in Basingstoke. Against stiff competition we won the award and are very proud of the improvements Green Cranbourne has made in our community.

Looking ahead to the next school year, we are excited to start offering to students a vocational qualification in horticulture. We plan to sell more plant-based foods and less processed food in our canteen and to reduce our use of single use resources. We also aim to increase the biodiversity of the school site and build upon our progress so far to make our school more sustainable!

If you would like any more details or advice on helping to make your school more sustainable, please feel free to contact me:

Email: a.targett@cranbourne.hants.sch.uk.

AI Targett

Assistant Headteacher, Cranbourne School

Business as (was previously) usual.... but change ahead, again with progress 8

Ofqual, Aug 2024:

“Grading has continued as normal in summer 2024, following the return to pre-pandemic standards last year. Overall GCSE results are similar to summer 2023.”

Ofqual, Aug 2024.

There was much to celebrate on results' day of 2024, with individuals' five-year secondary experiences culminating in qualifications furnishing them ready for their post-16 destination. There was huge endeavour for each individual pupil to receive the best experience we could provide within the contexts in which we work, and receive a multitude of opportunities, support and guidance. Recognising the numerous personal success stories from developing life skills and career readiness, to the broad range of qualifications matching pupils' aspirations and interests, to the students who achieved grade 9s in one or more subjects, the effort and commitment of staff and pupils to get to this point was steadfast and significant – thank you.

Local newspaper coverage highlighted students' achievements positively, whilst we in HIAS appreciated the prompt return of results in order to have an initial view of performance of students in Hampshire.

The Year 11 cohort of 2024 were in Year 7 when the pandemic occurred in 2020 and whilst for some attendance to school and lessons was exceptional, there were challenges which were reflected in our school attendance data for Year 11 being below that expected.

The robust systems and processes and partnership working with parents had positive impact and the provision of study for those medically absent mitigated against some of the effect on achievement; this remains a challenge we tackle through the forthcoming Inclusion and Educational Engagement (Attendance) Hubs taking place across the region this year.

The [JCO report](#) (22 Aug 2024) stated: “More than 6.5 million results (6,559,779) have been issued across a broad range of GCSE, and Level 1 and 2 vocational and technical qualifications (VTQs)”. This is an inordinately huge task and indicates why whilst the majority of results go unchallenged, we have a number of pupils awaiting remarks of papers, particularly in English. This remarking often means there is some expected change in our provisional headlines, but overall, Hampshire performance appears to have stabilised with attainment 8 (currently) at 45.4, with our ambition of working towards 50+ still in place. This is the last year that progress 8 will be calculated, as there will be no Key Stage 2 prior attainment data available to use to calculate progress 8 when the relevant cohorts reach the end of Key Stage 4 in academic years 2024/25 and 2025/26.

Having already evaluated results and started further developments for the cohorts currently progressing through our schools, many headteachers have reflected these discussions with HIAS colleagues and have considered: where curricular options for future cohorts have further been changed, where specialist teaching/recruitment has been secured to enable a more stable experience for pupils, where raising standards meetings/processes have extended to include all subjects including those that are non-statutory option subjects and how the culture and ethos of aspiration, ambition and a match to the development of independence and a strong work ethic by pupils are all important factors.

Teaching and learning foci

Of course, we start results analysis and evaluation with the end in mind – the outcomes are the result of the prior schooling experience of pupils, and the daily cumulative effect of the quality of teaching must be duly considered. All schools continue to develop teaching and learning based on the individual priorities identified, but there is no doubt that variation in practice and in school variation between subject results continues to be a factor we all seek to address. HIAS subject advisers through networks and school visits are intended to help you achieve your priorities for subject development. High-quality inclusive teaching continues to be a focus for our training, including consistent application of ordinarily available provision strategies, and we are looking forward to colleagues taking part in this during this academic year (book via the Learning Zone or contact me if interested).

Performance and progress group

The performance and progress group (PAPG) meets on 6 November 2024 and 26 March 2025 in which Hampshire's results compared to national results will be shared, along with key themes and priorities for the region this year. We are delighted to have two Hampshire schools share how their focused work last year has impacted outcomes and to continue to address your identified priorities. Please do contact me should you wish to suggest an additional agenda focus.

“He got the academic results of course, but he made sure we saw the bigger picture.”

The Wise Teacher, from Letters Home, F Keane, Penguin Books.

We wish you a productive and fulfilling term ahead and sincere appreciation for all you do for pupils in our region.

Tania Harding

Secondary School Improvement Manager – East Hampshire, Basingstoke and Deane, Hart and Rushmoor, HIAS

Email: tania.harding@hants.gov.uk

Courses

Details of our upcoming courses and networks are provided below. Visit our [Moodle courses page](#) for our full catalogue of professional learning opportunities.

How to book

All training can be booked via the Learning Zone. To search for a specific course, type the keywords provided in the *Find Learning* box, then click *See Classes* for details of available dates and times.

Learning Zone guidance

Visit our Learning Zone Moodle information page for [Guidance on accessing the Learning Zone and managing bookings](#).

Need help?

To speak to a member of the HTLC bookings team, please contact:

Email: htlc.courses@hants.gov.uk.

Secondary disadvantaged network

The primary aims of the subject network meetings are to:

- ensure a clear understanding of the national picture and its application in local and school contexts
- support effective subject leadership as appropriate to each school's individual context
- develop skills and expertise and capacity within school subject leaders and their teams through quality strategic CPD and the sharing of good practice
- deepen understanding of subject specific pedagogy and knowledge that underpins good progress and attainment for all pupils
- facilitate school to school networking and develop strength across the system.



Autumn: 22 October 2024

Spring 1: 15 January 2025 (*Webinar*)

Spring 2: 3 March 2025



*Autumn Secondary Disadvantaged
Spring Disadvantaged Webinar
Spring 2 Disadvantaged*



Autumn: (F2F) Sub £75 / SLA £40 / Full £90


Spring 1: (VLS) - Sub £30 / SLA £20 / Full £36

Spring 2: (F2F) Sub £75 / SLA £40 / Full £90

Secondary performance and progress group (PAPG)

The primary aims of the subject network meetings are to:

- ensure a clear understanding of the national picture and its application in local and school contexts
- support effective subject leadership as appropriate to each school's individual context
- develop skills and expertise and capacity within school subject leaders and their teams through quality strategic CPD and the sharing of good practice
- deepen understanding of subject specific pedagogy and knowledge that underpins good progress and attainment for all pupils.

 Autumn: 6 November 2024
Spring: 26 March 2025

 *PAPG*

 Sub £75 / SLA £40 / Full £90

Getting your ducks in a row ... being Ofsted ready (*Webinar*)


These webinars are aimed at those secondary schools that are in the Ofsted window during 2024/2025. Participants will be secondary headteachers accompanied by their chairs of governors.

The online session will include some general reminders about the changes Ofsted have made to the inspection process including the lived difference between a graded and ungraded inspection. The session will refer to recent school experiences, weave through ongoing changes and adjustments to the Framework and provide a practical approach to ensure school leaders remain confident throughout their inspection.

The webinar will also touch on some of the following aspects of a live inspection:

- pre-inspection documentation including the IDSR
- the phone call with the lead inspector to set the scene
- supporting the middle leaders to give a good account of their work
- managing the typical inspection timetable
- what to do when it feels feel as if things are going awry
- FAQs.

The webinars will be led by a member of the HIAS Secondary Team and will invite input from some headteachers who have recently experienced inspection.

 29 January 2025

 *Ofsted Ducks*

 Sub £60 / SLA £40 / Full £72