

# Information, Guidance & Resources

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16 December 2025

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# Information, Guidance & Resources

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16 December 2025 (continued)

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# DfE Published Statistics - Pupil Attendance in Schools

- These figures are derived from regular data automatically submitted to the DfE by participating schools on a daily basis.
- The figures are published as **official statistics in development** to give an indicative figure for the absence rate during the 2025/26 academic year from 8 September 2025.
- National level figures for the week commencing 1 September 2025 are included in underlying data of the [academic year's first publication](#). Full 2024/25 academic year and termly pupil absence data, including by characteristics, can be found in this [historical publication](#).
- This release covers the week ending 21 November 2025.
- The [pupil attendance dashboard](#) will be updated fortnightly, providing aggregate metrics on overall absence and reasons for absence estimated at national, regional and local authority level only. Due to the timeliness of the data, and that they are based on a subset of schools, figures are estimates that are expected to change as registers are adjusted. The data should be viewed as an early indicator for the more detailed but less frequent [Accredited Official Statistics on pupil absence](#).
- Use the '[Compare your attendance](#)' dashboard to compare with other schools in the local authority. This has been updated to show data for this current academic year. Use it to compare absence and unauthorised absence, as well as special educational needs and free school meals pupils.
- The attendance rate (proportion of possible sessions attended) was 93.17% across all schools in the week commencing 17 November 2025 (absence rate 6.83%).
- Absence was 0.22 percentage points lower across all schools when compared to the equivalent week in the last academic year ([week commencing 18 November 2024](#)). This has been driven by a 0.11 percentage point decrease in authorised absence and a 0.11 percentage point decrease in unauthorised absence.
- The data shows that the attendance rate across the 2024/25 academic year to date was 93.99%. The absence rate was, therefore, 6.01% across all schools.

School Type	Absence Rate (w/c 17 November 2025)	Absence Rate (2025/26 academic year to date)
State funded primary	5.46% (4.26% authorised and 1.21% unauthorised)	4.66% (3.32% authorised and 1.34% unauthorised)
State funded secondary	8.10% (5.29% authorised and 2.81% unauthorised)	7.28% (4.63% authorised and 2.65% unauthorised)
State funded special	12.97% (9.59% authorised and 3.38% unauthorised)	12.09% (8.79% authorised and 3.30% unauthorised)

# Suspensions and permanent exclusions in England: autumn term 2024-25

- [This publication](#) presents statistics on suspensions and permanent exclusions across state-funded schools. It includes data for autumn term 2024/25 on:
  - reasons schools report for suspending and permanently excluding pupils
  - suspensions and permanent exclusions by pupil characteristics
- The data has been collected in the school census. Data for earlier years is also included.
- Data covering the full 2023/24 academic year is available within the [Academic year 2023-24 publication](#).

<b>Suspension (rate)</b> <b>4.02</b> in autumn term 2024/25 - down from 4.13 in autumn term 2023/24	<b>Suspensions</b> <b>335,671</b> in autumn term 2024/25 - down from 346,279 in autumn term 2023/24
<b>Permanent exclusions (rate)</b> <b>0.04</b> in autumn term 2024/25 - down from 0.05 in autumn term 2023/24	<b>Permanent exclusions</b> <b>3,715</b> in autumn term 2024/25 - down from 4,168 in autumn term 2023/24

## Headline Facts :

- **Suspensions have decreased since autumn term 2023/24, but remain higher than the pre-pandemic autumn term**
  - The rate of suspensions in the autumn term of 2024/25 was 4.02 (per 100 pupils). This is lower than autumn term 2023/24 when it was 4.13, but higher than the pre-pandemic autumn term (2019/20) rate of 2.17.
  - There were 335,700 suspensions, which represents a decrease of 10,600 compared to the previous autumn term when there were 346,300 suspensions. This is higher than autumn term 2019/20, when there were 178,400 suspensions.
- **Permanent exclusions have also decreased since autumn term 2023/24 but remain higher than the pre-pandemic autumn term**
  - In autumn term 2023/24 the rate of permanent exclusions was 0.04, equivalent to 4 permanent exclusions for every 10,000 pupils. This is a decrease of 0.01 compared to autumn term 2023/24, when the rate was 0.05. This is similar to autumn term 2019/20 when the rate was also 0.04.
  - There were 3,700 permanent exclusions, this is a decrease of 500 compared to the previous autumn term when there were 4,200. This is higher than autumn term 2019/20 when there were 3,200 permanent exclusions.
- **Persistent disruptive behaviour continued to be the most common reason for suspension**
  - Persistent disruptive behaviour accounted for 51% of all reasons given for suspension and for 38% of reasons for permanent exclusions.

# Key stage 2 attainment (revised): 2025

- This publication provides [revised attainment statistics for key stage 2 national curriculum assessments in England](#). It is an update to the provisional statistics published on 11 September 2025 and extends the [Key stage 2: National headlines](#) published on 8 July 2025
- These statistics cover attainment in assessments taken by pupils at the end of year 6, when most are age 11 and includes results for pupils in schools in England.
- Progress measures will not be published for the 2023/24 and 2024/25 academic years as KS2 pupils in these years did not have KS1 assessments due to the COVID-19 pandemic.

<p><b>Expected standard reading, writing and maths (combined)</b></p> <p><b>62%</b></p> <p>of pupils, up from 61% in 2024</p>	<p><b>Higher standard reading, writing and maths (combined)</b></p> <p><b>8%</b></p> <p>of pupils, unchanged since 2023 and 2024</p>	<p><b>Disadvantage gap index</b></p> <p><b>3.16</b></p> <p>up from 3.13 in 2024</p>
<p><b>Expected standard reading</b></p> <p><b>75%</b></p> <p>of pupils, up from 74% in 2024</p>	<p><b>Expected standard writing</b></p> <p><b>72%</b></p> <p>of pupils, unchanged from 2024</p>	<p><b>Expected standard maths</b></p> <p><b>74%</b></p> <p>of pupils, up from 73% in 2024</p>

## Headline Facts :

- These statistics cover the attainment of year 6 pupils who took assessments in summer 2025. These pupils experienced disruption to their learning during the pandemic, particularly at the end of year 1 and in year 2. Attainment in all subjects, other than reading, has not returned to pre-pandemic levels.
- **Attainment in all of reading, writing and maths (combined) has increased since 2024.**
- In all of **reading, writing and maths (combined)**, 62% of pupils met the expected standard, up from 61% in 2024.
- **In individual subjects, attainment increased in all subjects compared to 2024.**
- In **reading**, 75% of pupils met the expected standard, up from 74% in 2024.
- In **maths**, 74% of pupils met the expected standard, up from 73% in 2024.
- In **writing**, 72% of pupils met the expected standard, an increase of 0.4 percentage points from 72% (rounded) in 2024.
- In **grammar, punctuation and spelling**, 73% of pupils met the expected standard, up from 72% in 2024.
- In **science**, 82% of pupils met the expected standard, up from 81% in 2024.
- Girls continue to outperform boys at the expected standard in all subjects except maths, where boys outperformed girls by 1 percentage point.
- The disadvantage gap index has remained stable with a slight increase from 3.13 in 2024 to 3.16 in 2025. More detail is provided in the pupil characteristics section.

# Early years foundation stage profile results: 2024-25

- These annual statistics report on teacher assessments of children’s development at the end of the early years foundation stage (EYFS), typically the summer term of the academic year in which a child turns 5 (reception year). The assessment framework, or EYFS Profile, consists of 17 early learning goals (ELGs) across 7 areas of learning.
- This is the fourth publication since the [2021/22 EYFS reforms](#) were introduced in September 2021, in which the EYFS Profile was significantly revised. It is therefore not possible to directly compare assessment outcomes since 2021/22 with earlier years.
- See [here](#) for the full data set.

## Headline Facts :

- In 2024/25, over 2 in every 3 children or 68.3% had a good level of development and just over 2 in every 3 children or 66.9% were at the expected level across all 17 early learning goals (ELGs).
- These percentages have increased in each of the three years since the EYFS reforms were introduced in 2021/22, from 65.2% and 63.4% respectively. Some of the increase may be attributable to gradual recovery from disruption caused by the COVID-19 pandemic and practitioners having greater familiarisation with the new assessment framework, introduced in September 2021.
- In 2024/25, each child, on average, had reached the expected level in 14.11 early learning goals, up slightly from 14.05 in 2021/22.
- The government, in its [opportunity mission](#), has set a milestone of 75% of 5-year-olds reaching a good level of development by 2028; further information can also be found in the DfE policy paper on [Giving every child the best start in life](#). Progress towards this milestone is monitored through these official statistics.

<p>Percentage of children with a good level of development</p> <p><b>68.3%</b></p> <p>Up 0.6 pp from 2023/24 and up 3.1 pp from 2021/22</p>	<p>Percentage of children at expected level across all ELGs</p> <p><b>66.9%</b></p> <p>Up 0.7 pp from 2023/24 and up 3.5 pp from 2021/22</p>	<p>Average number of ELGs at expected level per child</p> <p><b>14.11</b></p> <p>Up 0.04 from 2023/24 and up 0.06 from 2021/22</p>
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# Multiplication tables check attainment

- [This statistical release](#) focuses on the multiplication tables check (MTC) results of pupils at the end of year 4 attending schools in England.
- It includes statistics for pupils:
  - at national level by characteristic breakdowns such as sex, disadvantage, free school meal eligibility, ethnicity, special educational need status, first language, month of birth, school type, school phase and school religious character;
  - at regional and local authority level by characteristic breakdowns such as disadvantage, free school meal eligibility, ethnicity, special educational need status and first language.
- The multiplication tables check publication was first released in 2022 when the assessment became statutory for all year 4 pupils registered at state-funded maintained schools, special schools, or academies (including free schools) in England.
- All gaps and percentage point differences are calculated from unrounded figures.

## Headline Facts :

These statistics cover the national attainment of pupils who took the multiplication tables check in summer 2025.

- **Average attainment score of those who took the check increased 0.3 points (based on unrounded figures) for all pupils since 2024, from 20.6 to 21.0.**
- **37% of eligible pupils scored 25 (full marks) in the multiplication tables check**, an increase of 3 percentage points compared to 2024 from 34%. This was the most common score achieved.
- Disadvantaged pupils performed less well in the multiplication tables check than non-disadvantaged pupils. The average attainment score of pupils who took the check increased for disadvantaged pupils from 18.9 to 19.3, and for non-disadvantaged pupils from 21.3 to 21.7.
- **London is the highest performing region**, with an average score of 21.7; the South East and East of England are the lowest performing regions with 20.7. Outside of London, the highest regional average score was 21.2 in the North East and West Midlands.

Average attainment score

**21.0**

Up from 20.6 in 2024

Percentage of eligible pupils scored 25 marks

**37%**

This is the most common mark (full marks)

# Children looked after in England including adoption: 2024-25

- [This statistical release](#) provides information on children looked after (CLA) in England, including numbers of CLA adopted, care leavers and CLA who were missing from their placement.
- The latest statistics relate to the year ending 31 March 2025 and comparisons are to the year ending 31 March 2024 unless otherwise stated. Each year local authorities can revise previous years' data so figures for earlier years may have changed compared to previous releases of this data. The standard period for data in this release is for the year ending 31 March 2021 to the year ending 31 March 2025.
- Users of the data should be aware that:
  - 2021 was the year that the initial effects of the COVID-19 pandemic are visible in the statistics, so they should be cautious making comparisons between the current year and 2021.
  - many of the changes within the release are influenced by changes in the number of unaccompanied asylum-seeking children (UASC) who are a distinct cohort, with specific characteristics, for example they are generally male, aged 16+ years, with relatively short periods of care.
- One new table has been added to the release this year (table A6), showing characteristics of CLA on 31 March, excluding unaccompanied asylum-seeking children (UASC).

## Headline Facts :

- The number of CLA reported by local authorities on 31 March decreased by 2% (down 1,760 children) compared to last year - now at 81,770 children. This decrease is due to a fall of 1% in the number of non-UASC CLA (down 860 children) and a fall of 12% in the number of CLA who were UASC (down 900).
- The rate of all CLA per 10,000 children aged under 18 years has decreased to 67 - down from 69 last year and down from a recent peak of 70 in both 2022 and 2023.
- The number of children starting to be looked after during the year has fallen and the number of CLA ceasing during the year has risen. CLA ceasing due to being the subject of a special guardianship order (SGO) increased by 6% (up 220 children) and CLA adopted increased by 1% (up 20 children).

<p><b>Children looked after on 31 March 2025</b></p> <p><b>81,770</b></p> <p>Down 2% on 2024</p>	<p><b>CLA rate per 10,000 children aged under 18 years</b></p> <p><b>67</b></p> <p>Down from 69 in 2024</p>	<p><b>Children looked after on 31 March 2025 who were UASC</b></p> <p><b>6,540</b></p> <p>Down 12% on 2024</p>
<p><b>Children looked after on 31 March 2025, excluding UASC</b></p> <p><b>75,240</b></p> <p>Down 1% on 2024</p>	<p><b>Children who ceased to be looked after, due to adoption</b></p> <p><b>3,040</b></p> <p>Up 1% on 2024</p>	<p><b>Children who ceased to be looked after, due to a SGO</b></p> <p><b>4,110</b></p> <p>Up 6% on 2024</p>

# Children in need: A focus on sexual abuse and exploitation

- This [ad-hoc release](#) contains statistics on children in need in England and assessments completed by children's social care services. It focuses on the 'sexual abuse' and 'sexual exploitation' assessment factors recorded against individual children who were referred to children's social care services and assessed.

<b>Children assessed as being affected by sexual abuse</b> <b>29,560</b> Broadly stable (up 5% since 2016)	<b>Children assessed as being affected by sexual exploitation</b> <b>12,120</b> Down 29% since 2016
<b>Children starting sexual abuse child protection plans</b> <b>2,190</b> Down 26% since 2016	<b>Percentage of children assessed with CSE persistently absent</b> <b>66%</b>

## Headline Facts :

- There were 29,560 children assessed as having been affected by child sexual abuse (CSA) in 2025 and this has remained relatively stable since 2016. There were 12,120 children assessed as having been affected by child sexual exploitation (CSE) in 2025 and this has fallen to its lowest level since 2016.
- There is considerable local and regional variation in the recording of CSA and CSE assessment factors, this is likely to be driven by differences in local authority recording and practice.

- Females were over-represented in the population of children assessed as having been affected by CSA and CSE (57% and 67% respectively) compared with all children in need (43%). The majority of children assessed as having been affected by CSE were aged 10 and over (81%).
- Two thirds of children who were assessed as having been affected by CSE in 2024 were persistently absent from school and almost a fifth had one or more suspensions from school.
- The most common co-occurring factors for children assessed as having been affected by CSA are mental health concerns about the parent, mental health concerns about the child, emotional abuse and domestic abuse. The most common co-occurring factors for children assessed as having been affected by CSE are mental health concerns about the child, going/being missing, mental health concerns about the parent, socially unacceptable behaviour and self-harm.
- Almost a third (32%) of children assessed as having been affected by CSA had no other factors recorded and the average number of factors recorded was two. A lower proportion (11%) of children assessed as having been affected by CSE had no other factors recorded and the average number of factors recorded was higher at five.
- Children assessed as having been affected by CSE had one of the highest re-referral rates with 29% of referrals being re-referrals in 2023 compared with 23% for all children assessed. In contrast, children assessed as having been affected by CSA had one of the lowest re-referral rates at 19%.

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# Children in need: A focus on sexual abuse and exploitation

## Headline Facts (... / continued)

- The majority of children assessed as having been affected by CSE or CSA are supported as CINO (children in need, excluding children on protection plans and children looked after), although children assessed as having been affected by CSE were more slightly more likely to become CLA (children looked after).
- Children assessed as having been affected by CSA or CSE are more likely to have S47 enquiries compared to all children assessed, but these S47 enquiries are less likely to convert to initial child protection conferences or CPPs (child protection plans).
- In 2025, 2,190 CPPs started with 'sexual abuse' as the initial category which is the lowest number since records began. Some reasons for the decrease since 2018 include a decline in children assessed as having been affected by CSA or CSE starting CPPs and a decline in 'sexual abuse' being used as the initial category, and an increase in neglect, emotional abuse and physical abuse being used as the initial category.
- The number of Serious Incident Notifications (SINs) for CSA and CSE is low (26 and 14 respectively in 2025). The number of CSA SINs has fluctuated, the number of CSE SINs has remained relatively stable.
- At a national level, the Police Recorded Crime rate for contact CSA has risen by 41% since 2016, diverging from the rate of children assessed as having been affected by CSE or CSA which has remained relatively steady. However, this divergence is considerably less once non-recent crimes (crimes that have been reported more than a year after they occurred) are excluded; the recent crime rate was below the CSAE rate until 2023-24.

# Ofsted Published Information & Data

## Speeches made by Sir Martyn Oliver, HMCI

- **Schools and Academies Show in Birmingham, 19 November 2025** – Issues covered included changes to Ofsted’s approach, their focus on inclusion, how inclusion works with achievement, the scale, how this will look & feel on inspection day and feedback from inspection pilots. Read the full speech [here](#).
- **2025 National Children and Adult Services Conference, 27 November 2025** – Issues covered included education reform, how the reforms will help, the social care context, the Big Listen, changes in 2026, consultation and training & support for social care inspectors. Read the full speech [here](#).

## Ofsted annual report 2024-25

- [Ofsted’s annual report \(education, children’s services & skills\)](#) presents their findings for the areas they inspect in early years childcare, schools, further education & skills and children’s social care.
- Findings in the report are based on evidence from inspections of, and visits to, schools, colleges and providers of social care, early years and further education and skills. The report also draws on findings from their research & analysis in the year.
- Read the full press release [here](#)

## State-funded school inspections & outcomes

- Provisional data for the period **January to August 2025** and revised data for the period September to December 2024 can be found [here](#).
- In addition, aggregated management information, published monthly, as at 30 November 2025 is also now available.

## School inspection data summary report (IDSR) guide

- This guide provides an overview of the [inspection data summary report \(IDSR\)](#) for primary and secondary schools, including schools with a sixth form, and gives guidance on how to interpret the data.
- The latest IDSR has been updated for all schools with provisional 2025 key stage 4 data and for all applicable schools with 2025 revised key stage 2, provisional 16 to 18, final phonics, 2 term absence and final multiplication tables check data.
- IDSR guidance has been updated to reflect the above changes.

## Updates to school inspection info

- The following documents have been updated to align with the renewed education inspection framework
  - [Ofsted Parent View: guidance](#) explaining Ofsted Parent View which can be used by schools to encourage parents and carers to share their experiences of their child’s school.
  - [School inspections: staff & pupil questionnaire text](#) – during full Ofsted school inspections, staff and pupils can give their views via an online survey. This page provides the questions for reference only.

# Government Consultations, Calls for Evidence & Surveys

## SEND reform national conversation

- Ahead of the Schools White Paper early next year, the DfE want to hear from young people, families, teachers and practitioners on SEND reform: what works, what doesn't, and how lasting reform can be delivered together.
- A series of live online discussions with Schools Minister, Georgia Gould, and a panel of experts have been arranged. Events on 'local' and 'shared' SEND reform principles were held on 10 and 17 December respectively. Upcoming events include:
  - **Tuesday, 6 January 2026 at 6pm** – Conversation on 'fair' SEND reform principle
  - **Wednesday, 14 January 2026 at 6pm** – Conversation on 'effective' SEND reform principle
- Visit the DfE's [SEND reform site](#) to book your place at an online event or to submit your views directly.
- You can also add your comments directly via an online form [here](#). This online form will close on **Wednesday, 14 January**.
- NB: This is not a formal consultation. A public consultation on some aspects of SEND plans will be launched alongside publication of the Schools White Paper.
- Read the full press release, "[Government launches national conversation on SEND](#)" issued on 2 December

## National Professional Qualifications: call for insights & evidence

- Building on the [first call for evidence](#), the DfE are now launching a second exercise as part of the process to formally review the National Professional Qualification (NPQ) suite.
- This exercise is seeking insights or opinions on the full suite of NPQs and research evidence which may inform updates to the evidence-base underpinning the following NPQ frameworks:
  - NPQ Leading teacher development (NPQLTD)
  - NPQ Leading teaching (NPQLT)
  - NPQ Leading behaviour and culture (NPQLBC)
  - NPQ Leading literacy (NPQLL)
  - NPQ Leading primary maths (NPQLPM)
  - NPQ Early years leadership (NPQEYL)
  - NPQ Special educational needs co-ordinator (NPQSENCO)
- Please read and refer to the guidance at the bottom of this page when completing your survey response
- See [here](#) for more information and the link to share your views (which **closes on 20 February 2026**).

# Government Consultations, Calls for Evidence & Surveys

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## Establishing the Child Protection Authority in England

- The DfE are consulting on creating Child Protection Authority (CPA), a national body to improve child protection.
- They propose the CPA to be an expert, accurate and decisive body. It will make the multi-agency child protection system clearer, more unified and ensure there are ongoing improvements through effective evidence-based support.
- This consultation seeks views on the CPA's proposed functions, governance and interaction with existing bodies.
- See [here](#) for more information and to share your views. The consultation closes at **11:59pm on 5 March 2026**.
- Read the supporting press release [here](#).

## Staffing of breakfast clubs

- The DfE are working with the [Open Innovation Team](#) to understand how primary school breakfast clubs are staffed and delivered. This work will support the expansion of the [free breakfast club programme](#).
- Whether your school runs a large, small, or informal breakfast club, your experience will help shape future DfE policy, guidance, and support for schools. This is not limited to Early Adopter Schools - all schools are welcome to take part. Participation is voluntary, and all responses are anonymous. No individual school will be identified
- Responses are encouraged from school leaders and support staff in state-funded schools that currently run or plan to run a breakfast club. Take part by [completing a short online survey](#) (by **30 January 2026**) and / or joining a focus group or brief interview.

## Provider insights survey on expanding childcare access

- The DfE are encouraging school views on expanding childcare access to help them explore what prevents nursery providers from expanding into areas with limited childcare and what support could help.
- They are seeking responses from senior leaders (such as Chief Executive Officers or Finance Directors) who can speak to your organisation's strategic plans and financial needs. If you are part of a group, please respond at group level.
- Please share this [survey](#) with relevant contacts in your network. The survey closes on **9 January 2026**.

# News & Updates to National Guidance

## Child Poverty Strategy

- The government's has launched its UK wide [Child Poverty Strategy](#) setting out the steps it is are taking to reduce child poverty in the short term, as well as putting in place the building blocks needed to create long-term change.
- The strategy brings together the action the government has already taken, alongside new measures, to increase incomes, reduce essential costs and strengthen local services.
- Read the full press release [here](#).

## Maximising value for pupils: guidance for schools and trusts

- A [range of guidance, support and a policy document](#) for schools and trusts have been published to maximise value from resources, ensuring every pound delivers for children. Information includes:
  - [Strategic workforce planning for schools & trusts](#)
  - [Maximising school & trust resources: managing financial and physical assets](#)
  - [Achieving better value when buying](#)
  - [Maximising value for pupils](#)
  - [Improve your school's & trust's digital & financial planning](#)
- Read the press release supporting the issue of these resources [here](#).

## RISE attendance and behaviour hubs programme

- See [here](#) for guidance for school leaders on the RISE attendance and behaviour hubs programme, its benefits and support, and how to join.
- Aimed at senior leaders with responsibility for attendance and behaviour who are seeking to strengthen their school's leadership, culture and systems, the RISE attendance & behaviour hubs programme is a national initiative designed to support schools in improving pupil attendance and behaviour.
- It is led by schools with strong practice and aims to support school leaders to reflect on current systems, share effective practice and implement changes.

## On-screen exams: Education Secretary letter to Ofqual

- Education Secretary, Bridget Phillipson, has written to the Chief Regulator of Ofqual about on-screen exams in high stakes qualifications.
- [The letter](#) outlines the factors that Bridget Phillipson has asked Ofqual to take into account when determining its approach to regulating on-screen assessment in high stakes qualifications.

## Primary school performance tables: 2025

- Information on the achievements of pupils in each state-funded primary school in England is published [here](#).
- The 2025 tables show results from the key stage 2 test in reading, mathematics and grammar, punctuation & spelling, as well as key stage 2 teacher assessment results in writing.
- Additional school-level data includes pupil absence, pupil population and school information

# News & Updates to National Guidance

## Maintained schools governance guide

- Guidance on the strategic leadership and governance of local-authority-maintained schools is published [here](#).
- This non-statutory guidance is a reference document for those involved in local-authority-maintained school governance. It brings together essential information from a range of sources on the governing body's roles and legal responsibilities.
- NB: The guide is intended to be a digital guide. If you have created a PDF or printed copy, check you have got the most recent updates made on 25 June 2025.

## National school breakfast club programme

- A range of information linked to the [national school breakfast club programmes](#) has been published. See below:
  - [Free breakfast clubs: guidance for schools & trusts](#) - Guidance on setting up and running free breakfast clubs, including specific guidance for schools joining phase 1 of the national rollout from April 2026.
  - [Free breakfast clubs: school case studies](#) - Examples of how schools are delivering free breakfast clubs and the benefits they can provide for pupils, families and schools.
  - [Involving older pupils in free breakfast clubs](#) - Find out how Silver Springs Primary Academy involves pupils from years 5 and 6 with its new free breakfast club by making them 'breakfast club baristas'.
  - [Integrating the free breakfast club into wider wraparound care](#) - Find out how Devonshire Road Primary School organises the school day to accommodate paid and free breakfast club sessions with additional activities.

- [Working with a PVI partner to deliver a free school breakfast club](#) - Find out how Court Lane Junior School is working with a private, voluntary or independent (PVI) childcare provider to deliver its new free breakfast club.
- [Apply to join phase 1 of the national rollout of free breakfast clubs](#) - Use the online service to express your interest in joining phase 1 of the national rollout, from April 2026.
- [Using a free breakfast club to launch wider wraparound care](#) - Find out how the introduction of the free breakfast club at Saxton Church of England Primary School led to the launch of wider before and after school care.
- [Delivering a free breakfast club at a special school](#) - Find out how Springwater Special School organises its new free breakfast club including staffing and engaging activities for pupils
- [Free breakfast clubs grant 2025-26 academic year](#) - Guidance for schools and local authorities on funding for the free breakfast clubs programme rolled out from April 2026

## Net capacity assessment

- The [net capacity assessment tool](#) helps measure the number of pupil places available in a school. It can also help with education building projects. A "*net capacity assessment SEND tool*" is now available.
- Information for primary schools on the net capacity assessment programme, setting out when school site visits will take place and how to read your NCA report can be found [here](#). NB: updates have been made to the '*Scheduled school site visits*' section (with the period when the Valuation Office Agency will conduct visits to school) and the tranche list & the NCA programme guide

# News & Updates to National Guidance

## Compare your good level of development data

- The guide on how to use the [good level of development \(GLD\) data tool](#) to access the “Compare your GLD data report” has been updated with information on the introduction of the new local authority area report.
- The GLD data report is available for schools and responsible bodies through the [VYED platform](#) and gives data & insight into early years foundation stage profile (EYFSP) data, compared to the local, regional and national average

## National Careers Service: course directory

- The [course directory](#) contains information on courses offered by learning providers who are publicly funded to deliver courses in England.
- Live course providers for November 2025 have recently been added (and the files for August 2025 removed).

## Initial teacher training school placement preference

- The DfE are asking all schools to record their ability to host initial teacher training (ITT) placements, by answering a short series of questions in the new [Find Placement Schools service](#).
- DfE Sign-in approvers in schools were invited to sign-in to the service in November. Where appropriate, they can invite the relevant colleague(s) to use the service via the ‘Users’ tab.
- For support or queries, contact: [find.placementschools@education.gov.uk](mailto:find.placementschools@education.gov.uk)

## Teachers’ Pension Scheme Pension Board – member reps

- The Education Secretary is seeking to appoint a dynamic and inspirational individual to join the Teachers’ Pension Scheme Pension Board as a member representative.
- The role is being advertised on the [Teachers’ Pensions website](#) and will close at midnight **Friday, 20 February 2026**.

## Vocational & Technical Qualifications information hub 2026

- Ofqual’s Vocational & Technical Qualifications (VTQ) information hub for 2026 is now live. This is most relevant to school and college staff involved in the administration or delivery of Level 3, Level 1/2 and Level 2 VTQs used for progression.
- Please visit the [VTQ information hub](#) to stay informed of awarding organisations’ key dates and deadlines ahead of awarding in summer 2026

## Managing older school buildings

- Guidance to help school building owners and maintenance staff identify building systems and prioritise maintenance and repair of their school estate is published [here](#).
- New sections have recently been added to the guidance with additional information about construction types that are common in older school buildings

## Early years stronger practice hubs

- Information for early years practitioners about [early years stronger practice hubs](#) has recently been updated to reflect that the DfE are recruiting a further 18 hubs.
- See [here](#) for information on how early years practitioners can apply to become a stronger practice hub.

# News & Updates to National Guidance

## Qualified Teacher Status in England

- Some highly qualified overseas-trained teachers can apply for Qualified Teacher Status (QTS) in England without additional training through the [apply for QTS in England service](#).
- Applicants must show at least one year of post-qualification teaching experience, verified by references.
- Please note that from early 2026, only references from private email domains will be accepted - Gmail, Hotmail, and similar accounts will no longer be accepted.

# News & Updates to National Guidance – Finance & Funding

## National funding formula for schools and high needs

- See [here](#) for tables showing provisional national funding formulae (NFF) allocations for the schools and central school services blocks. The tables available are mainly for schools & local authorities, covering the schools and central school services [national funding formulae \(NFF\) allocations for 2026-27](#).
- Details of the funding system for schools and high needs from 2025 to 2026 onwards can be found here. This page includes 2 policy documents:
  - The first, for 2025-26, sets out details of the NFF for schools, high needs and central school services. It explains how funding is distributed through the formulae, including annual changes made since 2024-25.
  - The second, for 2026-27, covers the schools and central school services national funding formulae. Information on high needs funding in 2026-27 will be issued at a later date.

## Pre-16 schools funding: local authority guidance for 2026-27

- Local authority guidance for implementing the funding system for the 2026-27 financial year can be found [here](#).
- This includes “*Schools operational guide: 2026-27*”, “*The notional SEN budget for mainstream schools: operational guidance 2026-27*”, “*Growth & falling rolls fund guidance: 2026-27*”, “*Private finance initiative (PFI) factor in the schools national funding formula guidance*”, “*PFI affordability model template*”, “*Guidance for completing the disapplications digital form*” and “*Allowable factor value ranges: 2026 to 2027*”.

## Grant funding for early career teaching

- Information on grant funding for early career teaching has been updated as follows:
  - [Grant funding for early career teacher entitlement \(ECTE\) year 2 time off timetable and mentor support](#) – guidance for schools and local authorities on funding to support the early career teacher entitlement (ECTE) has been updated with the spreadsheet “Early career teacher and mentor time off timetable grant allocations – academic year 2024-25”
  - [Grant funding for early career training programme for mentors \(ECTPM\)](#) – guidance for schools and local authorities on funding for schools using one of the DfE funded training providers to deliver early career teacher entitlement (ECTE) from 1 September 2025 has been updated with the spreadsheet, “*Backfill payments for time off timetable for early career framework (ECF) mentor training grant allocations – academic year 2024-25*”.

## Pupil premium: allocations and conditions of grant 2025-26

- Confirmed quarter 3 pupil premium allocations have been added to the [published allocations and conditions of grant for the 2025-26](#) financial year.

## Initial Teacher Training Funding manuals 2026-27

- The following funding manuals linked to Initial Teacher Training (ITT) have been published:
  - [ITT bursary: funding manual](#) – A training bursary guide for schools and ITT providers.
  - [School Direct \(salaried\): funding manual](#) – The funding ITT places for schools and ITT providers.

# News & Updates to National Guidance – Finance & Funding

## LA and school expenditure: 2024 to 2025 financial year

- See [here](#) for information on how schools and local authorities spent their funding on education, children's services and social care in the financial year 2024-25.
- The information includes a summary of data from the consistent financial reporting and S251 outturn surveys covering:
  - local authority spending on education services and children's and young people's services
  - the income and expenditure of local authority-maintained schools in England
  - the latest position on school revenue balances

## Early years funding: 2026 to 2027

- The below information for local authorities and settings about early years funding for the 2026 to 2027 financial year has been published [here](#):
  - Early years entitlements: local authority funding operational guide 2026 to 2027
  - Local authority funding rates and step-by-step calculations 2026 to 2027
  - Early years national funding formula technical note 2026 to 2027
  - Early years funding rates 2026 to 2027: Easy explainer
  - Local authority management of SEN inclusion funding – examples of local authority practice
  - Local authority pass-through tool

# Published Research & Evaluations

## National behaviour surveys

- Reports from the DfE on behaviour in schools for academic years 2021-22, 2023-24 and, recently added, 2024-25 can be found [here](#). The reports include survey findings on behaviour in schools, including school behaviour culture and policies, behaviour management, frequency and impact of misbehaviour and response.

## Use of the code 'other' in alternative provision placement reasons

- The DfE conducted [this research](#) into placement reasons provided by local authorities and schools in their data collections when placing a pupil in alternative provision.
- In the research, the term 'schools' includes mainstream, alternative provision and special schools.

## Technology in schools survey report: 2024 to 2025

- In late 2022, IFF Research was commissioned to conduct a Technology in Schools Survey (TiSS) to help the DfE to understand how best to support schools to embed and use technology in ways that support cost savings, workload efficiencies and improved pupil outcomes. The TiSS was commissioned to better understand a range of objectives
- See [here](#) for rResults from the most recent wave of the TiSS.
- The survey explores strategic planning, current & future use of technology, infrastructure, staff capability, barriers to adoption and generative artificial intelligence (AI).

## Working lives of teachers and leaders: wave 4

- Findings from the fourth wave of the working lives of teachers and leaders survey are published [here](#).
- This IFF Research (conducted on behalf of the DfE) is the fourth wave of the working lives of teachers & leaders survey, undertaken in 2025.
- The survey asked teachers & leaders in state schools in England about their experiences, including workload, wellbeing, flexible working arrangements, pay, professional development, pupil behaviour and career reflections & plans
- The summary report presents headline findings.
- See [Wave 3](#), [Wave 2](#) and [Wave 1](#) for reports and technical information from the previous waves

## Pupil experiences in school: academic year 2024-25

- Survey findings on pupils' experiences in school including feelings of belonging, enjoyment and safety, motivation to learn and relationships with staff has been published [here](#).
- This report collates and thematically presents previously published data collected via the [DfE omnibus surveys](#) focusing on pupils' experiences in schools.
- The data has been collected from pupils in secondary schools and parents of pupils in primary, secondary and special schools ad covers:
  - experiences of school including feeling of belonging, safety and enjoyment
  - relationships with school staff
  - motivation to learn

# Published Research & Evaluations

## Survey of school business professionals 2025

- See [here](#) for a survey of school business professionals in local-authority-maintained schools, academies and trusts.
- Areas covered in the survey include characteristics, qualifications, experience & intentions, involvement in strategic decision-making, views on procurement and use of DfE school resource management tools (and the impact of those tools on their work).
- The survey is informed by 785 school business professionals in local authority maintained schools, academies, single academy trusts and multi academy trusts. It follows previous iterations of the School Business Professional (SBP) survey run in 2021 and 2023.

## Partnerships for Inclusion of Neurodiversity in Schools

- Partnership for Inclusion of Neurodiversity in Schools (PINS) is a national pilot programme designed to improve outcomes for neurodivergent pupils in mainstream primary schools.
- Interim findings from the evaluation of the PINS programme have recently been published [here](#).
- The report's conclusion notes that the first year of the PINS programme has demonstrated the practicality and value of a whole-school approach that mobilises the wider system to improve support for neurodivergent pupils in mainstream primary schools.

## NFER Interim Report: High-SEND schools

- NFER have published an interim report, "*High-SEND schools: Understanding the uneven distribution of pupils with SEND across England's mainstream schools*". presenting emerging insights into the uneven distribution of pupils with SEND across mainstream schools in England. It draws on analysis of National Pupil Database data and interviews with 10 local authority LA staff, as part of a project funded by the Nuffield Foundation.
- Schools with disproportionately high numbers of pupils with SEND may face increased pressures on staffing, funding and access to specialist support. At the same time, higher concentrations of need can prompt schools to invest in staff training, strengthen systems and build closer relationships with specialist services, enhancing their capacity to support pupils with SEND.
- Read the interim report [here](#).

## Beyond the Classroom: The experiences of children with SEND who are not in school

- Ofsted and the CQC have published [this thematic review](#) about how partners in local areas support children with SEND who are not in school.
- The report highlights the barriers that children with SEND face to remaining in school, the quality of oversight they receive when they are not in school full time, and how well local area partnerships help children reintegrate into school after they have left.
- The report includes recommendations for national government and the sector to strengthen support for children with SEND who are not in school or at risk of leaving school.
- Read the full press release [here](#).

# Resources

## Effective governance resources

- Support for maintained school governing bodies, academy trust boards, leaders and governance professionals (clerks) in developing sustainable and effective governance is available [here](#).
- Resources on diversity have recently been added to the section, 'Recruiting governors and academy trustees: resources'.

## Regional Prevent education co-ordinators

- Prevent in education virtual training sessions for early years foundation stage staff will run on **Monday, 19 January 2026** and **Tuesday 16 June 2026** from 6pm to 7:15pm.
- See [here](#) for more information on how regional Prevent education co-ordinators (RPECs) can help education providers with the Prevent duty, including how to register for the virtual training sessions.

## "Think Before You Share"

- "Think Before You Share" is an internet watch foundation campaign helping young people stay safe online by understanding the risks of sharing explicit images and empowering parents & educators.
- See [here](#) for resources & guidance on how to talk to secondary-aged students.

## Support for children with a parent in prison

- The first national Children with a Parent in Prison Awareness Day took place in November. MoJ figures estimate that there are around 193,000 children with an imprisoned parent.
- The following resources provide useful support:
  - Children's needs can be assessed and supported through the [Prison Reform Trust's Child Impact Assessment framework](#).
  - The Prison Advice and Care Trust has published [support for children & young people affected by imprisonment](#).
  - The [Prisoners' Families Helpline](#) is on 0808 808 2003

## Educate Against Hate – support to tackle misogyny

- Misogyny, whether subtle or overt, encountered online or in the real world, can shape children's attitudes, limit their aspirations, foster environments of inequality and in some cases lead to violence and harm.
- [Educate Against Hate](#) has introduced new resources and further sources of support for schools, colleges, and training providers to tackle this complex issue.
- [Unmasking misogyny](#) is a new scheme of work for drama teachers, exploring online harms and masculinity in relation to the Netflix series Adolescence.
- [Educate against hate's explainer](#) series provides information on related issues such as the [manosphere](#) and [social media algorithms](#).
- [Sign up](#) for Educate Against Hate's newsletter to keep up to date on future resources and support.

# Resources

## Improve workload & wellbeing service resources

- School leaders have shared new resources in the latest update to the '[improve workload & wellbeing for school staff](#)' service. The new resources and case studies are on:
  - [creating your own wellbeing charter commitments](#)
  - [activating wellbeing champions](#)
  - [easing the pressure of marking](#)
  - [identifying issues using a staff wellbeing survey](#)
- The service contains strategies shared by senior leaders to improve workload and wellbeing in your schools. If you have an approach that has worked, you can [share your ideas](#) with the DfE through the service.
- Suggestions to improve the service, can be shared through this [feedback form](#)

## European Space Agency's Mission X

- [Mission X](#) is an international STEM educational challenge for pupils up to age 14, involving activities developed by space scientists and fitness professionals
- Working with real astronauts, Mission X offers young learners the chance to join teams from around the world by taking part in a series of fun, health and nutrition-based activities. By completing activities, students can earn steps to help the virtual Mission X mascots, Luna and Leo, walk 384,400km to the Moon. Find out more and get your hands on free STEM teaching resources aligned with educational standards by visiting [ESA Mission X](#).
- Registrations for Mission X close **on 14 August 2026**.

## Seasonal illness – guidance for settings & parents

- In light of the reporting of increased seasonal illness, the following key guidance is available to help manage seasonal illnesses and keep pupils and staff well.
  - [Education Hub Blog](#): Reducing the spread of illness this winter: Seven steps to healthier schools and higher school attendance – please share this blog with parents and staff.
  - [NHS Guidance for Parents](#): Is my child too ill for school? – a useful resource to help parents decide when children should stay at home.
  - [Preventing & Controlling Infections Guidance](#): Includes advice on vaccination, ventilation, and good respiratory hygiene.
  - [Managing Specific Infectious Diseases: A-Z](#): Practical guidance on managing specific illnesses.
- By following and sharing these resources, settings can support healthier school environments and help maintain high attendance throughout the winter months.