

# Information, Guidance & Resources

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24 February 2026

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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 2024/25 academic year from 9 September 2024.
- National level figures for the week commencing 2 September 2024 are included in underlying data of the [academic year's first publication](#). Full 2023/24 academic year and termly pupil absence data, including by characteristics, can be found in this [historical publication](#).
- This release covers the week ending 6 February 2026.
- 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 93.15% across all schools in the week commencing 2 February 2026(absence rate 6.85%).
- Absence was 0.09 percentage points lower across all schools when compared to the equivalent week in the last academic year ([week commencing 3 February 2025](#)). This has been driven by a 0.17 percentage point decrease in authorised absence and a 0.08 percentage point increase in unauthorised absence.

School Type	Absence Rate (w/c 2 February 2026)	Absence Rate (2024/25 academic year to date)
State funded primary	5.14% (3.93% authorised and 1.21% unauthorised)	5.18% (3.79% authorised and 1.39% unauthorised)
State funded secondary	8.48% (5.32% authorised and 3.16% unauthorised)	8.04% (5.13% authorised and 2.91% unauthorised)
State funded special	13.53% (10.04% authorised and 3.48% unauthorised)	12.93% (9.54% authorised and 3.40% unauthorised)

# Key Stage 4 performance 2025 (revised)

- This statistical release focuses on the GCSE and vocational and technical qualification (VTQ) results of pupils at the end of Key Stage 4 (KS4) attending state-funded schools in England.
- The data in this release is revised. It is based on the results data that awarding organisations supply to the department. This includes the vast majority of pupils' results and includes any amendment requests made by schools during the Autumn checking exercise, and these amendments are also included in the revised secondary school performance tables.
- Throughout this release, comparisons are made with 2024 and with 2019. We compare to 2024 due to it being last year's data and to 2019 because it was the last year that summer exams were taken before the COVID-19 pandemic.
- Progress measures will not be published for the 2024/25 and 2025/26 academic years as KS4 pupils in these years did not have KS2 assessments due to the COVID-19 pandemic.

## Headline Facts :

- The average Attainment 8 score is 46.0 in 2025, which has increased by 0.1 since 2023/24 and decreased by 0.7 points from 46.7 in 2018/19.
- 45.4% of pupils achieved a grade 5 or higher in both English and Maths. This is a decrease of 0.5 percentage points from 45.9% compared to 2023/24, and an increase of 2.2 percentage points from 43.2% compared to 2018/19.
- 40.5% of pupils were entered into the full EBacc. This is the highest EBacc entry rate since the measure was introduced. This is also an increase of 0.1 percentage points in comparison with 2023/24. In 2018/19 40.0% of pupils were entered into the full EBacc.
- Average EBacc APS in 2025 has increased by 0.02 to 4.09 compared to both 2018/19 and 2023/24.
- The KS4 disadvantage gap index has narrowed slightly compared to 2023/24, from 3.93 to 3.92. Before the pandemic, the gap index had widened, going from 3.66 to 3.70 between 2017 and 2019, before narrowing slightly in 2020 to 3.66 when centre assessed grades were used.

### Average Attainment 8 score

**46.0**

This has increased by 0.1 since 2023/24

### Percentage of pupils achieving grades 5 or above in English and maths GCSEs

**45.4%**

a decrease of 0.5 percentage points since 2023/24

### Percentage of pupils entering the EBacc

**40.5%**

an increase of 0.1 percentage points since 2023/24

### Average EBacc APS score

**4.09**

an increase of 0.02 points since 2023/24

# A-level and other 16-18 results: 2025 (revised)

- This [statistical release](#) focuses on the A level and other results of students at the end of 16-18 study in 2024/25 in schools and colleges in England. This revised release includes student characteristic breakdowns such as disadvantage status, Special Educational Needs status and ethnicity.

<b>Average A level result</b> <b>B-</b> No change in average grade from 2023/24 (35.55 points to 36.09 points)	<b>Average applied general result</b> <b>Merit+</b> No change in average grade from 2023/24 (29.17 points to 29.97 points)
<b>Average tech level result</b> <b>Merit+</b> No change in average grade from 2023/24 (28.14 points to 28.86 points)	<b>Average technical certificate result</b> <b>L2Merit-</b> No change in average grade from 2022/23 (5.63 to 5.60 points)

## Headline Facts :

- A level average point score per entry (APS) is slightly higher than 2023/24, however the average grade has remained the same. Across the applied general and tech level cohorts the APS has risen slightly when compared to last year, by 0.8pts and 0.7pts respectively.
- Gaps between disadvantaged and non-disadvantaged students remained broadly unchanged in comparison to last year for the level 3 cohorts.
- Within the A level and applied general cohort, female students continue to achieve higher average point scores (APS) compared to male students, as has been the trend for the past five years.
- The rank order of attainment by ethnicity has remained broadly unchanged at A level for the last five years; the White ethnic group has had the highest APS and the Black or Black British ethnic group has had the lowest APS.
- For students who did not achieve a grade 4 or above at key stage 4, 81.2% of students entered an approved English qualification, and 82.3% of students entered an approved maths qualification during 16-18 study. Of these students, 38.8% and 33.3% of English and maths students respectively improved their point score.

# Parental responsibility measures: 2024/25 academic year

- This [release](#) includes information on parental responsibility measures for attendance in England, used by schools and local authorities to improve poor attendance in schools.
- The publication includes data on:
  - penalty notices;
  - attendance case management;
  - parenting orders and parenting contracts; and
  - education supervision orders.
- The data is collected from local authorities in England through the parental responsibility measures attendance census.
- This data covers the 2024/25 academic year and, therefore, relates to the first year after the changes introduced through the new National Framework for Penalty Notices came into effect on 19 August 2024..

## Headline Facts :

- There were 492,800 penalty notices issued for unauthorised absence in the 2024/25 academic year, an increase of 1% from 487,300 in the previous year. This increase in the number of penalty notices issued continues the upward trend which started before the pandemic.
- 459,300 (93%) of penalty notices issued were due to unauthorised family holidays, 1,400 (0.3%) were issued for being late and the remainder were issued for 'other' unauthorised circumstances.

Total number of penalty notices (PNs) for unauthorised absences issued

**492,825**

in 2024/25 academic year. Increased from 487,344 in 2023/24

Main reason for issue: Unauthorised family holiday absence

**459,288**

in 2024/25 academic year. Increased from 443,322 in 2023/24

# Official Statistics

## School Funding Statistics: Financial Year 2025/26

- This publication provides [statistics on school revenue funding](#) from financial year 2010 to 2011 through to 2026 to 2027.
- The aim is to provide an overview of trends in school funding over recent years, as well as detailed information about funding allocations for individual schools for 2025 to 2026.

### Headline Facts :

- The total amount of funding allocated to English schools for 5-16 year old pupils has grown since 2010-11 as the total pupil population has generally also grown.
- In cash terms, the total funding allocated to schools through the grants covered in this report is £65.9 billion in 2026-27, an increase of 88% compared to the £35.1 billion allocated in 2010-11.
- On a per-pupil basis the total funding allocated to schools for 5-16 year old pupils, in cash terms, in 2026-27 was £8,580, a 65% increase compared to £5,190 allocated per pupil in 2010-11.
- When adjusted for inflation, funding per pupil was broadly flat between 2010-11 and 2015-16 at around £7,700 in 2025-26 prices. It then fell by 3.6% over the period 2016-17 to 2018-19, but subsequently increased by 4.6% over the years 2019-20, 2020-21 and 2021-22. Since then, funding has increased by a further 7.1% (after adjusting for inflation), including small falls of 0.2% in 2022-23 and 0.1% in 2026-27, and stands at £8,390 in 2026-27 (in 2025-26 prices). Note that the 2026-27 figure does not include additional investment provided for SEND reform at the 2025 Spending Review, due to be announced alongside the Schools White Paper.

# Ofsted Published Information & Data

## Sir Martyn Oliver's speech at the Sixth Form Colleges Association

- Martyn Oliver, Ofsted's Chief Inspector, addressed the Sixth Form Colleges Association (SFCA) 2026 Winter Conference/AGM in London on 4 February. He spoke about Ofsted's new report cards, expectations of the new grades and feedback so far.
- Read the full speech [here](#).

## School and early years inspection: guidance & resources

- Guidance for inspectors, school leaders and staff on how Ofsted inspects both schools and early years have been published on the following webpages:
  - [School inspection: guidance & resources](#)
  - [Early years inspection: guidance & resources](#)

## Ofsted's senior structure

- For information, this recently updated chart sets out [Ofsted's senior structure](#).

## QR code badges for promoting inspection findings

- Ofsted has launched a new way for education providers to share their inspection report cards with parents, carers and the wider community.
- [New QR code badges](#) have been created for every school, college, training provider and early years setting, which link directly to their individual page on the Ofsted reports website. The Ofsted-branded badges can be displayed anywhere the provider wishes to promote their inspection outcomes, offering instant access to their full report.

## Ofsted Academy – inspector training videos

- Ofsted's training, learning and professional development publications have been updated with all inspector training videos about the renewed education inspection framework. Find them in the [Ofsted Academy](#) schools, further education and skills, and early years sections.

## Big Listen action monitoring reports

- Ofsted publish monitoring reports on commitments made in the Big Listen and its response to Dame Christine Gilbert's independent learning review [here](#). These now include the December 2025 Big Listen action monitoring report.

## State-funded school inspections and outcomes: management information

- See [here](#) for management information, aggregated and published monthly, and publications of inspections and outcomes from 2005 to 2015 and 2015 to 2019.
- Published management information as at 31 January 2026 has recently been added to available information.

## School Inspection Data Summary Report guide

- The [IDSR guide](#) provides an overview of the inspection data summary report for primary and secondary schools, including schools with a sixth form, and gives guidance on how to interpret the data. Guidance has been updated to reflect the following:
  - 2024/25 autumn term exclusions data.
  - Revised key stage 4 data for all applicable schools.
  - Revised 16 to 18 performance data.

# Government Consultations, Calls for Evidence & Surveys

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## SEND Reform: putting children & young people first

- Consultation on proposals to reform the SEND system was launched on 23 February.
- The [consultation document](#) explains the changes the government plan to make and asks for comments from everyone with an interest including:
  - children, young people and families
  - teachers and leaders
  - schools and trusts
  - The proposals may also be of interest to:
    - early years providers
    - post-16 providers
    - local authorities
    - experts and academic organisations
    - representative groups.
- The changes aim to improve help and support for children and young people with SEND across the [0-25 years system](#).
- [Every child achieving & thriving](#) outlines the reforms to the schools and SEND system in England.
- Shorter, simpler documents that [summarising the schools white paper & SEND consultation](#) have also been written for parents and those working in the sector.
- The consultation closes at **11.59pm on Monday, 18 May**

## Key stage 4 performance measures & targeted RISE extension

- The DfE are seeking views on proposals to improve key stage 4 academic performance measures and to extend school improvement support from the Department's targeted regional improvement for standards and excellence (RISE) service.
- The proposals aim to deliver a strong and fair accountability system, which will improve outcomes for all children, provide reliable information to parents, and support school improvement.
- Views are being sought on:
  - Improving [Progress 8 & Attainment 8 measures](#) through a refreshed Progress 8 curriculum model;
  - A better way to recognise the progress of pupils with low prior attainment as part of improvements to the wider suite of additional performance measures; and
  - Extending targeted RISE support to primary and secondary schools with low achievement
- See more information about RISE [here](#).
- The consultation closes at **11.59pm on Monday, 4 May**

# Government Consultations, Calls for Evidence & Surveys

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## Working Lives of teachers & leaders survey – wave 5

- The fifth wave of the [Working Lives of Teachers & Leaders](#) survey was launched on 27 January 2026 and **will run until the first week of May 2026**.
- The survey collects vital evidence for understanding the experiences of teachers and school leaders. Whilst participation is voluntary, it is an opportunity for you to share your own personal experiences and views..
- Schools should look out for an invitation (received by email or telephone) from IFF Research to take part.
- For more information about the survey, including participant anonymity, data linking, GDPR and other FAQs, please visit the [survey website](#) or email [workinglives.teachers-leaders@education.gov.uk](mailto:workinglives.teachers-leaders@education.gov.uk).

## Keeping children safe in education: 2026 proposed revisions

- The DfE is seeking views on proposed changes to the statutory guidance Keeping children safe in education (KCSIE), including a range of updates to ensure the guidance remains current and relevant.
- Share your views [here](#).
- The consultation closes on **Wednesday, 22 April 2026** at 11.59pm .

# News & Updates to National Guidance

## Every Child Achieving and Thriving – SEND White paper

- '[Every child achieving and thriving](#)' is the government's white paper setting out their vision for schools and SEND reform to support every child to achieve and thrive. It also outlines the government's ambition to improve the lives of all children and young people by:
  - Shifting children's school experience from narrow to broad;
  - Ensuring those who have been sidelined are included; and
  - Taking children and communities from withdrawn to engaging with schools
- Published alongside Every child achieving & thriving is the '6,500 additional teachers delivery plan' which sets out plans to recruit 6,500 more teachers.
- The [SEND reform: putting children & young people first consultation](#) outlines our proposed reforms and asks a series of questions to get the views of everyone with an interest (see the [consultations page](#) in this briefing for more details).
- Shorter, simpler documents summarising the schools white paper and SEND consultation have been written for parents & those working in the sector and can be found [here](#).
- Read press releases [here](#) and [here](#) regarding publication of the white paper and its proposals.
- Bridget Phillipson's (Secretary of State for Education) speech, delivered on the 23 February (the day the paper was published) can be read [here](#).

## Neurodivergence Task and Finish Group: report

- In November 2024, the government commissioned an independent [Neurodivergence Task & Finish Group \(NDTFG\)](#) to produce a report on the best ways to support and meet the needs of neurodivergent children and young people in mainstream settings. The group comprised a panel of experts, chaired by Professor Karen Guldberg.
- The conclusions and recommendations of the independent review have recently been published and can be read [here](#).

## Time spent on process for new education, health & care plans by local authority professionals

- The DfE has conducted a survey to estimate how many hours, on average, are spent on processes for new EHC plans by different local authority professionals. Read the survey findings [here](#).

## Phone-free schools guidance

- The Education Secretary [wrote to schools](#) on 26 January about the strengthened [mobile phones guidance in schools](#).
- The guidance states that schools should be phone-free environments for the entire school day, including breaktimes and lunchtimes.
- Ofsted will examine both mobile phone policies and their application when judging behaviour during inspections, and attendance and Behaviour Hub lead schools will support settings needing additional help with evidence-based approaches.
- A national consultation on children's use of technology will launch shortly, and education professionals are encouraged to contribute.

# News & Updates to National Guidance

## Out of school settings: safeguarding guidance for providers

- Safeguarding guidance, e-learning and resources for providers of after-school clubs, activities and tuition, and other out-of-school settings can be found [here](#).
- The 'DBS checks when self-employed or volunteering' section (page 28) of the 'Out-of-school settings: safeguarding guidance for providers' attachment has been updated to include updated information on Enhanced with Barred Lists DBS checks and reflect changes to DBS advice on eligibility .
- The 'DBS checks' section of the [parent & carer's guide on the safeguarding arrangements you should expect from activity clubs, tutors & coaches](#) has also been updated to reflect the changes

## Including guidance on children who are questioning their gender in KCSIE

- This [policy paper](#) explains how the government:
  - proposes including guidance for schools and colleges on children who are questioning their gender in 'Keeping children safe in education (KCSIE)'
  - is [consulting on KCSIE](#)
  - has taken into account responses to the [consultation on gender questioning children, draft schools & colleges guidance](#) when drafting updates to KCSIE
  - Read the accompanying press release [here](#).

## Child Safeguarding: Education Secretary responds to the Child Safeguarding Practice Review Panel

- Education Secretary, Bridget Phillipson, wrote to the Child Safeguarding Practice Review Panel on 12 February following their [review into the issues raised by the death of baby Victoria Marten](#).
- The government will consider the panel's recommendations, and a full response will be published in the summer.
- Read the letter [here](#).

## Multi-agency response to children who are victims of domestic abuse

- This [report](#) looks at how local partnerships and services respond to children who are at risk of, or who have been victims of, domestic abuse. It shares the most significant findings from 6 joint targeted area inspections (JTAs) carried out between October 2024 and June 2025.
- The report aims to help improve practice, knowledge and understanding for local areas, partners and agencies working in domestic abuse. It sets out that children who are affected by domestic abuse are not being consistently recognised as victims despite this being set out in law.
- Read the full press release [here](#).

## School Support Staff Negotiating Body (SSSNB)

- The [SSSNB](#) will be a statutory negotiating body for school support staff. It will negotiate pay & conditions and advise on training and career progression. A factsheet, '[School support staff negotiating body](#)', giving more information about the body has been added to the collection of 'Employment Rights Act 2025: factsheets'.

# News & Updates to National Guidance

## Attendance comparison reports

- Updated attendance reports are now available on [View your education data](#) (VYED), showing named top-performing similar schools and your indicative attendance baseline improvement expectation (ABIE).
- Mainstream schools with sufficient data will receive reports each half and full term. Find out how to access and use your similar school's comparison report [here](#).
- For practical support, schools are encouraged to join attendance and behaviour hubs - express interest to do so [here](#).

## Gender pay gap

- Employers with 250 or more employees are required to report specific gender pay gap data on the gender pay gap service and their own website every year and keep the information online for three years.
- The deadline for reporting each year is **30 March** (based on a snapshot date of 31 March the previous year) for most public authority employers.
- [Report your gender pay gap data](#). Employers can report and publish their gender pay gap information at any time before the deadline. Further details can be found at [gender pay gap reporting](#) and [search & compare gender pay gap data](#).

## Contextual good level of development (GLD) score methodology

- See [here](#) for information on how contextual GLD scores included in the 'Compare your GLD data' reports are calculated. The methodology provides more detail on data included in the contextual GLD calculation, number & type of schools in scope and methodological decisions behind the model.

## Launch of Report Fraud

- The City of London Police has officially launched "Report Fraud," a new national service designed to transform how individuals and organisations report cybercrime and fraud across England, Wales and Northern Ireland. This replaces Action Fraud and brings together the reporting of both cybercrime and fraud in one place for the first time.
- Education providers are encouraged to familiarise themselves with the new Report Fraud service and to use it whenever fraudulent activity is suspected, helping to safeguard your organisation and the public purse.
- See [here](#) for further information. You can also find advice and information on how to report a suspicion of fraud in the education sector on the [Counter fraud guidance for education & training providers page](#). This page also includes a link to sign up to receive news & alerts directly.
- For any other enquiries, contact the Counter Fraud Team at [counter.fraud@education.gov.uk](mailto:counter.fraud@education.gov.uk)

## Meeting digital and technology standards in schools & colleges

- See [here](#) for information on how schools and colleges can use the right digital infrastructure & technology and how they should be working towards meeting 6 core standards by 2030.
- The filtering & monitoring core standard has been updated to clarify when the standard should be met.

## 16 -18 school & college performance data in England: 2024/25

- See [here](#) for 16 to 18 school & college performance data showing the results of students who finished 16 to 18 study by the end of the 2024/25 academic year

# News & Updates to National Guidance

## Education Secretary speeches

- The Education Secretary, Bridget Phillipson, spoke at the Bett UK conference on 21 January about the use of AI in schools and how to use it safely & responsibly. She also announced £23M investment to expand the government's EdTech Testbeds pilot programme. Read the full speech [here](#).
- On 22 January, she spoke at the Church of England school leaders National Society Annual Conference 2026 about her vision for childhood rooted in community, with schools at the centre. Read the full speech [here](#).

## Regional improvement for standards and excellence (RISE): school support

- The following new document has been added to guidance documents published about the school improvement support available through the [RISE programme](#):
  - [Regional improvement for standards and excellence](#) – Information about the eligibility criteria for targeted intervention, the national priorities for the universal service, funding and RISE advisers

## 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: January 2026' and 'Live courses with regions and venues: January 2026' have recently been added to the directory.

## Local authorities invited to develop plans for school-based nurseries

- From 4 February 2026, local authorities are invited to develop multi-year funding proposals to deliver new and extended school-based nurseries (SBNs) between 2027 and 2030 as part of phase 3 of the SBN programme. The programme aims to help more families access early years provision and give every child the best possible start in life.
- Local authorities can apply for funding for SBN projects in primary schools, maintained nursery schools and in Best Start Family Hubs (BSFH) sites. Schools and BSFH can also partner with private, voluntary & independent providers (PVI) and childminders to deliver nursery provision.
- Organisations considering opening or expanding an SBN are encouraged to contact their local authority.
- [Find out more information including how to apply](#).

## Early Years provision case studies

- The DfE have published 2 EY provision case studies:
  - [Onsite nursery on a Best Start Family Hub site](#) – How a Best Start Family Hub in Camden integrates early-years education alongside other wider family support.
  - [New preschool class within an existing space](#) – How the School-based Nursery Capital Grant funding helped a primary school to repurpose an existing space to create a new preschool class.

# News & Updates to National Guidance – Estates & Premises

## Education estates strategy

- The government have published the [education estates strategy](#), their 10-year plan to improve the education estate in England to deliver a decade of national renewal.
- Read the full press release [here](#) which sets out that schools are to be inclusive by design, with dedicated 'inclusion bases' and new guidance on adaptations to improve inclusivity and accessibility.

## Design guidance Building Bulletins

- Building bulletins, including design guidance on acoustics, fire safety, ventilation, thermal comfort and indoor air quality, and area guidance are published [here](#).
- This includes recently published [Area guidance for SEND and alternative provision](#), including types of spaces and area range for buildings and grounds This sets out that the standard method for measuring the number of pupil places available in any school is by net capacity assessment. DfE has published a [tool to carry out net capacity assessment](#).

## Design standards

- The following design standard information has recently been published:
  - Documents forming the [DfE's employer's requirements](#) for the construction framework 2025 and documents in [support of the DfE's employer's requirements](#) have recently been published.
  - New model designs for [primary](#), [secondary](#) and [special](#) schools

## School rebuilding programme: nomination

- The [school rebuilding programme](#) carries out major rebuilding and refurbishment projects at school and sixth-form college buildings across England. Buildings are prioritised according to their condition.
- [Nominations](#) for the next round of the programme are now open. Responsible bodies have until **midday on Thursday 23 April 2026** to complete their nominations.
- Further details and a link to the nomination portal can be found in the [nomination guidance](#).

## Best practice for artificial grass pitches

- Artificial grass pitches (3G pitches) provide durable playing surfaces and enable more young people to stay active and engage in all-weather sport. It is, however, important to follow best practice to minimise the spread of and exposure to pitches' rubber infill:
  - Install perimeter boards, drainage filters, boot brushes and exit grids; and
  - Remind users to clean kit and equipment, clean & cover wounds and wash hands.
- Read more about [sports hygiene](#) and [containment](#)

# News & Updates to National Guidance – Finance & Funding

## Turing Scheme

- Funding application guidance for providers of international study and work placements, funding outcomes, and evaluation can be found [here](#)..
- Guidance for schools, further education providers and higher education providers on applying for the 2026/27 academic year for international study & work placements has recently been added to the suite of information – see '*Turing Scheme: international placements, 2026/27*'.
- Find out more about [applying for funding](#) through Turing Scheme and [make an application](#) by **4pm on Monday 16 March**.
- Introduction videos for the Turing Scheme 2026-27 for [schools](#) and [further education](#) are available on YouTube. Schools can also sign up to [Q&A webinars](#) taking place in February.
- If you have any queries, please [contact us](#).

## Post-16 revenue funding: payments & allocations

- How and when payments and allocations for DfE funded post-16 education and skills funding can be found [here](#). This information shows what funding your setting should receive and when to expect your allocations and payments for academic year 2025/26.
- See [here](#) for more specific funding information, guidance and rules on 16 to 19 education & skills funding.

## High needs funding arrangements: 2026/27

- Information for local authorities, schools and colleges about high needs funding arrangements for the 2026 to 2027 financial and academic year has been updated to include '*High needs place change data outcomes: 2026 to 2027*'
- See the full suite of related documents [here](#).

# Published Research & Evaluations

## Early language support for every child: interim evaluation report

- Interim findings from the evaluation of the Early Language Support for Every Child (ELSEC) programme have been published [here](#).
- ELSEC, launched in September 2023, aims to improve early identification and support for children and young people with speech, language and communication needs (SLCN).
- This [report](#) presents interim evaluation findings covering the first full academic year of delivery, to July 2025.
- The evaluation aims to:
  - understand how ELSEC was implemented and identify barriers to delivery
  - explore the extent to which ELSEC strengthens early years settings' ability to support pupils with SLCN and improve outcomes
  - identify emerging good practice and lessons learned
- Findings draw on insights from speech and language therapists, clinical leads, delivery and school staff, and parents and carers.

## Universal SEND Services process and impact evaluation

- Universal SEND Services (USS) is a programme of training and continuous professional development (CPD) in England and is funded by DfE until 2026.
- The DfE commissioned this evaluation to understand how, and to what extent, Universal SEND Services has resulted in improved mainstream support for children and young people with special educational needs and disabilities (SEND) and Outcomes for children and young people with SEND.
- Read the full report [here](#).

## SEND and alternative provision change programme evaluation

- See [here](#) for a report on the interim summary of findings from the evaluation of the special educational needs and disabilities (SEND) and alternative provision (AP) change programme.
- The evaluation aims to assess whether the [SEND & AP change programme](#) is being implemented as intended, the effectiveness & quality of testing activities and whether the initiatives & changes being tested are on track to achieve intended outcomes.

## Evaluation of the behaviour hubs programme: final report

- The [evaluation](#) assesses how effectively the behaviour hubs programme achieved its strategic aim to improve and sustain behaviour culture and practice in schools.
- The final report includes analysis of qualitative & quantitative data collected from schools on the programme; and a theory-based evaluation, including qualitative comparative analysis.
- This final report follows the [evaluation of the behaviour hubs programme interim report](#).

## RISE targeted intervention: interim process evaluation report

- The formative evaluation of RISE targeted intervention assesses what is working well and what could be improved in the delivery of RISE to support school improvement and ongoing delivery.
- This [interim report](#) is based on the first wave of interviews with a sample of headteachers & responsible bodies of RISE schools, RISE advisers and supporting organisations
- Workshops were also held with RISE delivery teams in the 9 regions. This report captures stakeholder perspectives and their initial experiences and expectations of the programme to inform ongoing delivery.
- Interviews will continue at 6-12 monthly intervals until Autumn 2027.

# Published Research & Evaluations

## Early years school-based nursery provision operating outside of the typical model

- A look at different childcare operating models for school-based nurseries offering non-typical provision, how they are run and the guidance and support offered has been published [here](#).
- The research report details findings from 22 qualitative interviews with a selection of school-based nurseries (SBNs), alongside quantitative data analysis using data from the [Childcare & early years providers survey: 2024](#).
- It focuses on providing provision outside of the typical operating models for SBNs, including provision for under-3s, out-of-term provision and out-of-hours provision
- The purpose of the report was to gather evidence on the benefits and challenges of different childcare models and to guide stakeholders, such as local authorities and the DfE, on delivery approaches and support and guidance.

## Achieving the best start in life: Research to support a plan for partners

- The LGA commissioned research with councils, stakeholders, and parents and carers across 60 English local authorities. It identified effective approaches to meeting the national GLD target, alongside barriers such as deprivation and poverty, limited access to high-quality early years education and childcare, workforce shortages, poor data sharing, and gaps in support.
- Read their report [here](#).

## Music hubs evaluation: interim report

- The findings from year 1 of the evaluation of music hubs.
- The music hubs programme was restructured to a new delivery model in September 2024. The programme has been running since 2012.
- This [interim evaluation report](#) considers how the new model is being implemented, the outcomes music hubs are achieving and lessons learnt.

## Connect the classroom: evaluation

- An evaluation of the connect the classroom programme, which aims to improve connectivity in schools by upgrading wifi access points and network switches.
- This [report](#) evaluates the impact of the second phase of the [connect the classroom programme](#) and explores schools' views on the delivery of the programme, challenges which schools experienced as well as what helped schools to realise the benefits, and what hindered them
- It also considers the intervention's impact on connectivity, pupils, staff workload and schools' effective use of technology

## GCSE outcomes for pupils with EHCPs

- This [analysis](#) examines GCSE attainment in English and Mathematics for pupils with EHCPs and compares outcomes between mainstream and special school settings.
- It covers 94,927 pupils across 13 academic years 2011-24, using multiple statistical methods and controls for prior attainment at key stage 2, type of special educational need and demographic characteristics.

# Published Research & Evaluations

## Schools, school workforce & pupils' statistical analysis 2026

- This [compendium](#) brings together analyses on different aspects of the school system. Information covers:
  - Headteachers' turnover and leaving rates by the levels of disadvantage in the schools that they lead;
  - Performance of secondary schools in multi-school trusts by how long they have been in their trust;
  - The percentage of local-authority-maintained schools and academies in financial deficit;
  - Schools' collection of data on pupils' sense of school belonging;
  - How the percentages of pupils with education, health and care plans in England and statements of special educational needs (SEN) in Wales have changed over time; and
  - The percentage of pupils identified with SEN by year 11.

# Resources, Training & Campaigns

## Attendance & attainment for primary leaders' conference

- A two-part virtual conference on attendance and attainment for primary school leaders will be held on Wednesday, 4 March and Thursday, 5 March 2026 at 12:30pm to 3:30pm.
- The conference will hear from sector experts, DfE officials and headteachers on the latest analysis and best practice.
- Sign up [here](#).

## Covid day of reflection

- The [COVID-19 Day of Reflection](#) takes place on Sunday, 8 March 2026. It is an opportunity to remember lives lost, reflect on the sacrifices made by many, recognise many are still feeling the impact of the pandemic and pay tribute to all key workers & volunteers.
- There are many ways to get [involved](#) and you may wish to use the educational materials available [here](#). If you have any question, please [email](#).

## National Year of Reading 2026

- The [National Year of Reading](#) was launched in January. This includes the 'Go All In' campaign which aims to show people that, no matter what they love, there's a book that can take that passion further.
- A termly cycle of professional development, ready-to-use resources, and unforgettable events for children and young people are available for schools and early years. Schools are encouraged to share these to ensure young people have the chance to discover a love of reading.

## New kids online safety website

- On 16 February 2026, the government launched a new '[Kids Online Safety](#)' website to support families and encourage regular conversations about what they're seeing online, asking simple questions, like "who shared this" and "why?".
- Based on parents' main concerns and needs, it provides:
  - tips for parents' conversations with their children;
  - actions to support each stage of their child's life; and
  - parental controls information.
- We are also signposting to trusted resources from charities and third parties, where parents can access other forms of support (like speaking to an expert).
- The website will continue to grow and be developed this year, supporting the [Online Safety Act](#) and wider government aims. Read the full press release [here](#) setting out government action to keep children safe online.
- Please share the website with parents.