

Information, Guidance & Resources

18 November 2025

Published Statistics, Information, Research & Analysis

- [Pupil Attendance in Schools](#)
- [Key Stage 4 Performance: 2024-25](#)
- [Pupil absence in schools in England: 2024/25](#)
- [Destinations of key stage 4 & 5 students: 2024](#)
- [Home to school transport: Local authority data 2024/25](#)
- [Children in Need 2025](#)
- [A level and other 16 to 18 results: 2025 \(provisional\)](#)
- [Education & training statistics for the UK](#)

Ofsted Published Information & Data

- [Updates to Ofsted inspection guidance documents](#)
- [Ofsted safeguarding policy](#)
- [Updates to Ofsted principles documents](#)
- [Ofsted's approach to AI](#)
- [Ofsted Big Listen Monitoring reports – September 2025](#)
- [Inspection – nominee training](#)
- [Ofsted education inspections: hearing from children, learners, parents, carers and staff](#)
- [Education inspection framework: engagement programme](#)
- [Martyn Oliver's speech to the Young Carers Futures Conference](#)
- [School Inspection Data Summary Report \(IDSR\)](#)

Ofsted Published Information & Data (continued)

- [State-funded school inspections & outcomes: management information](#)
- [Ofsted inspector lists](#)

Government consultations, calls for evidence & surveys

- [Post 16 level 3 and below pathway](#)
- [Employment Rights Bill](#)
- [DfE Teacher Reference Group](#)
- [DfE Star Chamber Scrutiny Board](#)

News & Updates to national guidance

- [Curriculum and Assessment Review](#)
- [SEND reform: Education Secretary letter to the Education Select Committee](#)
- [Support and intervention in schools](#)
- [Attendance and Behaviour Hubs Programme](#)
- [Secondary accountability measures](#)
- [Compare school & college performance](#)
- [Compare your good level of development \(GLD\) data](#)
- [Cost of school uniforms](#)
- [LGSCO good practice – Supporting children out of school](#)

[.../continued over page]

Information, Guidance & Resources

18 November 2025 (continued)

News & Updates to national guidance (continued)

- [Operation Encompass – police duty to notify educational settings of domestic abuse incidents](#)
- [Education Secretary & Ofsted Chief Inspector speech at CST Conference](#)
- [Plan technology for your school](#)
- [Help shape easier school software buying](#)
- [International qualified teacher status: criteria for providers](#)
- **News & Updates – Finance & funding**
 - [Schools budget support grant \(SBSG\)](#)
 - [Core schools budget grant \(CSBG\) 2025-26 for special schools, special post-16 institutions & alternative provision](#)
 - [Early years financial incentives](#)
 - [High needs funding](#)
 - [16-19 Bursary Fund](#)
 - [S251 2025-26](#)
 - [Evidence to the STRB: 2026 pay award for teachers and leaders](#)
 - [School capital funding, condition improvement fund & urgent capital support fund](#)
 - [School-based Nursery Capital Grant 2025 to 2026](#)
 - [Helping schools find better banking options](#)

● News & Updates – Finance & funding (continued)

- [The school resource management advisers programme](#)
- [Buying for schools](#)
- [Buy musical instruments, equipment and technology](#)

Published Research & Evaluations

- [Early years financial incentives: evaluation report](#)
- [Delayed school admissions for summer-born pupils: 2025](#)
- [Effective multi agency working with assistive technology](#)
- [Sutton Trust Report – Double Disadvantage](#)

Resources & Training

- [Inclusive practice in mainstream schools – webinars](#)
- [Attendance webinar](#)
- [Training to support struggling readers in secondary schools](#)
- [Martyn's law webinar](#)
- [AI safety resources](#)
- [New Best Start in Life campaign communications toolkit](#)
- [Fire Kills campaign](#)
- [School food standards](#)

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 2024 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 26 September 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 92.64% across all schools in the week commencing 20 October 2025 (absence rate 7.36%).
- Absence was 0.32 percentage points higher across all schools when compared to the equivalent week in the last academic year ([week commencing 21 October 2024](#)). This has been driven by a 0.29 percentage point increase in authorised absence and a 0.04 percentage point increase in unauthorised absence. The increase in authorised absence is driven by an increase in illness, which is 0.20 percentage points higher than at the same point last year.
- The data shows that the attendance rate across the 2024/25 academic year to date was 94.10%. The absence rate was, therefore, 5.9% across all schools.
- NB: The week commencing 20 October 2025 was the week before half term for the majority of schools.

School Type	Absence Rate (w/c 20 October 2025)	Absence Rate (2025/26 academic year to date)
State funded primary	6.10% (4.14% authorised and 1.96% unauthorised)	4.56% (3.18% authorised and 1.38% unauthorised)
State funded secondary	8.66% (5.34% authorised and 3.32% unauthorised)	7.17% (4.55% authorised and 2.62% unauthorised)
State funded special	13.16% (9.38% authorised and 3.78% unauthorised)	12.01% (8.71% authorised and 3.31% unauthorised)

Key Stage 4 Performance: 2024-25

- This [statistical release](#) focuses on the GCSE and vocational & technical qualification (VTQ) results of pupils at the end of Key Stage 4 attending state-funded schools in England.
- Figures are available at national, regional and local authority level with some lower-level breakdowns such as local authority district and parliamentary constituency. This release includes pupil characteristic breakdowns such as disadvantage status, free school meal status, SEN status and ethnicity. This includes new crosstabulations by ethnicity, disadvantage, sex and SEN. There are also new breakdowns by young carer status.
- The data in this release is provisional. It is based on the results data that awarding organisations supply to the DfE. This includes the vast majority of pupils' results; but is awaiting amendment requests made by schools during the Autumn checking exercise.
- Throughout this release, comparisons are made with 2024 and with 2019 – 2024 due to it being last year's data and 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 45.9 in 2025, which has remained the same since 2023/24 and decreased by 0.8 points from 46.7 in 2018/19.
- 45.2% of pupils achieved a grade 5 or higher in both English and Maths. This is a decrease of 0.7 percentage points from 45.9% compared to 2023/24, and an increase of 2.0 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 0.01 to 4.08 compared to both 2018/19 and 2024/25.
- The KS4 disadvantage gap index has narrowed slightly compared to 2023/24, from 3.93 to 3.91. 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

45.9

This has remained the same as 2023/24

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

45.2%

a decrease of 0.7 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

4.08

an increase of 0.01 points since 2023/24

Pupil absence in schools in England: 2024/25

- This accredited official statistics release covers pupil absence in the autumn and spring terms 2024/25, including by reason and school types. The data has been collected from the school census.
- Official statistics produced from daily data submitted automatically by schools to the DfE are available in the [Pupil attendance in schools publication](#) (see [page 3](#) for most recent summary of this data). Please note that that publication covers more recent academic terms although, due to the timeliness of the data, those figures are estimates of absence that are likely to change as registers are adjusted. They should be viewed as an early indicator for the data provided in these accredited official statistics releases.
- The DfE are undertaking a review of this publication and welcome feedback. Please [Email](#) them.

Overall absence rate 6.63% in autumn and spring 2024/25 - down from 6.93% in autumn and spring 2023/24	Percentage of persistent absentees (10% or more missed) 17.63% in autumn and spring 2024/25 - down from 19.23% in autumn and spring 2023/24	Percentage of severe absentees (50% or more missed) 2.26% in autumn and spring 2024/25 - up from 2.14% in autumn and spring 2023/24
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Headline Facts :

- Overall and persistent absence rates decreased compared to the previous autumn and spring terms combined, while the severe absence rate increased.
- The overall absence rate fell to 6.63% in combined autumn and spring terms 2024/25, down from 6.93% in the previous autumn and spring terms, though still above pre-pandemic levels when they were consistently below 5%.
- 6.92% of possible sessions were recorded as absence in spring 2024/25, an increase from 6.38% in the autumn term.
- Just over half of absence was due to illness, which accounted for 3.31% of possible sessions in autumn 2024/25 and 3.47% in spring 2024/25. The level of absence due to illness reduced compared to the combined terms for autumn and spring 2023/24, but remained higher than the pre-pandemic levels.
- 17.63% of pupils were persistently absent in autumn & spring 2024/25 (i.e. missed 10% or more sessions). This is a decrease from 19.23% in autumn & spring 2023/24 but remains above the pre-pandemic rate of 10.53% in autumn & spring terms 2018/19.
- The percentage of severely absent pupils (i.e. missing 50% or more sessions) continued to increase to 2.26% in autumn & spring 2024/25, up from 2.14% in the previous autumn & spring terms.
- Data covering the 2024/25 full academic year, derived from regular data automatically submitted to the DfE by participating schools, are available in the [pupil attendance in schools publication](#). This release shows a decrease in overall & persistent absence compared to the 2023/24 academic year and shows the latest absence trends for participating schools, which are likely to be reflected in future releases of these accredited official statistics.

Destinations of key stage 4 & 5 students: 2024

- Data on students going into apprenticeship, education and employment destinations, and on 16 to 18 students progressing to higher education or training can be found [here](#). Info includes:
 - **Key stage 4 destinations** shows data on where pupils who finished KS4 in 2022-23 went in the next academic year.
 - **16 to 18 destinations** shows data on where students who reached the end of 16 to 18 study in 2022-23 went in the year after their institution attendance.
 - **Progression to higher education or training** includes a value-added score. It shows the proportion of A level and other level 3 students who progressed to higher education or training in the 2 years after completing their 16 to 18 study. These students reached the end of 16 to 18 study in 2021-22
 - **Longer term destinations: 2022-23** shows the longer term destinations of pupils who finished key stage 4 in 2017 to 2018 (1, 3 and 5 years following institution attendance).
- KS4 destinations, 16-18 destinations and progression to higher education training has recently been updated, with headline facts as follows.

Headline Facts:

- **Progression to higher education or training**
 - The proportion of students that progressed to a sustained level 4 or higher destination was 65.0%. Of that:
 - 60.1% were studying for a degree (a level 6 qualification)
 - 2.4% were participating in an apprenticeship at level 4 or higher
 - 2.5% were studying other qualifications at level 4 or 5.

Headline Facts (continued):

- **Destinations for pupils from state funded mainstream schools who left key stage 4 in 2022/23 (follows destinations in 2023/24)**
 - 91.3% of pupils were in a sustained education, apprenticeship or employment destination – a 0.9 percentage point drop compared to last year.
 - 85.5% of pupils were in sustained education – a 0.5 percentage point decrease since last year.
 - 5.7% of pupils did not have a recorded sustained destination in the year after key stage 4 – a 0.2 percentage point increase since last year, and 3.0% of pupils had an unknown destination
- **Destinations for pupils from state funded mainstream schools and colleges who left key stage 4 in 2022/23 (follows destinations in 2023/24)**
 - The headline destination rate was 78.7% for students that were deemed to have reached the end of 16 to 18 study in 2023, this is 1.1 percentage point lower when compared to the previous academic year.
 - 43% of pupils were in sustained education, this shows a 2.1 percentage point decrease since last year.
 - 7.4% of pupils were in sustained apprenticeship, this shows a 0.7 percentage point increase since last year.
 - 28.3% of pupils were in sustained employment, a 0.4 percentage point increase since last year.

Home to school transport: Local authority data 2024/25

- [This publication](#) presents data reported by local authorities in England on pre-16 pupils or children of compulsory school age and below who are receiving home to school transport (HTST) as well as post-16 learners who are receiving transport to education or training funded by their local authority.
- Information in this release is based on the first HTST data collection. This was a voluntary collection and took place in February/March 2025 with $\frac{3}{4}$ of local authorities responding. It is anticipated that the quality of the data returns will improve over time as it becomes more established.
- Response rates varied by question and results should, therefore, be treated with caution as the sample may not be representative in all cases. The data presented is from local authorities that provided data for all options in each question.
- This publication will be updated annually.

Estimate of pupils/learners using LA funded transport

520,000

National estimate extrapolated from responses from 115 local authorities

Pre-16 SEND HTST pupils using single occupancy vehicles

9%

Based on responses from 108 local authorities

Headline Facts :

An estimated 520,000 pupils and learners are eligible for local authority funded transport to their education provider/training

- Using data from the 115 responding local authorities, the number of pre-16 pupils receiving HTST has been extrapolated to estimate the number of pupils nationally.
- Approximately 470,000 pre-16 pupils are eligible for HTST (6% of all pre-16 pupils); around 180,000 pupils receive HTST because of their special educational needs and/or disability (SEND) (around 40% of pre-16 pupils using HTST) and around 290,000 (60% of pre-16 pupils using HTST) are eligible for reasons other than SEND.
- These estimates have been derived by calculating the average proportion of pupils receiving transport in London, urban and rural authorities and using these averages to estimate the number of eligible pupils in local authorities that did not respond.
- It is estimated that there are 50,000 learners using post-16 transport. This estimate has been derived by calculating the average proportion of the population aged 16-25 in London, urban and rural authorities receiving transport and using these averages to estimate the number of eligible learners in local authorities that did not respond.

9% of pre-16 pupils receiving HTST because of SEND travelled in single occupancy vehicles

- Based on responses from 108 local authorities, 9% of pre-16 pupils receiving HTST because of their SEND travelled in single occupancy vehicles.

Children in Need 2025

- Children in need are a legally defined group of children (under the Children Act 1989), assessed as needing help and protection as a result of risks to their development or health.
- Comparisons within this release have been made between 2025 and a year earlier. In addition, to help assess any potential longer-term impacts of COVID-19 on children’s social care services, comparisons have also been made between the latest year and 2020, which (mostly) pre-dates the COVID-19 pandemic in England.
- See [here](#) for more information and data.

<p>Children in need 402,400 Up 0.7% or 2,900 since 2024 and up 3.4% or 13,100 since 2020</p>	<p>Children on child protection plans 49,400 Down 1.0% or 500 since 2024 and down 4.1% or 2,100 since 2020</p>	<p>Referrals 632,800 Up 1.8% or 11,000 since 2024 but down 1.6% or 10,200 since 2020</p>
<p>Children in need per 10,000 children 330.3 Down 0.9 from 331.2 in 2024 but up 0.2 from 330.1 in 2020</p>	<p>Children on child protection plans per 10,000 children 40.6 Down 0.8 from 41.4 in 2024 and down 3.1 from 43.7 in 2020</p>	<p>Completed assessments 648,800 Up 0.9% or 5,700 since 2024 but down 2.5% or 16,800 since 2020</p>

Headline Facts :

In 2025:

- Over 400,000 children were classed as in need (around 1 in every 30 children) and nearly 50,000 children were on protection plans (around 1 in every 250 children or 1 in every 8 children in need).
- Although the associated rate (per 10,000 children) fell for the third consecutive year, following a rise in 2022 when COVID-19 restrictions on school attendance were lifted, the number of children in need increased from 2024. The number of referrals and completed assessments also rose from 2024.
- The number and rate of children on protection plans fell for the third consecutive year, representing the lowest figures since 2014 and 2013 respectively.
- All of the headline measures were lower than 2020 (which mostly pre-dates the COVID-19 pandemic in England), except for the number and rate of children in need.

A level and other 16-18 results

- 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 provisional release includes student characteristic breakdowns such as disadvantage status, SEN status and ethnicity.
- Comparisons are made to revised data for 2023/24.
- See [here](#) for the full data set.

Average A level result B- No change in average grade from 2023/24 (35.55 points to 35.94 points)	Average applied general result Merit+ No change in average grade from 2023/24 (29.17 points to 29.95 points)
Average tech level result Merit+ No change in average grade from 2023/24 (28.14 points to 28.84 points)	Average technical certificate result L2Merit- 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.
- The A level APS broken down by institution type this year is slightly higher when compared to last year across major institution types apart from 'All independent schools'.
- For students who did not achieve a grade 4 or above at key stage 4, 81.1% of students entered an approved English qualification, and 82.3% of students entered an approved maths qualification during 16-18 study. Of these students, 38.7% and 33.2% of English and maths students respectively improved their point score.

Education & training statistics for the UK

- This release compiles information on education systems across the **United Kingdom**. There are sections focusing on the school system: numbers of schools, pupils & teachers and pupil to teacher ratios (PTR), covering the 2024/25 academic year.
- This is followed by sections on further and higher education, which includes the number of providers and the number of students for the 2023/24 academic year. There is also a section on young adults (aged between 16-24) who are not in education, employment or training (NEET).
- The next sections focus on students' qualifications taken in the 2023/24 academic year. Given the different qualifications systems, headline measures and responses to the COVID-19 pandemic, it is not suitable to present a direct comparative picture of pupil performance across the UK, The highest qualifications held by adults (aged 19-64) in the UK as of quarter 4 2024 are then displayed.
- Finally, there is a section showing government education expenditure in the UK to the 2024-25 financial year.

Headline Facts :

- Pupil numbers in maintained schools decreased by 48,205 (0.5%) in the UK between 2022/23 and 2024/25. Complete data was not available for Northern Ireland to compare UK totals in 2023/24.
- Teacher numbers in maintained schools decreased by 1390 in the UK in 2024/25 compared to 2023/24, driven by decreases in primary schools. Teacher numbers decreased in England, Scotland and Wales, but increased in Northern Ireland.
- Pupil to teacher ratios were lowest in Scotland (13.3) and similar in Northern Ireland (17.1), England (18.0) & Wales (18.9).
- 50% of 19-64 year olds in the UK were qualified to NQF level 4 or above in Q4 of 2024. 68% were qualified to level 3 or above and 84% to level 2 or above.
- The total number of students in further education (FE) in the UK decreased by 0.1% in 2023/24 compared to 2022/23. Student numbers rose in England and Wales and fell in Northern Ireland and Scotland.
- The proportion of young people that are NEET in April to June 2025 has increased by 0.1 percentage points compared to the same quarter in 2024.

Number of pupils 10,046,026 In 2024/25, maintained schools - decrease of 48,205 from 2022/23	Number of FE students 3,110,815 In 2023/24 - decrease of 2,055 from 2022/23	Number of HE students 2,991,100 In 2023/24- 72% total undergraduate, 28% total postgraduate	FTE number of teachers 565,523 In 2024/25, maintained schools - decrease of 1390 from 2023/24	%age of 19-64-year-olds with NQF level 4 or above 50% 68% for NQF level 3+ and 84% level 2+, Q4 2024	%age of 16–24-year-olds NEETs 12.8% In April to June 2025, up 0.1 percentage points on the same quarter in 2024.
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Ofsted Published Information & Data

Updates to Ofsted inspection guidance documents

- Updates have been published to various Ofsted inspection documents as follows:
 - [Equality duties on education inspection](#) – Guidance published on the education inspection approach to providers' and inspectors' duties under the Equality Act 2010.
 - [Ofsted's code of conduct: collaborative inspection and regulation](#) – Ofsted's expectations of inspectors and providers during inspection or other regulatory activity has been updated to reflect the renewed education inspection framework and to align language & terminology with renewed policies. A section on equality duties to explain how Ofsted and inspectors have due regard to the act has also been added alongside clarification that providers are expected to engage in planning and make necessary arrangements for inspection activity to take place.
 - [School inspection: toolkit, operating guides & information](#)
 - Addition of the school monitoring operating guide for inspectors, for use from 10 November 2025.
 - Clarification what is expected in terms of strong leadership and governance, as well as expectations for achievement and how it relates to attainment and progress in national tests in the state-funded schools inspection toolkit.
 - [Protected characteristics & separation by sex on school inspections](#) – Guidance for inspectors on inspecting separation by sex in schools and the teaching of protected characteristics and relationships and sex education (RSE).
- [Ofsted inspections & visits: deferring, pausing and gathering additional evidence](#) –
 - guidance updated to reflect the renewed education inspection framework and align processes and terminology with new or updated policies.
 - information added about requesting deferrals between 10 November and the end of autumn term 2025.
 - the reasons Ofsted may defer an inspection updated to include circumstances related to the well-being of senior leaders. This includes that the reason to defer cannot call into question whether a provider remains fit to practice.
 - Clarification that national reforms are not grounds for deferral for Area SEND inspections, ILACS and JTAs.
 - An additional section added to clarify that material change inspections are not normally deferred when a school states it is not ready for inspection and that timing of the inspection is determined by the DfE.
 - Guidance updated to say that in instances where there is no employer responsible for a leader's welfare at ITE providers, leaders can provide an alternative contact for emergencies.
 - Clarifications that insufficiencies in an evidence base can be identified in 2 ways: through internal pre-publication quality assurance processes or consideration of a formal complaint.

Ofsted Published Information & Data

Ofsted safeguarding policy

- Ofsted's [safeguarding policy and guidance for inspectors on handling safeguarding disclosures](#) has been updated as follows:
 - Clarification on the process for inspectors to report concerns about children.
 - Addition of a new section to 'Safeguarding concerns: guidance for inspectors' to explain how to address concerns about adults at risk during an inspection.
 - Updated guidance to reflect new policies and changes to existing policies and processes.

Updates to Ofsted principles documents

- The following 2 sets of principles have been published
 - [Principles for carrying out early years inspection & regulatory work without notice](#) – Guidance for inspectors on how to decide when to inspect or visit without notice.
 - [Principles for deciding when more than one inspector is needed for early years inspection & regulatory activity](#) – Guidance for inspectors on how to make this decision and the process to follow.

Ofsted's approach to AI

- New guidance on Ofsted's use of AI has recently been added to [AI guidance documents](#). Existing guidance on how Ofsted looks at AI during inspection & regulation have also been included to the suite of information. The previous document, '*Ofsted's approach to artificial intelligence (AI)*', has been withdrawn.

Ofsted Big Listen Monitoring reports – September 2025

- Ofsted launched the [Big Listen](#) in March 2024. Alongside this, Dame Christine Gilbert carried out an [independent learning review](#) into Ofsted's response to the death of headteacher Ruth Perry. Dame Christine Gilbert recommended that Ofsted's actions and other improvement and development initiatives (including those arising from the Big Listen) should be integrated into a single, overarching improvement and development plan.
- These [monitoring reports](#) set out Ofsted's actions from the response and will be updated and published after every Board meeting. The September 2025 report has recently been published.

Inspection – Nominee training

- From November, Ofsted are inviting education providers to put forward an individual working within the setting/provision to act as a nominee, where appropriate. The nominee will act as a vital link between the school / setting's team and inspectors, providing contextual information about the setting, coordinating arrangements and helping to ensure that the inspection process is as collaborative and efficient as possible.
- This is not a compulsory role and a school / setting will not be disadvantaged if unable, or do not wish, to nominate someone. This is separate from the nominated individual role in early years (which relates to registration and compliance matters).
- Training videos for each type of setting are available on Ofsted's YouTube channel to support nominees in their role – see [Nominee training](#).

Ofsted Published Information & Data

Ofsted education inspections: hearing from children, learners, parents, carers and staff

- Findings from research on how stakeholders can share their views during inspections has been carried out by the independent research consultancy, the Behavioural Insights Team (BIT) have recently been published. Read the full report, '*How can Ofsted best hear from children, learners, parents, carers, and provider staff during education inspections?*' [here](#).
- The project focused on developing an understanding of how Ofsted and providers could increase engagement for all stakeholders, including children and young people with vulnerabilities, such as SEND and socioeconomic disadvantage.

Education inspection framework: engagement programme

- Details of Ofsted's programme of webinars to help familiarise providers with the November 2025 education inspection framework changes have been updated with links to the webinar recordings for each setting. See [here](#) for more information.

Martyn Oliver's speech to the Young Carers Futures Conference

- Sir Martyn Oliver, Ofsted's Chief Inspector, spoke at the 2025 Young Carers Futures Conference in London.
- He spoke about identifying barriers to young carers and how Ofsted putting inclusion at the heart of inspection will help schools to support young carers. Read the full speech [here](#).

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 release has guidance reflecting all new developments and data updates, including the latest 2025 key stage 2, phonics, contextual data, 1-term absence, final exclusions for 2024 and new alternative provision placements data.

State-funded school inspections & outcomes: management information

- [Management information](#) aggregated and published monthly has been updated to include published management information as at 30 September 2025 and 31 October 2025.

Ofsted Inspectors: lists

- See [here](#) for the most current lists of Ofsted Inspectors.

Government Consultations, Calls for Evidence & Surveys

Post 16 level 3 and below pathways - consultation

- The DfE is seeking feedback on the planned design and implementation of the new pathways for 16 to 19-year-olds announced in the [Post-16 education & skills white paper](#), including:
 - A third, vocational pathway at level 3: creating V Level qualifications. V Levels will sit alongside A levels and T Levels and will offer a vocational alternative to these academic and technical routes; and
 - Two new pathways at level 2: simplifying the current offer and providing a clear line of sight to both further study at level 3 and skilled employment through the Further Study pathway and Occupational pathway
- See the consultation and share your views [here](#). The consultation closes at **11:59pm on 12 January 2026**.
- **Post-16 pathways consultation events**
 - In-person events for post-16 providers to discuss the post 16 pathways consultation are being held at:
 - **Stafford College** on Monday, 1 December 2025 at [9.30am - midday](#) and [1:30pm - 4pm](#)
 - **Waltham Forest College** on Monday 8 December 2025 at [9.30am - midday](#) and [1:30pm - 4pm](#)
 - NB: These events are running alongside the Post-16 Pathways consultation but are not part of the formal consultation process. They offer a valuable opportunity to connect with others and reflect on the wider policy landscape

Employment Rights Bill consultation package

- As part of the plan to [Make Work Pay](#), the following 4 consultations have opened on government's initiative on labour market reform.
 - **Closing at 11:59pm on 18 December 2025:**
 - [duty to inform workers of right to join a union](#)
 - [trade union right of access](#)
 - **Closing at 11:59pm on 15 January 2026:**
 - [leave for bereavement including pregnancy loss](#)
 - [enhanced dismissal protections for pregnant women and new mothers](#)
- Stakeholders across the education sector are encouraged to engage.

DfE Teacher Reference Group

- The DfE are looking for enthusiastic and engaged teachers to join the next cohort of our their Teacher Reference Group.
- They want to hear from individuals who are interested in shaping policy development and implementation. Reference group members will be empowered to share their views and provide feedback directly to officials and ministers on a range of policies impacting schools.
- Early applications are encouraged, with applications closing on Monday, 8 December 2025 at 11:59pm. [Find out more information and submit your application](#).
- Any questions can be sent to referencegroup.recruitment@education.gov.uk

Government Consultations, Calls for Evidence & Surveys

DfE Star Chamber Scrutiny Board

- The DfE are looking for people to join their data advisory board, the Star Chamber Scrutiny Board.
- This board aims to ensure that data collection proposals are possible, necessary, good value and are as quick and easy to complete as possible. Members can also offer views on data related matters affecting children's services.
- The advisory board are volunteer posts and applicants should have detailed knowledge and understanding of schools or school trusts.
- The deadline for applications is Friday, 28 November 2025. Find out more and submit an application [here](#).

News & Updates to National Guidance

Curriculum & Assessment Review

- In July 2024, the government commissioned the Curriculum & Assessment Review. The conclusions and recommendations of the independent review of the curriculum, assessment and qualifications system in England has now be published and can be downloaded [here](#).
- The government has considered the Review's recommendations and their response can be read [here](#).
- The full collection of related documents can be found [here](#).
- Read the press release supporting release of the final and government's response report [here](#).

SEND reform: Education Secretary letter to the Education Select Committee

- Read the Education Secretary Bridget Phillipson [letter \(dated 22 October 2025\)](#) to the Education Select Committee following their report on the special educational needs and disability (SEND) system.
- In her letter she sets out that a further period of co-creation to test proposals prior to publication of the anticipated Schools White Paper will be undertaken. As such, publication of the White Paper is now expected early in the new year.
- The Secretary of State also sets out 5 principles for SEND reform – early, local, fair, effective and shared.
- The Curriculum and Assessment Review is still expected to be published in the coming weeks.

Support and intervention in schools

- Statutory guidance on the responsibilities of local authorities and regional directors relating to schools and pupil referral units that require support or intervention can be found [here](#).
- Please note that this has been updated following the school accountability reform consultation. The changes reflect amendments to the Coasting Schools (England) Regulations and introduce revised policies for 'stuck' schools and academies identified as being in special measures or requiring significant improvement.

Attendance and Behaviour Hubs Programme

- The [RISE Attendance & Behaviour \(A&B\) Hubs Programme](#) offers schools practical, school-led support to improve attendance and behaviour. By joining the programme, schools will connect with experienced lead schools that have a proven track record in creating positive, high-attendance and strong behaviour cultures.
- There are two levels of support on offer (both including visiting lead schools):
 - **Enhanced Support** provides 10 days of tailored support to help your school identify priorities and create an improvement plan.
 - **Regional Support** offers structured continuous professional development, professional networks, and opportunities to share and learn from good practice across a wider group of schools..
- Express your interest in joining the programme and collaborative, evidence-informed approach to improve attendance and behaviour via [this form](#)

News & Updates to National Guidance

Secondary accountability measures (including Progress 8 and Attainment 8)

- Information for schools about secondary school accountability measures, including Progress 8 & Attainment 8 can be found [here](#).
- 2025 guidance for maintained secondary schools, academies and free schools, explaining how secondary accountability measures are calculated and giving more information about announced policies that apply to accountability measures for the 2024-25 academic year, has recently been added.

Compare school & college performance

- The [Compare school & college performance](#) in England service now includes secondary school performance data for 2024 to 2025.
- This shows attainment results for pupils at the end of KS4 and the progress made by pupils between the end of primary school & the end of secondary school.

Compare your good level of development (GLD) data

- The GLD data report is available for schools and responsible bodies through the [View your education data](#) platform and gives data and insight into EYFSP data, compared to the local, regional and national average.
- Additional information has recently been added to the Compare your GLD data report (accessible via the [GLD data tool](#)).

Cost of school uniforms

- Statutory guidance on developing a school uniform policy and managing uniform suppliers to ensure the cost of uniforms is reasonable is published [here](#).
- Please note that this guidance now includes draft statutory guidance relating to the proposed limit on the number of branded items of school uniform and PE kit that schools can require.
- The government intends to introduce this limit from September 2026 through the Children's Wellbeing and Schools Bill. Schools and Governing Boards are encouraged to act now by taking the draft statutory guidance into account when reviewing school uniform policies.

LGSCO good practice – Supporting children out of school

- Based on topics where the Local Government & Social Care Ombudsman (LGSCO) find common faults, emerging issues or when promoting findings can help to prevent future injustice, their series of good practice guides share the learning from their investigations to help practitioners in councils and local service providers make better decisions.
- In 2022 the LGSCO published a thematic report, "[Out of School, out of sight?](#)" detailing their experience investigating complaints about alternative education for children who were unable to attend school. This latest report, "[Supporting children out of school](#)" looks at the exponential rise in complaints about alternative education and aims to help councils avoid some of the common mistakes they found in their casework.
- See [here](#) for more good practice reports published by the LGSCO about children's services & education.

News & Updates to National Guidance

Operation Encompass – police duty to notify educational settings of domestic abuse incidents

- Operation Encompass has been operating across all police forces to date on a voluntary basis. From 7 November, the police will have a statutory duty to notify a child’s educational setting when they attend a domestic abuse incident in a child’s home, including children who were not physically present at the incident. The scheme recognises children as victims of domestic abuse in their own right.
- This new duty places no new responsibilities on educational settings. Further information on Operation Encompass generally can be found on page 155 of [Keeping children safe in education 2025](#)

Secretary of State & Ofsted Chief Inspector speeches to the Confederation of School Trusts Conference

- Both Bridget Phillipson and Sir Martyn Oliver spoke at the CST Conference on 16 October.
- Bridget Phillipson set out core tenets of the upcoming schools white paper, laying the path for national renewal for schools. She also announced that the government would be introducing a statutory assessment in year 8 to assess reading fluency and comprehension. Read the [full speech](#) and supporting [press release](#).
- Sir Martyn Oliver covered the role of Ofsted and the role of Trusts. He also addressed some myths which he felt were emerging about Ofsted’s current work. Read the full speech [here](#).

Plan technology for your school

- [Plan technology for your school](#) is a free service helping schools make strategic decisions about technology. It helps schools to self-assess their current set up and receive bespoke recommendations on what to improve next, why and how. From Monday, 17 November 2025, new features let users:
 - track progress against the six core [digital & technology standards](#)
 - receive streamlined, actionable recommendations
 - Multi-academy trusts can now complete assessments on behalf of their schools.

Help shape easier school software buying

- The DfE acknowledge that buying management information systems has been difficult for schools are are looking to create a simpler purchasing route that reduces costs and legal risks with suppliers.
- [Register here](#) to share your experience and help design requirements that work for schools and trusts.

International qualified teacher status: criteria for providers

- The criteria that organisations must meet to provide international qualified teacher status (iQTS) for applicants training outside the UK is published [here](#).
- This now includes 2025/26 criteria and supporting information.

News & Updates to National Guidance – Finance & Funding

Schools budget support grant (SBSG)

- Guidance for schools and local authorities on the schools budget support grant (SBSG) for financial year 2025 to 2026 is published [here](#).
- SBSG conditions of grant and 2025-26 allocations for mainstream schools & local authority allocations for centrally employed staff (CES) have recently been added. Please note that the methodology section 4.4 on CES has been revised and, now the allocations have been published, the calculator tool has been removed.

Core schools budget grant (CSBG) 2025-26 for special schools, special post-16 institutions & alternative provision

- Guidance for local authorities, schools and colleges on the core schools budget grant (CSBG) for 2025-26 is published [here](#) (including CSBG allocations & conditions of grant).
- The spreadsheet showing the 2025-26 CSBG allocations for special schools has been updated to reflect the latest 2025 teachers' pay award funding.

Early years financial incentives

- Information on support for early years providers to make incentive payments when recruiting new staff can be found [here](#). This now includes the 2025-26: toolkit for providers and local authorities'.

High needs funding

- Information for local authorities, schools and colleges about high needs funding arrangements has been updated with [the high needs funding arrangements page for 2026-27](#).
- See the full collection of high needs funding documents [here](#).

16-19 Bursary Fund

- [Funding guidance](#) for all institutions that administer the 16 to 19 Bursary Fund (providing financial support to help eligible students participate in education) has been updated to clarify that maintained special schools, including community special and foundation special schools, must contact their local authority who will submit a claim on their behalf.
- In addition, the DfE have published data showing aggregate payments made to childcare providers and education institutions, for both Care to Learn and the 16 to 19 Bursary Fund for students in defined vulnerable groups. The existing dataset has been extended to show take-up and payments for the academic years 2023-24 and 2024-25. See [here](#) for more information.

Section 251: 2025 to 2026

- Information for local authorities, schools and the general public about [local authority education funding and expenditure plans](#) for 2025-26 have been updated to include local authority benchmarking tables for 2025-26, as well as an explanatory note and additional information to support using these.

Evidence to the STRB: 2026 pay award for teachers and leaders

- See [here](#) for the Education Secretary's evidence to the School Teachers' Review Body (STRB) to support the 2026 pay award.
- This evidence supports the STRB's consideration of the 2026/27 and 2027/28 academic year pay awards for teachers and school leaders, alongside their indicative assessment for 2028/29

News & Updates to National Guidance – Finance & Funding

School capital funding, condition improvement fund & urgent capital support fund

- The [school capital fund](#) is funding allocated by the DfE each year to help maintain and improve the condition of school buildings and grounds. For the 2025-26 financial year, eligible schools could access funding through the either:
 - school condition allocations (SCA), with funds paid to eligible bodies responsible for maintaining school buildings; or
 - the Condition Improvement Fund (CIF) – a bidding round with funds paid directly to single academy trusts, small multi-academy trusts, small voluntary aided bodies and sixth-form colleges
- In addition, devolved formula capital (DFC) was allocated for individual schools and other eligible institutions to spend on capital projects.
- The [condition improvement fund](#) is capital funding which aims to keep school & college buildings in good working order by supporting a small number of expansion projects
 - Eligible academies, sixth form colleges & voluntary aided schools can apply for funding in an annual bidding round.
 - Read the information for applicants document to see which schools are eligible, projects that are appropriate for funding and how applications are assessed.
 - [Applications](#) are now open for 2026-27.
- The [urgent capital support](#) is specifically for urgent condition issues in academies, sixth forms & voluntary aided schools where there is a risk to pupil safety and / or a threat of immediate school closure. It is funding from the DfE as part of the condition improvement funding. Supporting information gives more detail about how to apply

School-based Nursery Capital Grant 2025 to 2026

- Information for eligible schools about the [School-based Nursery \(SBN\) Capital Grant](#) for 2025 to 2026 has been updated to include the following clarifications – the application process has not changed:
 - Details included on application sharing in '*Role of local authorities*'
 - Information added on the School Rebuilding Programme in '*Other key considerations*',
 - Confirmation of the scoring approach if funding remains available in '*How we will assess your application*', and
 - Revised wording on articulating project risk in '*Project Overview*'.
 - Guidance now includes information about webinars and how schools can withdraw an application.

Helping schools find better banking options

- Read the DfE's latest [Buying for schools blog](#) to find out more about how to review school banking arrangements and how to use the banking comparison tool to evaluate your current arrangements.
- The right banking arrangements can help schools:
 - earn better interest rates on reserves and balances
 - reduce administrative burdens through better online services
 - access specialist support tailored for the education sector
 - benefit from services designed specifically for academy trusts and maintained schools

News & Updates to National Guidance – Finance & Funding

The school resource management advisers programme

- Read information about how to arrange support and tailored advice for schools, academy trusts and local authorities through the SRMA programme [here](#). This now includes updated information for 2025-26 academic year for local authorities, maintained schools, and academy trusts.

Buying for schools

- Guidance for 2025-26 academic year has been added to other information on how to use [DfE-approved buying options](#) to buy goods and services for your school, get better value and be compliant with procurement regulations.

Buy musical instruments, equipment and technology

- Use [this framework](#) to buy musical instruments, equipment & technology from DfE approved suppliers. New information about how to request a user guide has recently been added

Published Research & Evaluations

Early years financial incentives: evaluation report

- The EYFI pilot was a recruitment initiative implemented by the DfE, through which a £1,000 recruitment bonus was offered to eligible new and returning early years workers shortly after they took up post.
- Read the final report presenting findings from the 2024/25 pilot [here](#).

Delayed school admissions for summer-born pupils: 2025

- This [report](#) provides findings from 2 surveys designed to help monitor:
 - trends in the number of requests for delayed entry into reception for summer born children
 - local authorities' approach to handling requests
- It also helps to understand parents' and carers' reasons for requesting delayed entry for their summer born children as well as their demographics and childcare arrangements.

Effective multi-agency working with assistive technology

- The [research](#) considers how collaborative working can help to identify, secure and implement assistive technology (AT) for pupils. Findings are drawn from interviews and focus groups with a range of organisations, including schools.
- For education settings, the report states that it is crucial to involve key stakeholders early in the process (including IT staff, school business professionals and other professionals within the setting who work directly with the child accessing AT - e.g. the SENCO and class teachers). Senior leadership team buy-in is also key alongside a designated setting AT champion (ideally someone whose formal responsibilities include AT).

Sutton Trust Report – Double Disadvantage

- The Sutton Trust have published a report, Double Disadvantage, looking at how SEND and disadvantage are linked, and how this has changed over time. It also uses the results of a survey of over 4,000 parents to begin to understand why children who are from a lower socio-economic background and have SEND have some of the poorest education outcomes of all pupil groups and goes on to look at how parents view the role of schools in supporting children with SEND.
- Read the full report [here](#).

Resources

Inclusive practice in mainstream schools - webinars

- A webinar, “*Why inclusive practice in mainstream schools benefits everyone, and how to do it well*” will be held on **Tuesday, 2 December 2025 at 4-5pm**.
- The webinar will be led by Emma Bradshaw, RISE Advisor and MAT CEO with expertise in alternative provision. Sign up [here](#).
- You can also watch a recording of the webinar, “[the RISE inclusive mainstream universal offer](#)” which was held in October for school leaders on elements of the RISE inclusive mainstream universal offer and SEN units and resourced provision. The webinar gives comment from sector experts about:
 - how SEN units and resourced provision work
 - the benefits they can bring to mainstream settings
 - practical insights and examples to set up and run a provision
 - how schools, local authorities, and government can work effectively together, and the support on offer

Attendance Webinar

- An attendance webinar is being held on Tuesday, 25 November 2025 at 4-4:45pm to learn about new features launched in the similar schools comparison report. This includes comparisons with higher performing ‘schools like yours’ and your attendance baseline improvement expectation (ABIE). Sign up [here](#) to join the webinar.

Training to support struggling readers in secondary schools

- The Unlocking Reading programme is a new CPD programme from FFT in partnership with the DfE. This free programme is designed to help state-funded secondary schools in England build their knowledge and strengthen their confidence and skills in supporting struggling readers as well as embedding a whole-school approach to improving reading and attainment.
- The programme launches in January 2026 with the opportunity for two staff members from each state funded secondary school to attend and network at a local in-person training session. This will be followed by access to a range of supporting online training modules tailored for school leaders, teachers and teaching assistants which all staff can access.
- If you would like to be part of this free CPD and you are a state-funded secondary school in England, [register](#) your interest.

Martyn’s Law webinar

- The DfE & Home Office are delivering a series of webinars for schools to learn about [Martyn’s Law](#). Join [here](#) via Microsoft Teams on **Thursday, 4 December at 12.00noon**.

AI safety resources

- A ready-to-teach toolkit to run a short class session exploring pupils’ views on AI then share feedback via a simple online portal) can be downloaded [here](#).
- The views of pupils across the country will be presented at the DfE International AI Summit 2026, asking: “what do children and young people want from companies designing generative AI for education?” Use the same link as above to register.

Resources

New Best Start in Life campaign communications toolkit

- The communications toolkit for [the Best Start in Life](#) campaign, aims to increase awareness of the importance of early years in a child's development and the role of early years education.
- It brings together trusted advice, support and guidance for parents.
- Schools are encouraged to promote the campaign by:
 - using the toolkit [resources](#) on your own channels
 - promoting the [website](#)
 - sharing the video: '[The Story of You](#)' celebrates the journey of early childhood, highlighting to parents the vital role they play in their child's lives and the support available

Fire Kills campaign

- To support the Fire Kills campaign (launching on 17 November), access free, curriculum aligned lesson plans and resources on fire safety as well as other safety topics via the [education arm of the campaign](#).
- Resources are ready for use in classrooms or as homework and help learners make safer choices.
- [Register](#) for free and explore the full collection of resources available

School food standards: resources for schools

- Resources to help schools plan and provide healthy food in schools are available [here](#).
- The '[School food standards practical guide](#)' and '[School food: guidance for governors](#)' now include a link to an online training course on school food for governors and trustees.