

Secondary HT briefing

13th February 2025

1330 – 1530

When joining this meeting, please mute
microphones

Agenda

- Updates (Geoff Renwick)
- Axis Counselling – Nicki Wilkinson
- SACRE – Review of Agreed Syllabus and Visits and Visitors - Adrian Black
- H&S update – Tim Tearle
- STEP- Sam Scott
- IAF - Jo Kelly
- School Multicultural Development Service – Qamar Maqsood
- Climate Ambassadors – Emma Baines
- Field Studies Council - Jo Rawlinson

Slides will be sent out to schools at the end of the week

Updates

- Ofsted report cards – Consultation
- School Excellence Strategy
- Changes to GSP
- SSCP update - Neglect framework & joint family review findings
- Children and Young People’s Emotional Wellbeing and Mental Health Service Update
- Post 16 destinations feedback

Ofsted Report Cards - Consultation



Home > Education, training and skills > Inspections and performance of education providers

Open consultation

Improving the way Ofsted inspects education

From: [Ofsted](#)

Published 3 February 2025

 Get emails about this page

Applies to England

Curriculum

Causing concern	Attention needed	Secure	Strong	Exemplary
<p>The curriculum is likely to be 'causing concern' if one or more of the following applies:</p> <p>The curriculum lacks ambition, structure or coherence. Leaders have not considered its content and sequencing sufficiently.</p> <p>The narrow range of subjects does not prepare pupils for the opportunities, responsibilities and experiences of life in Britain.</p> <p>The curriculum lacks ambition for disadvantaged pupils and/or pupils with SEND.</p>	<p>The curriculum is limited in breadth, depth or ambition in some subjects and/or for some groups of pupils.</p> <p>Some subject/phase leaders do not have the expertise, support or time they need to design, adapt or adopt an appropriate curriculum.</p> <p>The curriculum in some subjects/areas is not designed effectively to build pupils' knowledge and skills sequentially and cumulatively.</p> <p>Teaching, revisiting or practising knowledge and skills are not given enough time.</p>	<p>Leadership of the curriculum</p> <p>Leaders make sure that the curriculum is at least as ambitious in breadth and depth as the national curriculum, for all pupils.</p> <p>Subject/area curriculums are well designed to build pupils' knowledge and skills sequentially and cumulatively.</p> <p>Subject/phase leaders have the expertise and/or support they need to ensure that the curriculum achieves its aims.</p> <p>Leaders make sure that the curriculum allows enough time for teaching, practising and revisiting content, and for addressing any gaps in pupils' knowledge as quickly as possible.</p>		
		<p>Communication and language, reading, writing and mathematics</p> <p>The curriculum provides limited opportunity for pupils to develop their reading, language and vocabulary, both in spoken and/or written form, across a range of subjects.</p> <p>The curriculum extends pupils' language and vocabulary, both in spoken and written form, and increases their reading competency across all subjects.</p> <p>For primary-age pupils and for older pupils where necessary, the curriculum prioritises accurate</p>		
			<p>The curriculum is expertly designed at each stage to enable pupils to develop secure, deep and fluent knowledge. This paves the way for future learning.</p> <p>The curriculum, whether designed, adapted or adopted, has been expertly developed over time to ensure its continued quality, effectiveness and, where relevant, subject-specific rigour.</p>	<p>Where a school is secure in all evaluation areas, and strong across all the themes in curriculum, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> embedded and sustained over time making a tangible difference to pupils' learning, development and well-being being used and/or adapted internally to support and improve other areas of the school's work being (or will be) shared externally to

Our evaluation of this provider

Causing concern	Attention needed	Secure	Strong	Exemplary
	Achievement	Leadership and governance	Attendance	
		Curriculum	Behaviour and attitudes	
		Developing teaching	Inclusion	
		Personal development and well-being		
		Sixth form		

Chris Stevens HMI Briefing for Shropshire headteachers

2pm - Monday 17th March

See the link in Tuesday's email or visit -

<https://shropshirelg.net/teaching-learning/cpd-schedule-and-booking-information-2024-2025/>

Education Excellence Strategy – Spring/Summer 2025

- **Need to refresh ways of working and develop new protocols**
 - Reflect new landscape in Shropshire (academies and maintained schools/federations)
 - Reflect changes to school improvement and accountability nationally
 - Reflect changes locally (e.g. Development of Education Partnership Board and Education Quality Advisers)
- **Will develop/share strategy jointly through school subgroup of Education Partnership Board during Spring/Summer 2025**

Changes to GSP

- Change to the process so that schools have an opportunity to present requests in person so that we can better understand the CYP's needs and what school have already put in place as part of their graduated response
- An opportunity to receive advice and guidance from a panel of your peers (Senior Leaders and SENCOs)
- Faster access to high needs top-up funding for a longer period of time

For the time being, please continue to submit requests as usual.

GSP Requests

- Requests for funding when:
 - ✓ School require funding above the notional budget to meet a CYP's needs - this may be for a short-term need / early intervention
 - ✓ A significant and long-term need has been identified and school require funding to continue to support while they collate evidence for an EHCNA (*please see note below re concurrent requests*).
- Funding will be granted for 12 months as standard (some flexibility)
- Schools should not request GSP and an EHCNA at the same time – GSP process should run its course before submitting an EHCNA request.

Timeline

- 13th February – pilot panel
- 3rd, 4th and 5th March: briefing sessions for schools
[CPD for SEND and Inclusion | Shropshire Council](#)
- Monthly panels for Primary and Secondary starting from April 3rd
- Panel membership will be refreshed at least annually

BETA This is a new service — your [feedback](#) will help us to improve it.



The SEND local offer

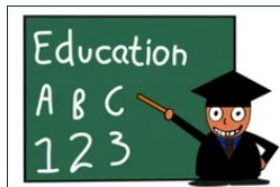
[Home](#) > The SEND local offer

About the local offer

The SEND local offer is a single place for information, services, and resources for children and young people aged 0-25 with special educational needs and/or disabilities, their families, and the practitioners who support them.

I'm new to SEND

[Find out more](#)



Education



Health



Social care



Neurodiversity

Changes to IAF - Jo Kelly

THE SHROPSHIRE INCLUSION PATHWAY



2025-26



www.shropshire.gov.uk
General Enquiries: 0345 678 9000

Shropshire's new Inclusion Pathway

This is our new pathway for schools/settings. The aim is for children and young people to be supported to access the right support at the right place at the right time so they can be positively engaged and included in suitable education.

Inclusion Advice Forum has now ended. From 1st February there will be:

- **Integration Consultation Panels -**

Advice from local integrated practitioner teams where a multi-agency discussion and joint action planning is the most relevant approach for pupils with significant multiple barriers to inclusion and /or attendance.

- **Pathway meeting with TMBSS** – for medical or primary shared placements, also Section 19 / sixth day provision

Please see the document for full details

Eas@shropshire.gov.uk

Shropshire, Telford and Wrekin Children and Young People's Emotional Wellbeing and Mental Health Service Update

The BeeU service, delivered by Midlands Partnership University NHS Foundation Trust (MPFT), has been extended until the end of September 2025.

This extension provides the necessary time to develop and commission a new and improved CAMHS building on ongoing transformation efforts.

This includes reducing waiting times, expanding capacity, enhancing preventative support in schools and communities, and ensuring services remain responsive to the needs of children, young people, and their families.

Six-week period of engagement, starting 27 January 2025 and ending on 7 March 2025

Please engage and encourage others to engage with the consultation exercise.

SSCP Communication Updates

shropshiresafeguardingcommunitypartnership.co.uk/about-us/sscp-communication-updates/january-2025-part-one/

Home | Microsoft 365 | ncer.org/Login.aspx... | Power BI | Notebooks | SSCP Learning Even... | John 1-1 | RD Web Access



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January 2025 - Part One



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[SSCP Communication Updates](#)

[January 2025 - Part One](#)



Happy New Year!

Welcome to the 7th edition of the SSCP Business Unit communication update! We thought it would be better, rather than sending several separate e-mails that we try and combine them all together into an easily digestible update. Please take a moment once you have finished reading to share this update with your colleagues and that you can sign up to the [SSCP mailing list through the website](#).

Post 16 Items

- Destination data 2023-24 and Y11 cohort confirmation
- Shropshire scorecard
- Shropshire data for 2024-25
- Commentary and project evaluation
- Proactive handover

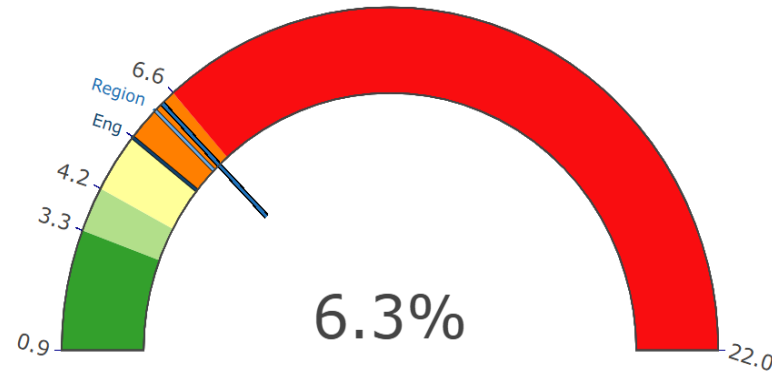
Information exchange

- ✓ Destination data for last year's cohort has been sent back to schools, giving a full breakdown of their present circumstances (5 Feb)
- ✓ Thank you for Y11 cohort confirmations (2024-25) these are now due to be confirmed with the DfE for measurement in next year's stats
- ✓ Next steps are covered in the last slide, but our working timeline has been redrawn to match activity and is in the SharePoint site

Scorecard Y11 Leavers 2023

NEET and activity not known

16-17 year olds at end 2023 (average of December, January and February)



6.3%, down -1.6 pts

West Midlands: 6.1%, up 0.9 pts.

England: 5.4%, up 0.2 pts.

Annual changes are since end 2022.



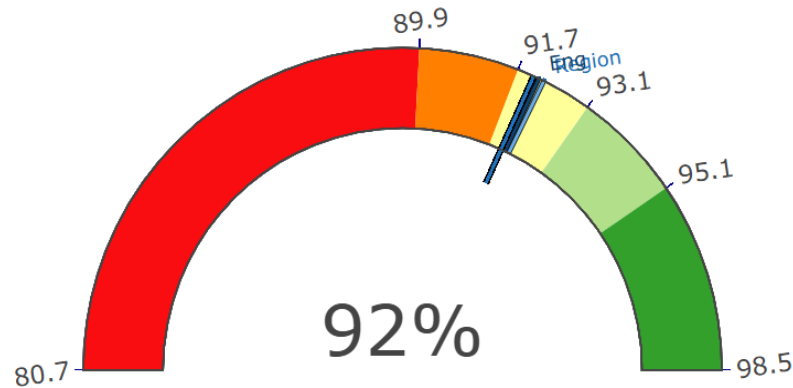
NEET

Activity not known



Participating in education and training

16-17 year olds March 2024

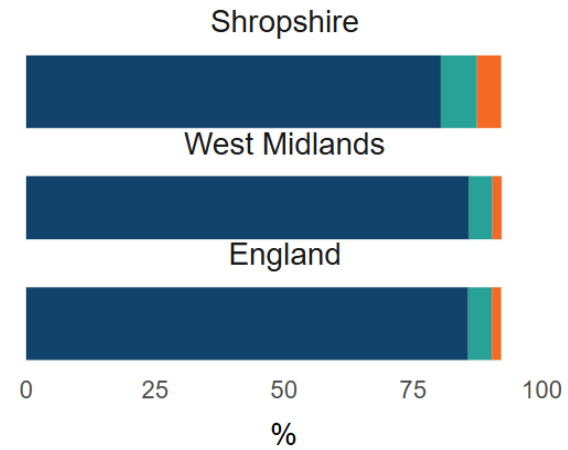


92%, up 2.4 ppts

West Midlands: 92.2%, down -0.3 ppts.
 England: 92.1%, down -0.2 ppts.
 Annual changes are since March 2023.



Type of education or training

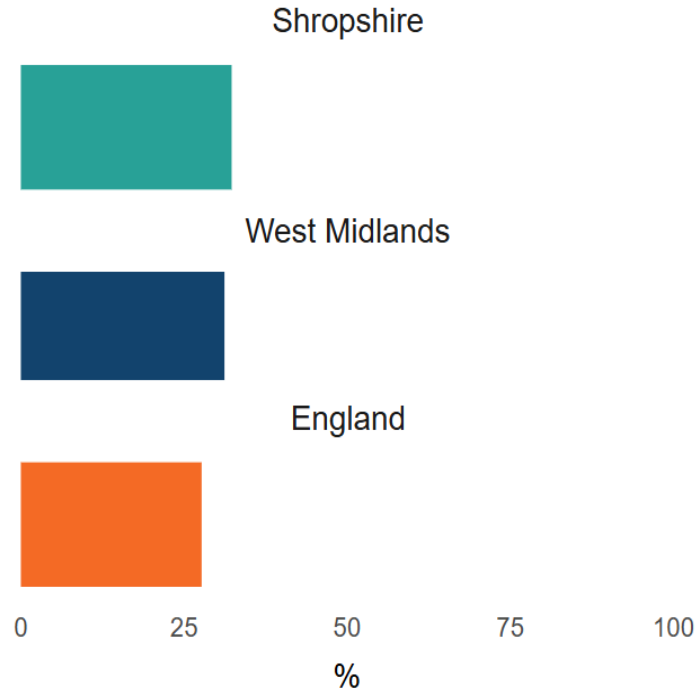


- Full-time education
- Apprenticeship
- Other



Vulnerable group

16-17 year olds NEET or activity not known at end 2023 (average of December, January and February)



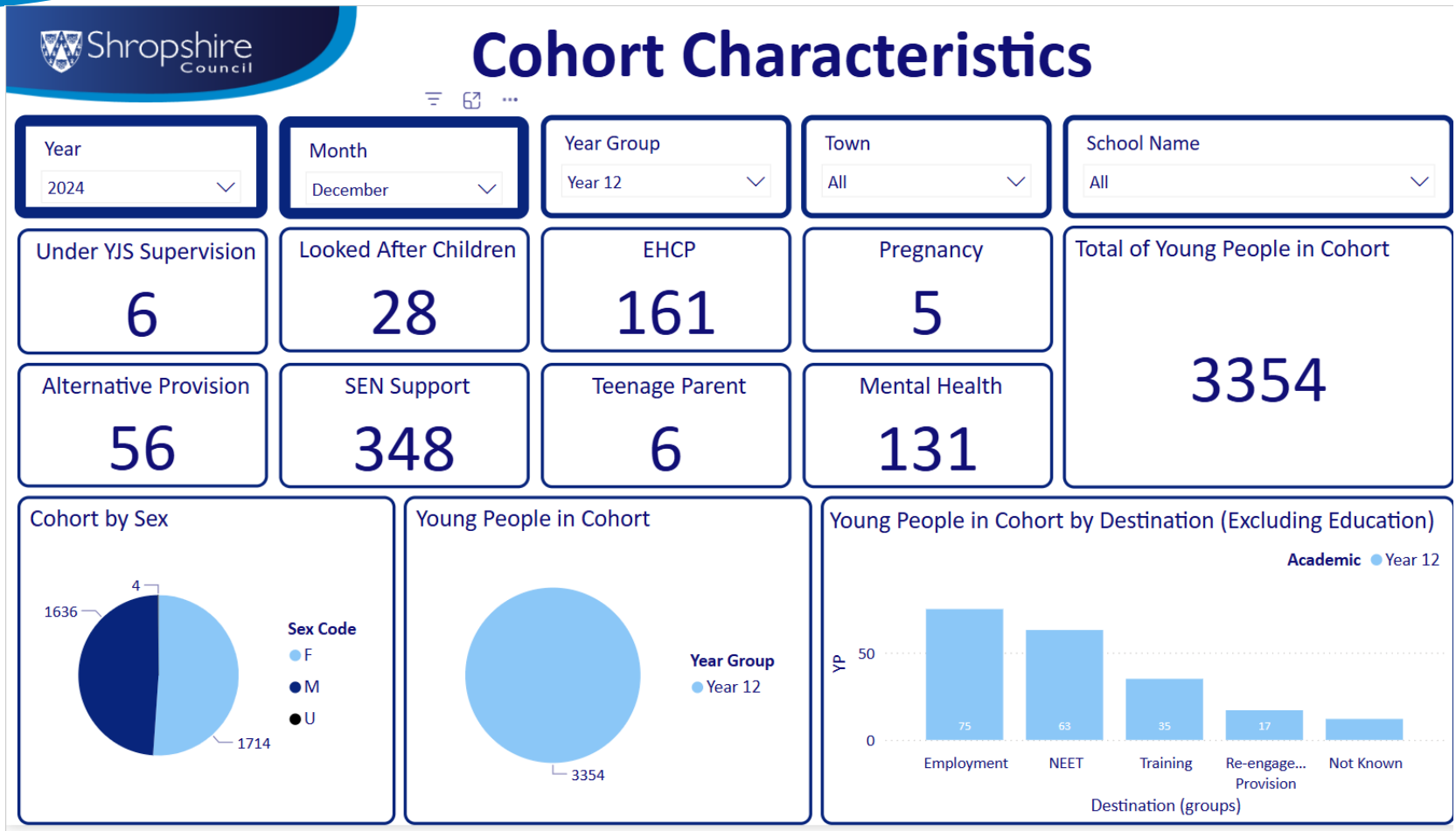
A young person is said to be in a vulnerable group if they have any of the following characteristics (taken from IC01 of the NCCIS returns):

- 110 - Looked after/In care
- 130 - Refugee/Asylum seeker
- 140 - Carer-not own child
- 150 - Disclosed substance misuse
- 160 - Care leaver
- 170 - Supervised by YOT (Youth Offending Team)
- 190 - Parent-not caring for own child
- 200 - Alternative provision
- 210 - Mental health flag

Please note, in Shropshire local authority 1.3% of the 16-17 year old cohort were reported in a vulnerable group (see caution on Homepage about possible under-reporting)

Analysis

- ❑ This scorecard hides the very positive picture we had in the county last year – as we got our data for NEETs and NK down to 3.6%
- ❑ By end of the year, we were the best in terms of statistical neighbours and well below national
- ❑ The reason being we started too late with intensive work starting in late October and hence December stats were still quite high
- ❑ Also, a figure of 1.3% of our cohort defined as vulnerable seemed very low (44 students)



From our work with you last summer, we had 221 students identified from vulnerable categories = 6.6% (from 14/20 schools) – extrapolates to about 10%

Statistics

Year

2024

Month

November

Statistical Neighbours

Region	Y12-Y13 NEET %	Y12-Y13 NK %
England	3.1%	5.5%
Devon	4.3%	2.3%
Herefordshire	4.0%	10.1%
Dorset	3.8%	1.2%
Wiltshire	2.5%	1.9%
Somerset	3.6%	5.0%
Gloucestershire	3.6%	1.4%
Suffolk	4.1%	3.0%
Worcestershire	3.2%	5.0%
Cornwall	4.4%	2.3%
Cumberland	2.9%	0.7%
Shropshire	2.5%	0.9%

Updated circa 22nd of the Month

England NEET

3.1%

Shropshire NEET

2.5%

England Not Known

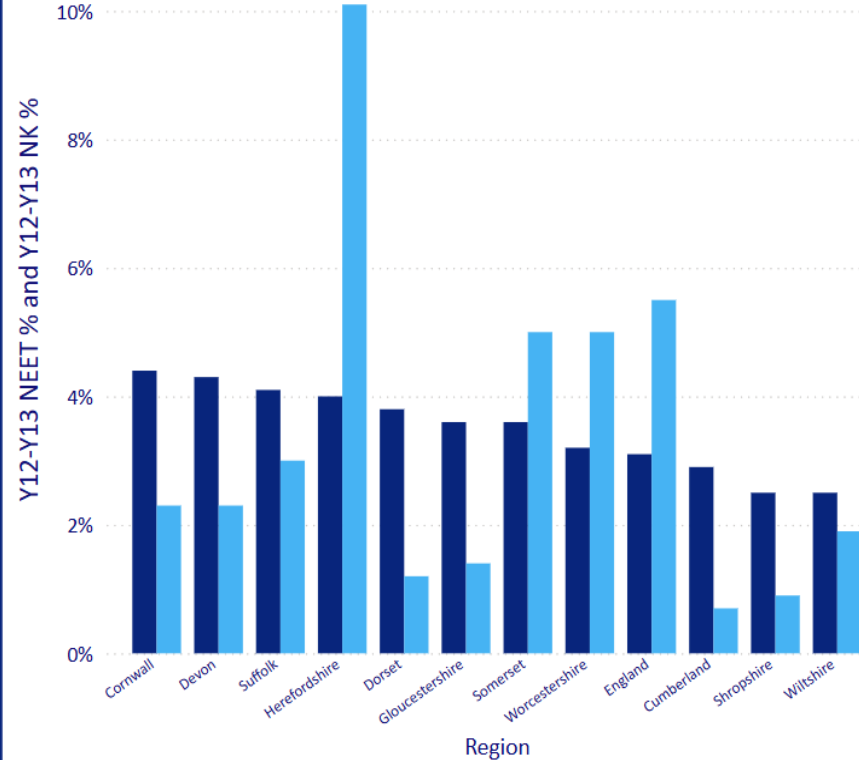
5.5%

Shropshire Not Known

0.9%

Comparison of Statistical Neighbours

● Y12-Y13 NEET % ● Y12-Y13 NK %



Statistics

Year
2024

Month
December

Statistical Neighbours

Region	Y12-Y13 NEET %	Y12-Y13 NK %
England	3.4%	2.9%
Devon	4.2%	2.0%
Herefordshire	4.9%	9.4%
Dorset	4.0%	0.4%
Wiltshire	2.6%	0.9%
Somerset	3.7%	4.3%
Gloucestershire	3.8%	0.9%
Suffolk	4.5%	1.1%
Worcestershire	3.4%	4.1%
Cornwall	4.5%	2.2%
Cumberland	2.8%	0.7%
Shropshire	2.4%	0.7%

Updated circa 22nd of the Month

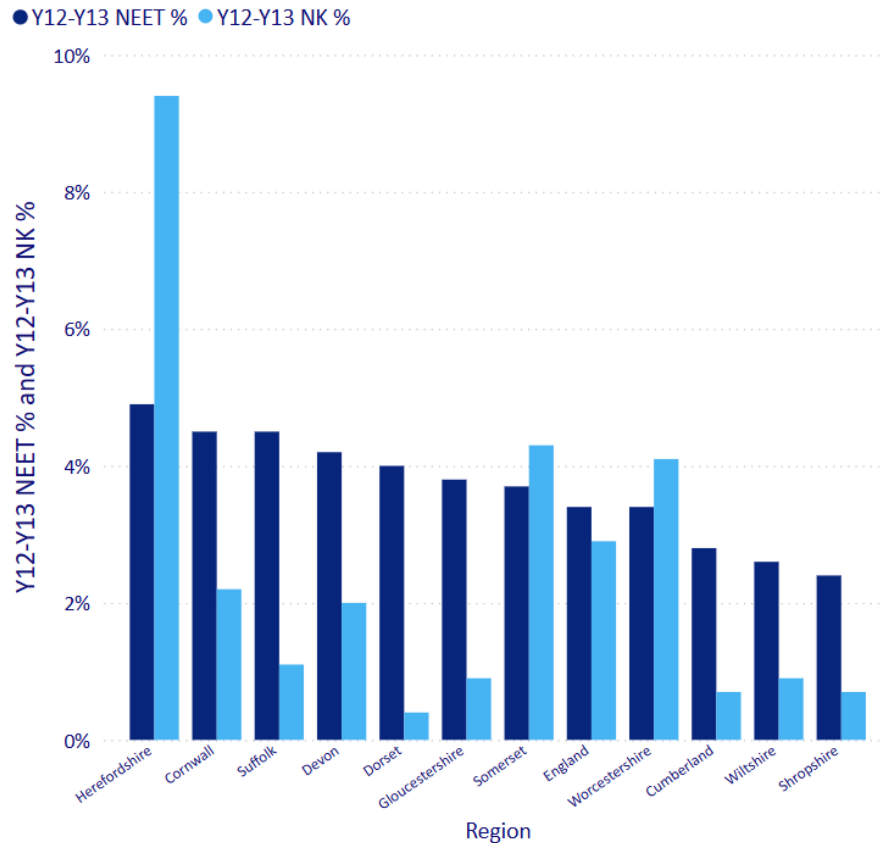
England NEET
3.4%

Shropshire NEET
2.4%

England Not Known
2.9%

Shropshire Not Known
0.7%

Comparison of Statistical Neighbours



**The
data
tells the
success
story**

- ✓ National data for NEET and NK has stayed constant / slightly increased to 6.3% (NEET 2.9%; NK 3.4%)
- ✓ Statistical neighbours has stayed same / slightly increased to 6.4% (NEET 3.8%; NK 2.6%)
- ✓ Shropshire has over halved at 3.1% (2.4% NEET and 0.7% NK).
- ✓ The project had a major role to play in this change – allowing support for vulnerable students identified by you over the summer.

Project evaluation

Last time we expressed the finding of the summer project

You identified for us:

1. **Risk of NEETs (RoN)** from Careers Advisors/Career leads in schools – young people with no September Guarantee
2. The students who were vulnerable and may not make a successful transition even with a SG. We now call this group **Risk of Disengagement (RoD)** and will be working with school DSL/Head's to capture these students

Next steps

- We want to build on this success with you
- IAG staff in school are identifying those **RoN** students for our IAG workers to start forming relationships with.
- We want our TSW team to get to know and meet some of the RoN/RoDs in school, to smooth the transition for them
- Ask that you contact Jo Brown (joanne.brown@shropshire.gov.uk) who will allocate a worker to come into school before end of April.
- 100% of schools to take part in the identification of RoDs for our summer work (not 14 / 20 schools).



Axis Counselling - Nicki Wilkinson

**SACRE – Review of Agreed Syllabus
and Visits and Visitors - Adrian Black**
<https://forms.office.com/e/ee1hc7EsvH>

Religious Education and SACRE |
Shropshire Learning Gateway

H&S update – Tim Tearle

tim.tearle@shropshire.gov.uk

STEP- Sam Scott & Emma Sheppard



Shropshire and Telford
Education Partnership

Headteacher Briefings Spring Term 2025

[Shropshire and Telford Education Partnership - Home](#)



Overview

- Golden Thread
 - ITT
 - ECF
 - NPQ
- MTPT – Maternity Teacher, Paternity Teacher Project



Golden Thread



- Lead School Partner Route – University of Chester
- 4 partners:
 - [Severn Training and Schools Alliance](#)
 - [Shropshire Primary Partnership](#)
 - [Alliance of Leading Learning](#)
 - [Salop Teaching Partnership](#)

STEP

ITT

- How to apply and Testimonials
- ITT advocates: Julie Marriott and Ian Nurser.
- Role:
 - Be fully engaged with the ITT provision across the hub area
 - Scope school's engagement across the hub with ITT
 - Increase the number of schools engaged with ITT at all levels
 - Provide a clear overview of engaged settings and encouraging others to join STEP

STEP

ITT

Information sessions from providers are available.

WOULD YOU LIKE TO FIND OUT MORE ABOUT A CAREER IN TEACHING WITH STEP?

Shropshire and Telford Education Partnership are holding a 'Get Into Teaching' Recruitment Event covering Early Years, Primary and Secondary phases

The event will provide you with all the information you need to help you decide if teaching is the career for you. The Initial Teacher Training leads for the four STEP providers will be available to answer any questions you may have.

3rd March 2025 - 4-7.00pm.
This event will take place via Microsoft Teams. Email the below to book your slot

10th March 2025 - 4-7.00pm.
This event will take place via Microsoft Teams. Email the below to book your slot

IF YOU HAVE QUESTIONS ABOUT GETTING INTO TEACHING - BOOK YOUR PLACE...



Severn Training and Schools Alliance: Primary and Early Years - Telford & Wrekin
To book, please email - stsa@taw.org.uk



Shropshire Primary Partnership: Primary and Early Years - Shropshire
To book, please email - admin@SPP.empowermat.co.uk



Salop Teaching Partnership: Secondary - Shropshire and Telford & Wrekin
To book, please email - heather.brown@pri.318education.co.uk



Alliance of Leading Learning: Early Years, Primary and Secondary - Shropshire and Mid Wales
To book, please email - claire.jones@leadinglearning.co.uk



ANY QUESTIONS - PLEASE CONTACT INFO@STEPWM2.CO.UK



ECF/AB

- How to register your ECTs for induction and ECF training
- Early Career Teacher Development Programme – currently looking at partners for Sep 2025
 - Training dates (ECTs and Mentors)
 - Role of Induction Tutor
 - Progress Review and Assessment Reports
 - Costings
 - Information about facilitators
 - FAQs

STEP

NPQ

STEP Shropshire and Telford
Education Partnership



**UNLOCK GROWTH: DEVELOP YOURSELF WITH THE NEWLY
ANNOUNCED NPQ COHORT!**



Alliance of Leading Learning
Making learning for all. For young people, teachers and school leaders.

have **EXCITING NEWS!**



New NPQ cohorts for April 2025 - Applications NOW OPEN!
We are delighted to confirm that fully funded places are available!!

- **NPQH** (Headship)
- **NPQSENCO** (Special Educational Needs Coordinator)
- **NPQLPM** (Leading Primary Mathematics)

will continue to be universally available for all mainstream schools and colleges, providing broad access to these critical leadership pathways

Registering now will ensure your application is prioritised when the DFE application window opens.



**Teaching Transforms,
Education Matters.**

School-led, Transformative, Excellence in
Partnership

Follow us on Social Media:

Visit:
www.stepwm2.co.uk





- MTPT – Maternity Teacher, Paternity Teacher Project – Emma Sheppard

[MTPT | The Maternity Teacher / Paternity Teacher Project](#)

The
MaternityTeacher
PaternityTeacher
Project

The UK's charity for parent-teachers.

Support and entitlements for pregnant and expectant staff.

Networking, coaching and professional development during parental leave.

Return to work workshops and coaching support.

Family- and life-friendly schools.

Making teaching a sustainable career choice.

"I found returning to work a more positive experience and am excited about the next few years of my career, particularly how to balance this with motherhood."

Return to Work Workshops
For teachers, leaders and support staff returning from maternity, adoption or shared parental leave

Fully-funded for state school colleagues.
Workshops running throughout the academic year.

"So nice to spend an hour thinking about what makes me me – to not feel alone and know that your thoughts and feelings are 'normal'."

Parental Leave Group Coaching
For teachers, leaders and support staff currently on maternity, adoption or shared parental leave

Fully-funded for state school colleagues.
Cohorts running throughout the academic year.



Any questions? Contact details:

[Shropshire and Telford Education Partnership - Contact Us](#)
CONTACT US FORM

General Contact - Email: info@stepwm2.co.uk
Telephone: 01743 598200

ECF/AB - Email: ECF@stepwm2.co.uk

Telephone: 01743 284072

NPQ - Email: Gemma.Hargreaves@leadinglearning.co.uk

Telephone: 01691 664445

ITT/CPD - Email: sian.deane1@taw.org.uk

Telephone: 01952 387237

Multicultural Development Service – Kirsty Holden

Climate Ambassadors – Emma Baines

Field Studies Council - Jo Rawlinson



**Field Studies
Council**

Preston Montford



Outdoor learning: adventure and fieldwork

What we offer for Primary

A range of outdoor activities explicitly linked to key curriculum content.

Adventure activities that build social capital – confidence, communication, teamwork, co-ordination, physicality.

<https://www.field-studies-council.org/courses-and-experiences/primary-school-trips-listing/>







Invitation to Free CPD day @ Preston Montford Friday April 4th

9.30am	Arrival coffee
10.00am	Welcome walk and talk
10.30am	CPD workshop – outdoor learning
11.45pm	Have a go – adventure activities
1.00pm	Light lunch
2.00pm	Depart centre

Expressions of interest please to:
businessdevelopment@field-studies-council.org

❖ **New—Become a Climate Ambassador Course**

<https://www.field-studies-council.org/2025/02/04/field-studies-council-launches-new-primary-become-a-climate-ambassador-course/>