

# The Maximilian

A monthly newsletter for governors within the Archdiocese of Southwark

**Edition 103**  
**December 2022**

## Advent Reflection

**By Canon Victor Darlington, Episcopal Vicar for Education**

My dear brothers and sisters in Christ,

Advent greetings to all of you. We have now reached an important point in the Advent season with the celebration of Gaudete Sunday. The Antiphon invites us to: 'Rejoice in the Lord always, again I say, rejoice ...' It continues with: 'Indeed, the Lord is near.' These beautiful words help us to prepare for Christmas with joy, and also to look forward with hope into the new year. In all your plans, challenges and expectations, Advent reassures us all that indeed the Lord is near to us to offer us salvation, support, direction, and strength to keep moving forward and not be afraid.

Thank you for all the good work you have done in our schools this year. You have made, and continue to make a difference in the lives of many children and young people.

As we go through the daily challenges of life and of our work, God is with us offering us hope and reassurance. May the coming year of 2023 be a great and fulfilling year for us all. Amen.

## Christmas Card 2022 from the Education Commission



Please [click here](#) to view the Education Commission's digital Christmas Card.



Ofsted was commissioned by the DfE in September 2021 to look at the overall quality of tutoring provided, how it was integrated into schools' curriculum planning and delivery, and the likelihood that it will help pupils catch up on learning lost during the pandemic. The end of October has seen Ofsted publish the first of two independent reviews. These reviews draw evidence from visits to 63 schools and 21 further education and skills providers.

Most leaders in the 63 schools visited had chosen to use existing staff to tutor pupils through a school-led route, rather than external tutors or academic mentors, because this gave them greater control and oversight of quality.

Schools that had strong tutoring in place used assessments, supplemented by teachers' knowledge, to identify the pupils who could benefit most from tuition. Ofsted found that sessions taught by qualified teachers tended to be of higher quality than those taught by other types of tutors.

However, inspectors saw that tutoring cannot really work without a well-considered and constructed curriculum in place. In the stronger schools, teachers and tutors were able to use the curriculum to identify the core knowledge that pupils had either missed, or did not fully understand, and made sure this could be covered in tutoring sessions. Tutors and class teachers collaborated to keep one another informed of a pupil's progress.

In a minority of schools, the tuition provided was haphazard and poorly planned. These schools had not understood the purpose of having small tutoring groups and frequent sessions.

Most schools had not yet found a good way to assess pupils' progress and to decide when to stop tuition for individual pupils.

Some leaders found it difficult to extend the school day for tutoring, leading to many providing tutoring during school hours. Some schools had mitigations in place to minimise the impact of tuition on other lessons and extra-curricular activities. However, leaders in one fifth of the schools visited had not thought through the risks of disrupting children's learning by taking them out of regular classes.

Ofsted's Chief Inspector, Amanda Spielman, summarises the findings as **"Tuition is an expensive intervention but used well it can help pupils who fall behind. The government's tutoring programme is potentially an important part of helping pupils catch up after the pandemic. There is evidence of tuition working effectively, but most schools and colleges lack a system to assess it properly and so do not know if that's the case."**

The full report can be [accessed here](#).

## National Foundation for Education Research (NFER)

The early National Tutoring Programme (NTP) "failed" to achieve its "intended focus" on helping disadvantaged pupils catch up, an evaluation by NFER has concluded.

The independent study of the £350M first year of the NTP has been recently published, nearly two



years since its launch in schools. It looked at how students eligible for pupil premium performed through the two pillars in the 2020-21 academic year: Tuition Partners (TP), run by the Education Endowment Foundation, and Academic Mentors (AM), run by Teach First.

The programme was focused on disadvantaged pupils, but schools had discretion on who to target. However, the NFER said its “limited reach” across pupil premium pupils meant benefits were “difficult to detect”.

Whilst the full report can be [accessed here](#), some key points include:

NFER compared pupil premium students in schools using TP against those that did not use it. Researchers found that “higher amounts” of tutoring were associated with better teacher assessed grades (when exams were cancelled) at year 11 in English and in maths through TP. For schools where 70% of pupil premium GCSE students were eligible for tutoring, two months additional progress was made in maths and English.

There was no pupil premium target for TP’s inaugural year and schools had discretion on who needed tutoring the most, but with a focus on disadvantaged pupils. As a result, just 46% of 184,000 pupils receiving tutoring through this pillar were pupil premium students.

NFER concluded that “The lack of clarity in the pupil selection guidance for the TP programme resulted in failure to achieve the intended focus on socioeconomically disadvantaged pupils.” Future programmes should have clearer goals and guidance on pupil selection or acknowledge that schools may have different views about which of their pupils most need the intervention.

Just over half (56%) of pupils attended 12 or more hours of tutoring. NFER said that by the end of year 1, a “substantial minority” of pupils (35%) did not receive a full block, with another 8% having “missing data”.

On average at pupil level, primary school pupils had received 8.8 hours of tuition in English and 8.9 hours in maths prior to their assessments. In year 11, this was 7.6 hours in English and 8.4 hours in maths by the time TAGs were submitted in June.

NFER said attendance was felt to be higher “where schools had the capacity to proactively monitor it and encourage it” and seemed to be easier in primary schools and smaller schools.

EEF’s evidence said effective tutoring should be additional to classroom teaching. But NFER’s data shows 63% was booked to take place during lesson times only, followed by 19% outside lessons times whilst 18% had a mix of both.

Almost two-thirds of school staff reported that reduced time spent by pupils in lessons was the most common challenge for the programme. 26% of staff questioned said that tuition had led to pupils falling behind in lessons.

Researchers also said schools need “greater clarity” about the expectations of their role in managing and delivering different kinds of tutoring. Schools and tutors need to work together to ensure tutoring is aligned with and additional to classroom teaching, tailored to pupils’ needs and that pupils complete their tuition.



## Energy Bills Support for Schools

The Government has published its guidance which sets out how the energy bill relief scheme will work for non-domestic customers, including schools and colleges. Under the scheme the price of electricity and gas will be capped for six months from 1st October 2022 until the 31st March 2023. While the energy cap has been welcomed by the sector, many schools will still continue to face higher bills than they budgeted for.

The guidance can be [accessed here](#)

## New School Admissions Appeals Code

As referenced in previous governance updates, a new School Admissions Appeals Code has been published by the DfE, which came into force on 1st October 2022. There are limited changes which include a permanent provision for admission appeals to be heard remotely, in hybrid format or via telephone, subject to certain conditions being met and with an overriding emphasis on fairness and transparency.

The updated Appeals Code can be [accessed here](#)

## The Extension of Free School Meal (FSM) Eligibility?

The Food Foundation recently launched its "Feed the future" campaign which calls on the Government to urgently extend FSM eligibility to all children from families in receipt of Universal Credit or equivalent benefits. A cost/benefits analysis undertaken by Impact on Urban Health identified that extending FSM to all children living in a household receiving Universal Credit would deliver core economic benefits of £8.9Bn, or a return of £1.38 for every £1 invested.

Currently there are one in three school aged children growing up in poverty who are not currently eligible for free school meals. There has been a significant increase in the number of schools supporting families in financial need through foodbanks and meals outside of term time. As recently reported by Tes ([here](#)), schools and Trusts face cutting spending in other areas as a consequence of "protecting families against the cost of inflation".

## School Teachers' Pay and Conditions Document 2022

An updated version of the statutory guidance on School Teachers' Pay and Conditions document (STPCD) for teachers in England has been published and can be [accessed here](#).

The STPCD is valid from the 1st September.





## Consider Becoming a Governor or Director

Please share the flyer attached to the email with anyone considering becoming a governor or director.

Please click the link below to book onto a session on considering becoming a Foundation Governor or Foundation Director.

[Thursday 26th January 2023 at 6pm](#)

[Thursday 2nd February 2023 at 4pm](#)

Additional sessions will be run in March. These can be accessed by [clicking here](#).

## Courses & Events

### Clerks to Governors Forum 1

Wednesday 11th January 2023 2pm-3pm

Free Zoom

[Book](#)

### Writing a Self Evaluation Document for Primary and Secondary Schools

Thursday 12th January 2023 3.30pm-5pm

£25 Zoom

[Book](#)

### Clerks to Governors Forum 2

Tuesday 17th January 2023 6pm-7pm

Free Zoom

[Book](#)

### New to the Role of Chair of Governors

Wednesday 18th January 2023 5.30pm-7pm

£25 Zoom

[Book](#)

### Introduction to Managing School Buildings and Good Estate Management

Thursday 19th January 2023 2pm-5pm

£50 Zoom

[Book](#)

### Catholic Life and Mission in the Catholic Schools Inspection Framework

Tuesday 24th January 2023 6pm-7.30pm

£25 Zoom

[Book](#)

### Induction for New Foundation Governors

Wednesday 25th January 2023 5.30pm-7pm or

Monday 30th January 2023 4pm-5.30pm

£25 Zoom

[Book](#)

### Governors Conference – Academisation

Saturday 28th January 2023 9.15am- 2.30pm

£75 Zoom

£100 In person (London, Southwark)

[Book](#)

### Planning for Catholic School Inspections

Tuesday 7th February 2023 3.30pm-5pm

£25 Zoom

[Book](#)

