

Supporting a Haitian-led solution to complex security, health and economic challenges

Thank you President.

I would like to thank SRS La Lime for her briefing and her team's work in an increasingly challenging context.

I welcome hearing from our civil society briefer today and His Excellency joining us today.

President, allow me to make three points.

Firstly, the international community must remain committed to supporting a Haitian-led solution to the complex security, health and economic challenges faced by the Haitian people. The United Kingdom firmly believes that the work of United Nations Integrated Office in Haiti is fundamental in facilitating a united approach to resolving these multifaceted challenges. By strengthening the Haitian National Police and facilitating dialogue between Haitian political stakeholders, BINUH's efforts lay the groundwork for stability in Haiti. It is therefore critical that BINUH continues this work and we look forward to discussions on the renewal.

Secondly, while we support Haitian-led solutions, we understand there has been limited progress by Haitian stakeholders in resolving the political gridlock. We are disappointed that this continues to obstruct potential solutions for securing the welfare of the Haitian people.

We call on all actors to resume negotiations, and agree to form a government capable of ensuring the necessary security environment within which free and fair elections can be held as soon as possible.

Furthermore, it is extremely regrettable that the perpetrators of the assassination of President Moïse have not yet been brought to justice. This abhorrent act undermined the Haitian people's right to determine their own future democratically.

Thirdly, as this Council discussed in February, the security and human rights situation continues to deteriorate, notably with the increase in kidnappings, indiscriminate criminal violence, and instances of human trafficking. These kidnappings are increasingly targeting members of the international community who are often supporting the efforts of the Haitian government to overcome these crises.

Women and girls in Haiti experience myriad human rights abuses, including sexual and gender-based violence. The United Kingdom urges the Haitian authorities to improve access to medical and psychosocial services for survivors, and to hold perpetrators to account.

We continue to support BINUH's work with the Government of Haiti and the international community to tackle these challenges. We look forward to renewed efforts by BINUH to help restore human rights and the rule of law in its next mandate.

President, we remain deeply worried by the humanitarian situation in Haiti. Existing economic and health crises have been compounded by the devastating earthquake in southern Haiti last year, and by the rise in global food prices exacerbated by Russia's invasion of Ukraine. The United Kingdom encourages all actors to work constructively to find solutions to the root causes of these crises, and to support recovery and progress for the Haitian people.

[The role of European Union in supporting international peace and security](#)

Thank you, President and I join others in thanking the High Representative for his briefing and in wishing him a speedy recovery and return to in-person meetings.

This, as so many colleagues have said, has been one of the most challenging years for Europe since the Second World War, with Russia's illegal and unprovoked invasion of Ukraine causing death and devastation, and forcing millions of refugees into neighbouring states.

It has been a challenging year for the international community, with Russia's actions and other conflicts exacerbating existing problems in a world ravaged by the Covid-19 pandemic and climate change.

And it has been a challenging year for the UN, the multilateral system, and the rules-based international norms that we value.

We therefore welcome the positive role played by the EU and other regional organisations in promoting diplomacy and multilateralism, and supporting the Security Council on international peace and security.

First, we welcome the incredible support to Ukrainians, and the assistance provided to Ukraine to defend itself. The UK supports an outward-looking EU and values our cooperation on responding to this latest breach of Ukraine's sovereignty and territorial integrity. This includes coordinating on measures to limit Russia's ability to finance and wage its war; and on the Atrocity Crimes Advisory Group to support the Ukrainian Prosecutor-General.

We are also working together on matters of food security. I would like to welcome in particular the High-Representative's words rebutting

disinformation on sanctions.

Second, we welcome the EU's important contribution to the Council's work. This includes EU efforts on restoring the JCPoA; its renewed partnership with the African Union; and its contribution to UN peace operations and peacebuilding, including for example, its contribution on Somalia.

In Europe, we strongly support the EU's efforts in the Western Balkans, where we are coordinating to support the region's European orientation; to secure progress in the EU-facilitated Serbia-Kosovo Dialogue; and working towards the renewal of the EUFOR Althea Mandate in November.

Finally, we welcome the EU's work on global systemic challenges. Seven months since COP26, the EU and the UK are coordinating to pick up the pace on delivering a net zero, climate-resilient transition. At a time of global instability, with growing challenges of inflation, debt and food insecurity, we are united in our determination to deliver on the Glasgow Climate Pact and ensure the successful legacy of COP26.

[UN Human Rights Council 50: UK statement on Mariupol](#)

Señor presidente

Hospitals, schools, theatres reduced to rubble. Mass graves, illegal abductions, torture, sexual violence. Women, children, the elderly left sheltering in bunkers. Deprived of food, water and medicine. The brutal reality of Putin's war.

A total disregard for human rights, international humanitarian law, and the principles of the Charter.

These war crimes must be investigated and those responsible held to account.

Madam High Commissioner, we fully share your concerns on the death penalty sentences imposed against Aiden Aslin, Shaun Pinner and Brahim Saadun. All Prisoners of War must be treated in accordance with international humanitarian law. Once again, we call on Russia to respect international law.

The UK has led efforts to refer the situation in Ukraine to the International Criminal Court. We will make every effort to assist that investigation. We will work with international partners, including through the EU-US-UK Atrocity Crimes Advisory Group, to support the Ukrainian Prosecutor General and assist Ukraine's domestic investigation.

And we will continue to stand by the Ukrainian people in their hour of need,

committing three billion pounds of humanitarian aid, economic assistance and military aid.

Madam High Commissioner,

What more can the international community do to support civilians bearing the brunt of Russia's aggression in Mariupol, and other areas currently under Russia's control?

[Delivering change for disabled people through economic empowerment: COSP15 roundtable](#)

Thank you Madam Chair,

The aim of the United Kingdom government is clear: to deliver long term change through practical actions and wide ranging policies across government, which enable disabled people to live full and independent lives. I'm therefore delighted to take part in this very important roundtable discussion.

We are delivering on this ambition in terms of economic empowerment. We've seen 1.3 million more disabled people in work than in 2017, delivering a government commitment five years early. The general trend in disability employment has been positive, with strong growth in the number and rate of disabled people in employment and a narrowing of the disability employment gap.

Over the next three years, our government will invest £1.3 billion in employment support for disabled people and people with health conditions. For example, the Access to Work Scheme provides employees with grants of up to up to £62,900 per year to cover workplace adaptations such as special equipment, support workers and travel to and from work.

More and more employers are recognising the value that disabled people can bring to their business as talent and indeed, as customers. But many employers still lack the confidence, the knowledge, the processes and skills they need to support disabled staff effectively and be inclusive and fully accessible. And that's why through the Disability Confidence Scheme, we're working with employers to change attitudes and create employment opportunities through the recruitment and retention of disabled people in the workplace.

I want to take this opportunity to agree with the representative of the World Blind Union who spoke so powerfully of dignity and simple desire, but also of

the interlocking other challenges. Josh Wintersgill's story from the panel told us this as well.

So our goal therefore is to improve disabled people's everyday lives in the United Kingdom. And together with all of you at this conference, we want disabled people to be economically empowered and part of economic growth as we build back better after the pandemic. Thank you.

[Amanda Spielman's speech to the Confederation of School Trusts'](#)

Covid recovery in a rapidly evolving sector

Good afternoon and thank you for inviting me.

It's great to be here in Birmingham.

I have just come from meeting three community school heads in the city. I always enjoy these visits and being here in a conference hall feels reassuringly normal. But despite the end of restrictions, the tail of covid is long, for children and young people, and for those who work with them. The post-Covid labour market is really tight and that has implications for all of you. And more generally I know the pandemic has taken a disproportionate toll on leaders.

It's exam season now, the first we've had for years. So that there are 18-year olds for whom this is their first public exam.

You've helped them prepare, helped manage down their anxiety, and I know you'll be prouder than ever come results day in August.

As you will be of all the children you have helped get through the last two years, exam year groups or not.

And I want to start with what we at Ofsted know about where the school system is right now.

Throughout the pandemic we published insights from the ground.

Inspectors visited many of your schools, sometimes purely for research, other times to monitor and, more recently, to inspect.

[Our reports](#) have highlighted all the many difficulties children have faced, and the endlessly evolving complexities you have had to manage.

And they have chronicled the great work done by your staff, families and of

course children themselves to get over the hurdles, and for children to learn.

I know that these insights were useful to government as it responded to each phase of the pandemic.

I hope that they reflected your experiences, and perhaps reassured you that others were in the same boat.

During the pandemic, Leora and Steve asked us to look at how you as school trusts supported your leaders and teachers.

And we found you were doing a good job.

Many trust schools told us that the support with safeguarding, interpreting COVID-19 guidelines and developing remote learning was crucial.

We heard how you helped your schools manage social distancing, source PPE and organise remote recruitment.

These were things you would never have had to think about before 2020.

But thanks to the strength of your work, your school leaders were able to give a good slice of attention to the day-to-day business of teaching.

We know from our insights work that the work you and school leaders did during lock down, has resulted in smaller knowledge gaps than there could otherwise have been and is now helping pupils catch up.

But of course, significant challenges still remain. At every stage children have lower and more variable starting points. Gaps have widened. Younger children are often behind in language, communication and social skills. We hear that more effort is having to go into teaching older children behaviour and routines, and more work in managing behaviour.

There is still too much persistent absence. And many vital SEND, mental health and other support services have yet to return even to their creaking pre-pandemic levels, while needs continue to be exceptionally high.

We all recognise the importance, now more than ever, of using assessment well to identify pupils' knowledge gaps, and of making changes to curriculum and teaching in response.

Please don't be afraid to make curriculum changes because you are concerned that inspectors won't understand or will take a dim view.

Nothing could be further from the truth.

In fact I encourage you to continue to work to understand your pupils' needs, and to make the curriculum changes that they need with confidence.

And we are finding that, despite all the challenges, many schools have managed to improve over the past couple of years.

More schools than before are raising their grade to Good, and although some are losing a historic outstanding grade, others are achieving what is undoubtedly an exacting standard.

With the upheavals of the last years, it is also easy to forget that the school trust sector has been rapidly evolving.

The great majority of primary and secondary schools are now academies and there are almost 1,200 trusts, made up of more than 8,000 schools.¹ Almost half of all pupils are in a school that are part of a trust ².

Today, trusts are embedded to the point that you are an integral part of the school system, although one that's not always well understood.

You are a fundamental part of the government's education strategy. Yet for many parents a trust's influence on their children's schooling isn't entirely clear.

School trusts, even the smaller ones, are much more than a group of individual schools.

I understand some of the challenges you face as trust leaders. I was there right at the beginning, as part of the founding team of what's now one of the bigger trusts.

I was involved with those early conversations with DfE, negotiating funding agreements and pushing for recognition of the role that trusts play.

At that time government still did nearly everything through the lens of individual schools. It was still somewhat reluctant to acknowledge that the contract was with the trust and that was where the main lines of communication needed to be.

That trust was, and is, all about the children and schools with the steepest path to climb.

I'm proud, as no doubt you all are, to have played my part there in transforming education for thousands of children.

That's also how and why I lead Ofsted.

To have a transformative impact on the children who have the hardest start in life, for whatever reason, who aren't getting a good enough education. As well as to recognise and record where schools are doing great things.

Multi-Academy Trust Summary Evaluations (MATSEs)

Over the past few years, as the sector and our inspection framework have evolved, we've interacted more closely with school trusts both through the inspection process and through conversations with trust leaders, CST, and other sector representatives.

A few years ago, there was a perception that not all our inspectors

understood the trust structure, but today the picture could hardly be more different.

Indeed, the inspectors that we recruit as HMI and our serving OIs have often worked in a trust structure. Some have been chief executives. I'm keen to build on this and recruit more OIs with senior level trust experience.

Our summary evaluations of school trusts are currently carried out only by HMI, but we want to expand this over time to trust-experienced OIs. This will enable people like you to bring your experience to help us evaluate trusts. And we hope this will also benefit you by showing you the range of practice in different trusts.

We have also done our own research on school trusts, particularly the larger ones.

None of the findings will surprise you – you are living and breathing this every day. But I think it's helpful for Ofsted to add to the body of evidence that we now have about the value school trusts bring to the system.

Not just the back-office support and economies of scale, it's about the wealth of opportunity that comes with having the time and resource to think deeply about school models, the curriculum being taught, the development of your teachers, the innovations you can make and so much more.

Our programme of summary evaluations continues, and most recently we evaluated the Birmingham Diocesan Multi-Academy Trust.

We have several more lined up over the coming months, so we look forward to visiting some of you soon.

Our summary evaluations do not grade the trust. They use the recent inspections of schools in the trust to probe trust leaders on the work you're doing, to support and challenge you through professional dialogue, and to help us understand the sector better.

We no longer look only at the largest trusts, or at those that are causing concern. Instead, we look at a broad range, to get a good cross-section.

We recognise that trusts have much freedom to choose how you do curriculum, teaching, CPD, behaviour and so on.

We're not in the business of prescribing a model for you to follow.

And like senior leaders in every sector, you are making difficult decisions about your priorities, and where to put your resource. We aren't second-guessing this, but we are interested in the impact it's having.

And we do take the role of the trust into account when we inspect one of your schools.

We will always ask school leaders about how a trust is organised and how the school sits within it, so we can fully understand the context in which the

school is working.

And, of course, we see many of you and your teams on school inspections as well.

We are interested in the level of involvement that the trust has with an individual school, as well as whether delegation and governance arrangements are clear and effective.

Holding decision-makers to account

But our summary evaluations and our school inspections only take us so far.

As we all know a white paper was published this spring, and the schools bill translates a proposed new set of government policies for schools and trusts into draft legislation.

Of course any new set of policies has to build on the strength of the sector now, as well as responding to the challenges of the post-covid state, and tackling longstanding issues.

I'm sure that many of you agree that current accountability arrangements for school trusts are not yet in the best possible shape.

And government has recognised this too, with its plans to set a new regulatory regime for trusts.

This is an important opportunity. I'm pleased that CST is thinking deeply about trust regulation, and making your views known to ministers.

The papers that CST has published around this topic are insightful and clear.

And of course the discussion about how to regulate trusts effectively will at some point consider inspection.

It's important not to consider inspection as an end in itself. Inspection is one tool among others in the regulatory toolbox.

The government needs to work with the sector to work out how regulatory decisions are best made, which will help clarify where and how trust inspections can inform those decisions.

Of course there is a great deal of school-level data that can be aggregated at trust level and reviewed by government, but data can only ever give part of the picture. It can only take us so far. That's why at Ofsted our mantra is that "data is only the start of the conversation".

If trusts were held to account through data alone, many hugely important aspects of a good quality education could be missed. Inspection can fill in those gaps and provide a rounded view.

You and your teams are making important decisions that affect the quality of education children receive. How that's translated into action on the ground

is so important, and school inspection picks this up well.

But where decisions are being made in central offices, it's right that we talk to those decision makers about why they took that decision, what they're hoping to achieve, and how they know they're achieving it.

Trust level inspection would help get to the heart of how trusts influence the education our children are getting every single day.

So it is my view that there is a clear place for trust inspection in the new system.

And this fits with one of the main commitments in our new [five-year strategy](#). It is to make sure that accountability expectations are applied at the right level, in a way that reflects how you actually work. Schools in trusts are an integral part of the trust, not connected but separate entities.

So we do believe that trusts should be held to account through inspection in a new regulatory system.

And, in the meantime, I hope that trust leaders who have had a summary evaluation agree with the feedback that we have been getting, that the process and findings were helpful.

TrulyCivic

It must be an exciting time to be a trust leader. Watching the evolution of the sector is so interesting, seeing you reach out beyond the core role:

- Into teacher education. As well as the SCITTs that many of you have established, the new National Institute of Teaching – is trust-led and some of the delivery partners involved in this space are trusts. We've recently started inspecting the lead providers of early career framework and NPQ programmes. It's a fascinating area.
- Oak National Academy is a great example of harnessing the skills and expertise that you have in your trusts and directing them to an important cause.
- Your work supporting your children strengthens the fabric of your local communities, and has a positive effect on the lives of children and their families.

And this sense of trusts as civic leaders, with a wider set of activities and responsibilities, has been supported by CST.

I know it has been something Leora has championed in particular, and I want to pay tribute to the work she, and indeed many of you, have done to expand our collective understanding of what a trust can and should be.

There is so often a misunderstanding of our role. Only this week I saw a story saying that we weren't doing a good job because few teachers thought Ofsted had improved education at their school.

But as you all know, school improvement has not been part of Ofsted's remit for more than a decade – that responsibility sits with you and to some extent with other parts of government. A clear policy distinction has been drawn between inspection and improvement.

But what I am very clear about is that within the remit we're given, we work to be a force for improvement. That principle lies behind all we have done in recent years.

And as we all move forward, I look forward to working with you and with government to help make sure regulation is simple, transparent and fair – and as well-designed as it can be.

Because we know regulatory systems are hard to get right. And there will always be unintended consequences, that have to be thought about and managed.

At Ofsted we've spent a lot of time considering how we affect the sector.

We are all too aware that our words and actions have weight, in part because of the consequences hung by others on our judgements.

But we aren't the only player in the system.

You and your schools are measured not only by Ofsted grades, but also by performance tables, and by compliance with the academy handbook.

We've all learned that if each of these taken in isolation can create incentives that pull in different directions.

We've put a lot of thought into this balancing act in our current inspection model, and I'm confident we are getting it largely right.

We will be evaluating the impact of the EIF and it will be important to hear from you about your experience of it.

Professional dialogue is at the heart of inspection. I'm very pleased to come to events like this and engage in professional dialogue with all of you. I find it immensely valuable, and I hope you do as well.

Thank you.

Source: MAT sector analysis, Schools Data and Analysis Team, March 2022. As at the end of February 2022 there were 1,185 MATs. Collectively, MATs run 8,464 schools.

Source: Schools Data and Analysis Team – 46% of pupils are in a school that is part of a MAT, and 56% of pupils are in academies