

[PM visits Bewdley to meet residents affected by flooding](#)

Prime Minister Boris Johnson visited Bewdley in Worcestershire today (8 March 2020) to thank residents for their resilience during the recent flooding.

Bewdley is now formally in recovery as River Severn levels continue to reduce, but the town was one of a number across the country to suffer flooding following the wettest February on record.

Since the start of Storm Dennis 1,000 Environment Agency staff worked around the clock with the Police, Fire and Rescue and local authorities, and the Prime Minister also used this opportunity to thank first responders for their efforts.

Prime Minister Boris Johnson said:

My every sympathy is with the families and businesses suffering because of the recent floods – I am determined to help them get them back on their feet.

I want to pay tribute to the tireless efforts of the Environment Agency and emergency services who are working to protect communities hit by the recent storms.

We need to keep improving our protections against extreme weather, that is why we are investing £5.2 billion for flood defences to support communities up and down the country.

Following today's announcement of an extra of £5.2 billion for flood defences in the upcoming Budget, the Prime Minister also announced a new, £200 million fund to pilot innovative approaches to improving flood resilience.

The scheme, which will be confirmed in this week's Budget, will support cutting edge floods solutions. This could include plans to adapt infrastructure so it is more resilient to damage, or creating sustainable, natural defences like leaky dams and woodland creation.

[Be an Ambassador for a day at British Embassy Kathmandu](#)

Calling all young women!

This is your chance to raise your voice in support of women and girls in Nepal and give us your ideas for change.

How to participate

Please apply by posting a short video (around 60 seconds) of yourself on Facebook or Twitter explaining what you think the UK and other countries can do to support women's empowerment and gender equality in Nepal.

Please use the hashtag #UKinNepal and tag @UKinNepal in your post. You can also send a link to bekathmandureception@gmail.com by filling up a [google form](#).

The winner will be selected by a special selection committee of Embassy staff, led by Ambassador Nicola Pollitt.

Be creative and original. And best of luck!

What you need to know

If successful, you will get to join the Embassy for one day as a "Youth Ambassador" on the week commencing 27th of April. We will prepare a full-day's schedule for you. You will accompany Ambassador Nicola Pollitt, and other senior Embassy staff in their meetings with key stakeholders; be able to present your vision of gender parity; and have an opportunity to influence ideas on upcoming activities and policies of the Embassy.

The embassy will publish on its website and social media channels a special video summarising the day and your thoughts and impressions following your visit.

Applications from girls belonging to minority/marginalised communities are strongly encouraged.

Rules of the contest

1. Participation in the contest is open to all people aged 18-25 residing in Nepal during the duration of the contest, excluding members of families of British Embassy Nepal (hereby: organisers) staff.
2. The video, up to 60 seconds of length, should be submitted either on your social media (Facebook or Twitter) using #UKinNepal #IWD2020 and tagging the Embassy's account (@UKinNepal), or as a link (eg. via WeTransfer, Youtube or Google Drive) by filling up a [google form](#). Submissions should be posted by Friday, 10 April 2020 23:59 NPT. Should you have any queries or face difficulty accessing the google form please reach out to us at bekathmandureception@gmail.com with a subject line "Query: Be an Ambassador for a Day 2020– Nepal"
3. The video can be either in Nepali or in English. Nevertheless, please do

take into consideration that the working language of the British Embassy is English, and should you win, you will be expected to hold meetings in English during your visit.

4. When submitting your video, you should include your full name, age, place of residence and contact number(s).
 5. Submissions, including the personal data of the non-winning participants of the contest shall be removed after the winner announcement.
 6. The winner, to be selected by a special selection committee of Embassy staff, led by HMA Nicola Pollitt, shall be announced by Wednesday 22 April, 2020.
 7. The winning video will be shared on the social media channels of the British Embassy Nepal and by participating in the contest, you express your consent to the use of your video by the organisers.
 8. The work of the selection committee is confidential and the decision may not be appealed upon. Furthermore, the committee is not obliged to disclose the reasons for decision.
 9. Submissions shall be disqualified if they are found to be plagiarized or been submitted by those not eligible. Appropriate credit should be given to any other sources of the content.
 10. The winner will be contacted by the organisers with logistic details and arrangements. The visit to the Embassy will take place in the week commencing 27th of April 2020 (subject to Embassy staff schedule) and follow a schedule determined by the organisers.
 11. Should the winner (and a chaperone if required) need to travel from outside of Kathmandu in order to participate in the contest, travel expenses will be covered by the organisers.
 12. You should bring a valid ID card displaying your photo and age/DoB on your arrival at the Embassy.
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Government outlines further plans to support health and social care system in fight against COVID-19

- Further measures expected to be included in upcoming COVID-19 Emergency Bill include an expansion of video hearings in courts and new powers to make it easier for volunteers to support the fight against COVID-19
- Comes as cross-government approach to tackling virus continues to accelerate, including ensuring detailed guidance is in place to help those self-isolating
- NHS also announce calls to NHS 111 increase by more than a third compared to same period last year, with 500 extra call staff recruited to handle higher demand

Government has today outlined further detail on proposed measures expected to be included in an upcoming COVID-19 Emergency Bill, as plans continue to accelerate ahead of an expected move from 'contain' to 'delay'.

Health Secretary Matt Hancock has outlined how volunteers – who already play a central role in helping the health and social care system function – will be given additional employment safeguards so they can leave their main jobs and temporarily volunteer in the event of a widespread pandemic.

Around 3 million individuals volunteer in a health, community health and social care setting. In the event of a pandemic, we want to be able to maximise the number of volunteers and the amount of time they can commit to supporting the health and social care system – without fear of them losing their jobs. Under these proposed measures, government will ensure the jobs of skilled, experienced or qualified volunteers are protected for up to four weeks to allow them to shore up resilience across the health and social care systems. As part of this, leading business groups will be consulted thoroughly about how best to implement these changes.

Further proposed measures the government are thought to be considering include allowing certain civil proceedings in the magistrates' courts to be conducted via telephone or video, as well as the expansion of audio and video live links in various criminal proceedings. The provisions will ensure individuals who may be forced to self-isolate are still able to appeal to a court, while ensuring courts can continue to operate even in the height of an epidemic so that justice is delivered.

Following last week's [announcement](#) that measures will also consider emergency registration of health professionals who have since retired, the Bill will also look at ensuring that any retired staff who return to work in the NHS will not have their pensions negatively impacted.

Health Secretary Matt Hancock said:

We will do all we can to contain coronavirus, but as we know, COVID-19 is spreading across the world, so I want to ensure government is doing everything in its power to be ready to delay and mitigate this threat.

Public safety is my top priority. Responding to coronavirus is a massive national effort and I'm working with colleagues across government to ensure we have a proportionate emergency bill, with the right measures to deal with the impacts of a widespread COVID-19 outbreak.

We plan for the worst and work for the best, and the NHS is working 24/7 to fight this virus. Calls to NHS 111 have increased by more than a third and we have already put in place 500 extra staff to help with this increase. Every person has a role to play in managing the spread of COVID-19 – whether that's washing your hands more often for 20 seconds or catching your sneezes.

The COVID-19 emergency Bill is also expected to have strong safeguards, including sunset after two years, and government is clear that it will only use proposed measures if needed – based on clinical and scientific advice.

New NHS data released this week showed that telephone calls to NHS 111 were up by more than a third compared with the same time last year, with an extra 120,000 calls to NHS 111 in the first week of March. Between Thursday 27 February and Thursday 5 March, NHS 111 answered 389,779 calls. To help deal with this demand, the NHS have [announced](#) around 500 additional initial call responders have already been trained, an increase of 20%, and people can also visit NHS 111 online.

Today's developments follow significant government action over the last week, including:

- A PM-led press conference with the Chief Medical Officer Professor Chris Whitty and Chief Scientific Adviser Sir Patrick Vallance announcing the publication of the government's [Coronavirus action plan](#)
- Two Ministerial-led COBRs to oversee the government's response to the COVID-19 outbreak as well as numerous ministerial and clinician-led meetings
- The unveiling of the [latest phase](#) of the government's communications campaign to encourage the public to do their bit to prevent the spread of the virus
- The launch of the government's cross-government 'war room' of communications experts and scientists

As part of the government's cross-government approach, all government departments have started to engage with industry leads in their respective areas as government, with DCMS due to host a meeting with sporting bodies tomorrow and Defra expected to undertake further meetings with supermarkets this week.

The government's public health campaign [launched](#) last week, featuring posters and social media adverts to reinforce the importance of hand-washing, for 20 seconds or more with water and soap, to prevent the spread of the virus. NHS, Public Health England and Local Authority Public Health teams up and down the country continue to work tirelessly to support everyone in need of advice, testing or treatment.

Since January, public health teams and world leading scientists have been working round the clock on the COVID-19 response, and government has been working with partners across the country to provide tailored advice to the public, travellers coming into the country and those most at risk from COVID-19.

Public Health England have already concluded over 21,000 tests so far, with all but 206 coming back negative. Latest figures are published [daily](#).

We have also announced over the last week that 2 individuals who tested positive for COVID-19 have sadly died. Both were older individuals with underlying health issues.

Expert teams continue to actively trace those who have come into contact with a suspected case. Unless an individual has been contacted already or has travelled to an affected area, they should be reassured it is not necessary for them to take any further action.

[Women leading the way in breaking down boundaries in science and innovation](#)

- Government unveils almost £3 million new fund for visionary, entrepreneurial female innovators
- 10 female inventors will receive £50,000 each to develop solutions for climate change, energy efficiency and health issues
- support for women and science and innovation comes on International Women's Day and during British Science Week

Over 100 entrepreneurial women and young people are set to benefit from government-backed funds to turn inspiring ideas into thriving businesses.

Today (8 March 2020), the UK's first dedicated female Science Minister, Amanda Solloway, committed almost £3 million and a package of business support to help inventions by women and young people like clean energy solutions and healthcare services.

Female entrepreneurs could contribute £250 billion to the UK economy if they started and scaled their businesses at the same rate as men.

Speaking on International Women's Day, Science Minister Amanda Solloway said:

Looking through the UK's history, we find inspirational women in every decade, from Ada Lovelace to Rosalind Franklin and Dorothy Hodgkin. Their discoveries had a profound impact on all our lives.

We are committed to supporting women and young people and opening up new opportunities for them. Initiatives like the Women in Innovation Awards and the Young Innovators' Awards will help the next generation of inventors turn their unique concepts into businesses.

Of the government's funding commitment, £2.2 million will go to the [Young Innovators' Awards](#). In partnership with The [Prince's Trust](#), the government-backed award will support young people with creative and ground-breaking business ideas to turn these into reality. The package will include a £5,000 grant, one-on-one coaching and an allowance to cover living costs. The 3-year national programme aims to target 18-30 years olds from a variety of backgrounds.

Ben Marson, Director of Partnerships at The Prince's Trust:

At The Prince's Trust we believe that every young person, no matter their background, should have the chance to thrive in work. We know the immense potential and entrepreneurial spirit of UK young people but not everyone has the opportunity to turn their ideas into reality.

Working with partners like Innovate UK on the Young Innovators initiative allows us to encourage and enable entrepreneurship and innovation among more young people and bring diverse ideas and businesses into the economy.

A further £500,000 will be provided to pioneering female entrepreneurs to develop innovations such as those to tackle climate change, developing new treatments and services for healthcare patients and cleaner transport. Ten female inventors will be awarded with a cash injection of £50,000 each, as well as receive coaching and mentoring.

Ian Campbell, interim Executive Chair, Innovate UK, has said:

Diversity in businesses is a proven driver of economic growth. Through our focused campaigns we have shown how Innovate UK's support has enabled winners to embrace innovation, expand and refine global product ranges, and continue to grow and develop their own diverse teams.

By continuing these efforts we can help bring attention to many

inspirational role models for our next generation of innovators, strengthening the UK as a world leader in innovation.

Today's funding announcement forms part of the government's ambitions to significantly boost research and development fund across the UK – with the clear ambition to reach 2.4% by 2027.

The [Alison Rose Review of Female Entrepreneurship](#) estimated that an additional £250 billion could be contributed to the UK economy if female entrepreneurs started and scaled their businesses at the same rate as men.

Women in Innovation Awards

Through the Women in Innovation Awards, established by Innovate UK, 10 female inventors will be awarded with a cash injection of £50,000 each, as well as receive coaching and mentoring.

Previous winners of the Women in Innovation Awards have had a huge impact developing ideas while creating a new community of female entrepreneurs, proving that anything is possible, including:

- Daniela Paredes Fuentes the creator of Gravity Sketch, software that allows designers to sketch in 3D.
- Agnes Czako who invented AirEx, a smart-tech airbrick that could help householders save money on their energy bills by improving the energy efficiency of tens of millions of UK homes.
- Dr Debbie Wake who is the CEO, co-founder and clinical lead for My Diabetes My Way – a self-management platform for diabetes patients.

Since the launch of the Women in Innovation programme in 2016, the number of women leading applications to Innovate UK has increased by 70%.

As part of the Women in Innovation programme, the government also announced today:

- the ongoing rollout of purple plaques at UK schools to celebrate award winners, engage students and leave schools with a lasting connection to women's roles in innovation
- a new partnership with Founders4Schools to highlight the importance of women-led businesses engaging with schools to inspire future innovators
- annual Global Business Innovation Programmes that showcase UK women innovators and provide them with access to international research and innovation opportunities and build networks across different countries

Young Innovators' Awards

As well as supporting women in innovation, Amanda Solloway today announced support for young people with new and creative ideas. The scheme is backed by [Innovate UK](#), who will partner with the Prince's Trust to deliver the Young Innovators programme – a 3-year national programme, which aims to target 18-30-year olds from diverse backgrounds.

Previous female recipients of the Young Innovators' Awards include:

- Yagmur Masmaz who created GreenBook, an erasable whiteboard notebook with customisable, reusable pages
- Claire Skelton who produces hand-made contemporary jewellery from reclaimed metal
- Laua Neihorster received funding for her sustainable, reusable sanitary pad design, which can be washed and reused for up to 5 years

The programme will comprise of annual competitions for Young Innovators' awards alongside an Ideas Mean Business' communications campaign to encourage young people to make their ideas a reality. Roadshows across the UK will inspire and engage young people to get involved in science and innovative projects, supporting the government's work to level up opportunities for research and development around the country.

Dates for the Young Innovators' regional roadshows are:

About Innovate UK

Innovate UK is part of [UK Research and Innovation](#), a non-departmental public body funded by a grant-in-aid from the UK government.

Innovate UK drives productivity and economic growth by supporting businesses to develop and realise the potential of new ideas, including those from the UK's world-class research base.

[Amanda Spielman at ResearchEd Birmingham 2020](#)

Introduction

It's good to be here at Nishkam, and I am going to start by telling you that when I heard where I was coming today, it felt as though the fates had come together – and in a good way.

That is because five months ago I went to a New Voices event in London, where I listened to Andy Brown, who is Assistant Principal here, give a fascinating talk on effective CPD, and about how Nishkam's model has moved away from being predominantly whole school, more generic CPD, towards a much higher proportion of subject-specific CPD.

He explained that some of the thinking originated in an interesting piece of Wellcome Trust research, that found that the weakest schools were the least likely to prioritise subject CPD, and he explained how their insights had been built into a multi-level CPD model here.

And he explained that as part of that, all Nishkam teachers get two days of individual level CPD each year, where you can decide what you are going to do. Which means that I know to ask how many of you here today are Nishkam teachers using one of your individual days.

Andy's talk was so interesting that I made a page and a half of notes. But I won't say any more about it because of course he's speaking here today on his home turf. But I am going to say to all you non-Nishkam people: you won't be disappointed. And if he is talking about the CPD here, I think you might well come away envying Nishkam teachers.

Why I am here

And of course, this is a ResearchEd event! As some of you will know, I have a pretty strong commitment to research, so I'm definitely in my comfort zone today.

Since I came to Ofsted, we have rebuilt the Ofsted research team. Of course we want to make sure that our work is as well-founded in evidence as we can make it. And we wanted to make a strong feedback loop between our development, implementation and evaluation work, so that we iterate our frameworks and practice intelligently over time, in the light of experience.

EIF

I did have an interesting comparison point recently. Probably few of you know that there is a European association of school inspectors, with 37 members last time I looked. Yes, that's probably more than there are countries. That's because while there are some countries with no inspection, many do have it, and of those, some have provincial rather than national inspectorates. And by the way, even though the first HMI were appointed in England before 1840, we are far from being the earliest – many countries had school inspections before that, some like the Netherlands and Prussia 100 years earlier.

Anyway, we took our turn hosting the annual conference back in October, and I will also tell you now that an international school inspectors' conference is very far from being a glitzy jolly – the conference dinner took place in a pub. And I can also tell you that school inspectors look like school inspectors, no matter which country they come from.

But the interesting point I want to make was the remarkable level of interest in our new framework, and especially the way it is built on a platform of research evidence. I think I could have turned football team manager and sold some of my team several times over. That would be one way to increase our income! Though perhaps a little hard to fit into the civil service employment model – I suspect the Treasury would instantly confiscate any transfer fees.

And our research team hasn't just been working on the evidence platform and the evaluations we have and will continue to carry out. In the Annual Report we just published, we listed our publications in 2018-19, and it is a

considerable list. The research team contributed strongly – on curriculum, knife crime and teacher wellbeing to name just three.

And we have been endeavouring to get a bit of co-production here. We tweeted out the draft programme to find out what people wanted us to cover. In fact, we did the teacher wellbeing research because teachers told us they wanted it.

EIF implementation

Now you might have noticed that at Ofsted we've been putting a lot of time and effort over the last few years into working out how to make our inspection work as constructive as we can. Though I'm not going to get into discussions about graded judgements today.

We've published quite a lot and talked a lot about the EIF and its underpinnings. So I'm not going to rehash that, except to say that the foundations we laid are justifying the work that went into them.

We've done several thousand EIF inspections now – including nearly 1700 in schools. (Remember it's a common framework for early years and post-16 education as well.) And the feedback from many directions is telling us that the inspections are nearly always working well.

We do know there is a small – and vocal – minority who don't like the new model, or who haven't been happy with their experience of it or with their outcome. But overwhelmingly the schools who have been inspected are positive about it.

Our post-inspection surveys, which have a very good return rate, tell us that schools are finding the process fair, and that they think the feedback is going to help them improve. And yes, we do take account of the fact that people who are happy with the outcome are slightly more likely to fill in the survey. Even the people who are disappointed with the outcome by a very large majority tell us that they think the process was fair and the input constructive. And this message is echoed from many other directions. Quoting a couple of pieces of the typical feedback we are getting: 'The process was incredibly fair, done with and not to, and inspectors were genuinely looking for the positives.' And: 'It was professionally done, in partnership with me, focused on exactly the right things.'

In fact it seems to be largely win:win, in that inspectors are also finding inspecting under the new framework rewarding, and seem to have renewed enthusiasm for their work. Our HMI recruitment pipeline is the strongest it has been for a very long time, in terms of both quantity and quality, while a suggestion to our contracted Ofsted inspectors that they should resign doesn't seem to have prompted a single resignation that we can find, nor are we noticing people reducing their commitment.

Of course there are have been a few wrinkles and teething issues – among several thousand inspections, how could there not be – but we take all feedback very seriously, and work fast to address issues, as for example we

did back in September to sort out a problem that was flagged up for small primary schools. I'll talk a bit more about how we are refining our implementation when I speak at the ASCL conference next week.

Stuck schools

Coming back to our wider research programme, it is of course intended to contribute to our aim of being a force for improvement. Our approach is about looking at what really matters and doing it in a way that helps everyone get from A to B in the most efficient way possible: maximum gain for minimum pain.

So today I want to talk about three pieces of work we have done recently. The first was published a couple of months ago, on what we have called [stuck schools](#).

In some pockets of the country, there are schools that haven't reached the 'good' standard for 13 years or more. When we did the sums six months ago, there were over 400 of them. That's not a large proportion of the schools in England, but it is still more than 200,000 pupils being educated in stuck schools.

Despite the system of support, intervention and inspection designed to improve schools, nothing has changed for these children. This isn't good for the children, and it actually isn't good for the staff in these schools either.

And these children are more likely to live in deprived areas than children at other schools. We found some common factors among the schools we visited. All were operating in very challenging circumstances, where a mixture of geographical isolation, unstable pupil populations and often poor parental motivation seem to be compounding the issues for children. But poor education is not an inevitability for poor communities: most schools in the most deprived areas do give good or outstanding education, despite the challenging contexts in which they work.

And, some of these good and outstanding schools have not always been so. Some of them have had difficult journeys, with many different forms of intervention and support, and many different leadership strategies, finally coming together to make an impact. The reasons that they have improved have been under-investigated and are therefore far from clear cut.

Research

Our research explored why some consistently weak schools have been able to improve while others have not, so that the whole system can work together to make the right things happen.

It wasn't intended to apportion blame or to set the problem at schools' doors alone. Indeed, the whole school and accountability system – of which inspection is a part – has some responsibility for the lack of progress in these schools.

It drew on research visits to 20 schools, 10 of which have been graded less than good consistently for 13 years or more and are considered as 'stuck'. The other 10 were graded good in their last 2 inspections, but previously had 4 full inspections that graded them less than good. These are considered as 'unstuck'.

The evidence collected was self-reported through focus groups and interviews. We did not attempt to verify independently the views or facts that were given to us. This means that the evidence reported should be seen as schools' interpretation of their journey, rather than Ofsted's view.

Of course the first thing that was important to understand was why each school was or had been stuck. And the hypothesis that emerged from the work was that there are broadly two types of stuck schools.

The first kind can be characterised as chaotic and change-fatigued. One teacher told us: 'In the last 7 years, we've had 4 headteachers. We've looked like we're joining 3 different MATs.'

The second kind typically has a resistant and embedded culture, which might involve teachers who have been working for the school for decades and a head and senior leadership team in post for five years or more.

But even within those tentative categories, each school will be stuck in its own way.

The next point to make is that we found no substantial differences in the reported contexts of the stuck and unstuck schools we visited. The unstuck schools had very much the same set of problems of context as the stuck schools: the geographic isolation, the high mobility, limited parental support. The fact that some schools do well despite these challenges shows that it can be done.

We also found no systematic differences in the level or type of school improvement support that stuck and unstuck schools had been given. All had been involved in some kind of government-funded support programme. Most often that was advice from National Leaders of Education. The programmes have not succeeded in getting these stuck schools to good and they are not perceived to have been transformative in unstuck schools either.

In fact most stuck and unstuck schools said that they had received too much school improvement advice, from too many different quarters of the school system. Of course it was well intended. But it had rarely had the intended impact.

School leaders said that the quality of the advice itself was often lacking. They also commented on a poor match between the problems of the school and the advice on offer.

What these schools have too often received, after a brief inspection that reaches a judgement, is an uncoordinated bunch of interventions.

I've talked about 'a cacophony of consultants of variable quality', and 'a

merry-go-round of changing headteachers'. It is hardly surprising that this typically fails to help unstick the school.

Overall, the evidence does suggest that there is enough capacity in the system to support and advise these schools. But too little attention is given to several things:

- the content of the support, including whether it really helps with getting focused, effective action that responds directly to the issues that have been raised
- whether the support is best provided internally or externally to the school or MAT
- and of course the quality of the people and organisations coordinating or delivering the support

If we get these things right, and concentrate on doing just the things that matter most, in the right order, change will happen.

The stuck schools report got a lot of coverage.

The other recent example of our research that I thought it would be good to talk about today is the work we did as part of the development of the [new framework for inspecting initial teacher education](#). Inspecting teacher education gets much less airtime than inspecting schools, but clearly it's a strong lever in the overall education system. And it needs to sit comfortably with a few other things: in particular, the DfE's content standards for ITE, the Early Career Framework, and of course the EIF. So we needed to update our approach to these inspections.

And we have been approaching this in the same way we approached the EIF: building on evidence, carrying out research where it is needed, testing the components of the emerging model.

As with the EIF, we knew that the new framework needed to get to the heart of quality in ITE: what trainees are taught and what they learn.

We developed a model using a literature review we commissioned from Sheffield Hallam University; discussions with current ITE practitioners; a survey of course leaders, trainees and NQTs; our own previous curriculum experience; and of course the experience and knowledge of our own HMI.

From this we developed a set of 22 indicators that the evidence suggested might be associated with ITE curriculum quality, covering partnership working as well as curriculum planning. The partnership working indicators were specific to the ITE context. A detailed rubric on a 5 point scale helped the 17 inspectors involved make consistent assessments of quality. We designed the research visits to align the evidence collection activities with the indicators and rubric design. They were two day visits so that we could collect evidence from partner schools, school-based mentors and trainees themselves. There's quite a lot about methodology in the report.

We visited 46 ITE partnerships, including 20 Higher Education Institutions, 24 SCITTS and 2 TF partnerships. For some reason very few of these were in

the West Midlands – we did visit Birmingham City University.

And what did it all tell us?

Efficiency is of course really important in ITE. There is a great deal to cover in a year of teacher training so careful thought needs to go into what is taught and learnt when, and in what context.

In the strong programmes course leaders work with their partnership to plan and deliver a well-sequenced curriculum. This joins up centre-based provision properly with trainee placements. And it allowed trainees to practice what they learn in centre provision.

By contrast, leaders in weaker partnerships tend to arrange their programmes to meet the practical needs of partner schools and settings, rather than considering how best trainees learn and develop.

And of course the principles of good vocational education for adults are to a large extent the same as the principles of good education in schools. In the stronger partnerships, training was built on a strong understanding of learning and the fact that although trainees are already pretty highly educated, they are nevertheless usually novices in the business of teaching. By contrast, in weaker partnerships, sequencing of content was generally ignored in favour of attempting to capture everything in bite-sized chunks, so as to tick off the ‘teachers’ standards’

The strongest partnerships did a good job of developing subject knowledge, even though time is limited. They managed (though they couldn’t entirely overcome) this time limitation by connecting trainees to subject organisations and to quality curriculum content that they could study themselves. The strongest partnerships had a strong focus on behaviour management, and they taught their students from up-to-date research.

Being thoughtful about what can and cannot be taught during ITE is, again, about the most efficient way to achieve quality.

And the research did a couple of other things as well. It showed us which of that set of 22 indicators added up to the strongest basis for a clear inspection construct in the new framework. It also showed us where the new construct diverges from the old. And it showed us that some of the outcome measures we were using were not good indicators of quality. When teacher supply is tight, nearly all teachers will get jobs, irrespective of course quality, so completion and employment rates are not good signals of quality.

We have now published our draft framework, and it builds on these findings. The plan is that inspection should look at curriculum and partnerships in detail, to see whether trainees are being taught the right things and get to practice them in supportive settings.

The development model is another example of how we use evidence to inform everything we do.

If we want to combine quality and efficiency, we need to draw on high quality evidence and research, in whatever part of education or social care that we work, be it as teachers, leaders, inspectors or civil servants.

Managing Behaviour

The third piece of research I wanted to mention is on managing behaviour. We know that behaviour remains a major concern for teachers. This was apparent from the NASUWT big question survey, the OECD TALIS study and our own study on teacher wellbeing. They all showed that teachers feel misbehaviour is common, and a major source of teacher stress. Our teacher wellbeing study found that many teachers felt that senior leaders provided insufficient support.

In 2014, we published a report on low-level disruption, [‘Below the radar’](#), It’s fair to say the findings were disturbing. We found great concern among teachers and pupils about a lot of low-level disruption. In many cases this disruption wasn’t recognised or properly addressed by school leaders.

In 2019, we felt it was time for an update, looking not just at low-level disruption but at more challenging forms of misbehaviour. We wanted to identify the strategies that schools use to pre-empt and manage challenging behaviour and, of course, to promote good behaviour.

Compared with ‘Below the radar’, we found some positive developments. Teachers and leaders understand the importance of consistency in the implementation of behaviour policies.

Most schools in our study favoured whole-school behaviour management approaches where a set of consistent routines are put into practice, and rigorously and consistently applied. Though that consistency does need to be flexed for the small group of pupils with SEND or issues at home.

In the best schools, staff emphasised the value of teaching desired behaviours and making them routine. And this is especially the case for behaviours repeated regularly throughout the school day – those to do with the safe movement of pupils around the school, the smooth running of lessons and the minimum loss of learning time to low-level disruption.

We’re currently scoping the next phase of our behaviour research. We’ll be asking:

- What does good behaviour look like? – can we come to an organisational concept of good in this area?
- What does this look like in different contexts and for schools on different trajectories?
- And of course, do we need to refine inspection methodology in this area? If so, how?

We are particularly interested in ‘turnaround schools’ on behaviour and what their different journeys might be. We’re hoping that our research could lead

us to a typology of schools that could inform how we look at them on inspection.

Your interest

And it is so great that you are all here today to listen, think, talk about so many aspects of education. Not only is it intellectually satisfying to be part of events like this, it also fits in well with the evidence on the value of CPD.

A week or two ago I read with interest another study recently carried out for Wellcome by EPI, published just last month, which found that high-quality CPD for teachers is as effective for improving pupil outcomes as having a teacher with a decade's experience in the classroom. And that it has value for teacher retention, especially for early career teachers. And – back to the Nishkam example again – that CPD programmes are more effective when they have sustained support from school leaders.

So I hope that being here, even on a Saturday, really does feel like a great way for you to develop, personally and professionally, as of course it does for me.

Conclusion

And to finish, I'd like to say thank you to Claire Stoneman and the organising team for inviting me, and even more for making this event happen, and to the ResearchEd team behind them, and of course to Nishkam for generously playing host. Watching the development of the ResearchEd movement from three different seats in education has been fascinating, and awe-inspiring, seeing more and more talented people exploring, pushing themselves, and engaging others.

It's a great programme today, with lots for every kind of interest. For anyone who is allergic to talking about curriculum, I can only apologise for our part in raising the profile of this aspect of education.

I can only be here myself until 12.15 because I need to catch a train to speak at another event in London this afternoon. But I'm hoping to fit in a couple of talks before then and to have a chance to speak to some of you.

I do hope you all have a brilliant day, and come away with your brains fizzing. That will be good news for you, and for all the children you teach.

Thank you very much, for all that you do, and for listening to me. Let's all get going.